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The Benefits of Immersion in Learning a Foreign Language

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“The Benefits of Immersion in Learning a Foreign Language”

Cassidy Crouch
Western Michigan University
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Lee Honors College Thesis

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ABSTRACT

The purpose of this study is to measure the linguistic benefits of learning a foreign language in a study abroad immersion program through Western Michigan University's (WMU) Spanish department. The participants in this study were all participants of the Santander, Spain program of the Summer II semester of 2017. Nineteen students in total went to Spain and eleven of them agreed to participate in this study. During the Spring 2017 semester the eleven participants were given a pre-departure questionnaire and oral interview where they were asked demographic questions as well as program-specific information. During the last week in Santander, Spain each student was given a post-trip questionnaire and interview where they were asked about their experience in Spain, including travel experiences, budget and what they learned about the culture. The pre- and post-interviews were analyzed to see what lexical and grammatical mistakes were made and then compared to see how much each participant improved linguistically over the two-month duration of the Santander, Spain study abroad program. Various non-linguistic factors were also analyzed using the information collected in the questionnaires in order to determine if they had an effect on linguistic growth. The statistical software SPSS was used to analyze multiple values to determine their significance and thus their relation to the linguistic changes seen. The results show that both the increase in fluency and decrease in the number of lexical and vocabulary errors were significant and that the analyzed non-linguistic factors were not found to have a significant effect on these linguistic changes.

Approval to complete this study was received before any of the pre-trip interviews began from the Human Subjects Institutional Review Board (See Appendix A).

LITERATURE ANALYSIS

Many studies have found that there are multiple benefits for those who participate in an

immersion program in order to expand their knowledge and capabilities of speaking a foreign language. I wanted to take that basis of knowledge and approach it in a more scientific manner so that not only was I demonstrating these benefits and advantages from studying abroad, but was also using data in order to show and prove how useful and important study abroad programs are when learning a foreign language.

Throughout my four and a half years of studying Spanish at Western Michigan University I have sat through many presentations promoting the various study abroad programs offered to students by the Department of Spanish, including the two-month program to Santander, Spain. These presentations mentioned that most students end up choosing to go abroad and how much the experience can change their personal life. While very informative, these presentations never showed how much students change linguistically after studying abroad, and after doing some research, I noticed that no one had ever researched this for a WMU specific Spanish study abroad program. Being a participant in the 2017 study abroad program to Santander, Spain, I decided that it would be the perfect opportunity to complete this research for the first time.

As I have previously mentioned Western Michigan University's Spanish department has never had a scientific study completed on their study abroad programs that measures the progress of students, especially when it comes to their level of linguistic growth. There are similar studies completed on programs outside of WMU, but many of these studies that have been completed to measure linguistic growth of students studying abroad use the Oral Proficiency Interview, or OPI, which is a live interview where students are given speech examples in the target language in order to assess their overall speaking ability (Ookhara 2014). At WMU, the OPI is only available for Spanish students going into education and more than that, it is \$70 each time that it

is taken. Due to the unavailability and cost of the exam, a different type of oral interview was used where the responses of each participant to each question were recorded and fluency and accuracy were evaluated.

Many studies have been completed trying to show that students do in fact become more fluent in a language after studying abroad. In general terms, fluency can be described as “the highest point on a scale that measures spoken command of a foreign language” and for the purpose of this study fluency was measured as the number of words spoken per minute (Lennon 389). Many studies have also utilized questionnaires as a way to collect various types of information about the participants. In a study completed by Roever, et. al., questionnaires were used to collect participants’ age, gender, motivation, personality and their history of studying the language (378). The questionnaires used in this study about Santander asked similar questions in order to collect similar information about the participants (See Appendix B). These factors were then evaluated to determine if they had an effect on the change in fluency of each participant. In a book written by Diane Larsen-Freeman and Michael H. Long, multiple studies were completed that evaluated various non-linguistic factors and their effects on students’ abilities to learn a foreign language (2014). Their approach used both questionnaires and interviews in order to measure fluency, correctness of speech and various information about their participants, using similar techniques that were used in this study on the Santander study abroad program.

METHODOLOGY

The present study used a pre-trip and post-trip questionnaire and oral interview to collect information on various non-linguistic factors and measure fluency in a group of study-abroad participants from Western Michigan University in Santander, Spain.

Participants

Students who participated in this study were all participants in the study abroad program in Santander, Spain during the Summer II semester of 2017. The Universidad de Cantabria program is two months in duration. Out of the nineteen students who went to Spain, eleven decided to participate. These eleven students were of a wide array of ages, year in college and most differed in how much Spanish experience they had before entering the university. The requirements to participate in the Santander study abroad program was: participants must be at least 18 years of age or older, they must be of minimum sophomore status by the beginning of the Santander program, they must have a minimum Spanish grade point average (GPA) of 3.0 and they must have completed SPAN 3160: Spanish Conversation and 3170: Spanish Composition prior to departure. It is important to note that at Western Michigan University your academic year in college is determined by the total number of credit hours that have been completed and not by the number of years that you have been enrolled at the university. Although some participants are classified as seniors, that does not necessarily mean that they will graduate right away. All senior participants are currently enrolled and taking courses at WMU during the Fall 2017 semester.

Thirty-six percent of participants were in their sophomore year of college, 27% in their junior year and the remaining 36% were completing their senior year. The students covered a wide range of ages with 18% being 19 years old, 36% being 20 years old, 27% being 22 years old and 18% were 23 years or older. Seventy-three percent of participants had declared themselves as a Spanish major before studying abroad with the remaining 27% only declaring a minor. The latter group of students and 38% of the Spanish majors have majors in other

academic areas, including: engineering, biomedical sciences, English, nursing and environmental studies.

Thirty-six percent of the participants were sophomores and out of this 36%, 75% of them had taken 5+ semesters of Spanish in high school whereas the remaining 25% had no Spanish experience prior to college so they started at WMU at the Spanish 1000 level. 50% of these individuals completed the last required courses for the Santander study abroad program during the Spring of 2017 whereas the other 50% finished the required courses by Fall 2017 or sooner. 25% of these individuals were 19 years old at the time of the program whereas the remaining 75% were 20 years old. Seniors also made up 36% of the overall participant group with 50% of them being 22 years of age and the other 50% being 23+ years old. 50% of these students took 5+ semesters of Spanish before college while 25% took only 2 semesters and the remaining 25% had no Spanish experience before college. All of these participants had the required courses completed by Fall 2017 or sooner.

The remaining 27% of participants were juniors and of ages 19, 20 and 22. 66% of these participants had taken 4 semesters of Spanish in high school whereas the other 33% only took two semesters. Sixty-six percent of these students completed the required courses during Spring 2017 and the remaining 33% of these students had those courses completed by Fall of 2017 or sooner.

Table 1 shows which Spanish courses each participant completed at WMU prior to departure, including the total number of Spanish credit hours. The participants are listed by their year in college, with the first four being sophomores, the following three being juniors, and the last four being the seniors. Before going to Santander, Spain, the sophomores averaged 13 credit hours, the juniors 26 credit hours and the seniors averaged 28 credit hours.

Table 1: Courses and Number of Credits at WMU Before Studying Abroad.

Participant	Classes taken before Santander	# of credits
XO141	IB credit, 3160, 3170, 3220, 3240, 3250	15
XO142	1010, 2000, 2010, 3160, 3170	18
XO144	3160, 3170	6
XO145	3160, 3170, 3220, 3240	12
XO149	1000, 1010, 2000, 2010, 2560, 3160, 3170, 3180, 3240, 3250	34
XO150	1000, 1010, 2000, 2010, 3160, 3170	22
XO140	1010, 2000, 2010, 3160, 3170, 3390	21
XO143	2000, 2010, 3160, 3170, 3210, 3240, 3250	23
XO146	1000, 1010, 2000, 2010, 2560, 3160, 3170, 3180, 3220, 3240, 3250, 4520	40
XO147	1000, 1010, 2000, 2010, 1360, 3170, 3240, 3250	28
XO148	1010, 2000, 3160, 3240, SA in Quito	21

As seen in table 1, most of the students, except for three, had taken more courses than the program requires before leaving for Spain. Although each student differed in the number of classes or credits in Spanish already obtained prior to their participation in the program abroad, none of them, except for one, had reached the 4000 level courses. At Western Michigan University, a higher course number corresponds to a more difficult course. So although there were students better prepared than others by the number of credit hours already taken, there is typically no drastic linguistic differences among the participants.

While in Santander, Spain each participant completed three courses: SPAN 4100: Studies in Hispanic Culture, SPAN 4520: Foreign Study and SPAN 4530: Oral Language Practice, a total of nine credit hours. These classes provided information about the history of Spain, an intense grammar lesson, and how to become a more fluent and successful Spanish speaker.

Instrumentation

Student Questionnaires. All participants completed a questionnaire in the month of April 2017, two months before the study abroad program began. This questionnaire collected information about their previous Spanish experience, the classes they had already completed at

Western Michigan University, their feelings about studying abroad and what they hoped to get out of the experience (See Appendix B). A second questionnaire was given during the last week of the study abroad program and collected information about their experience in Spain and their future plans (See Appendix C). Participants were given five minutes to complete each questionnaire.

Oral Interviews. All participants completed an oral interview in the month of April 2017 that consisted of four questions regarding how they felt about studying abroad (See Appendix D). Each question was first asked to every participant in English and then the exact same question was asked in Spanish. This process was repeated for all four questions. Participants were given a second oral interview during the last week of the study abroad program, following the same format as the first oral interview (See Appendix D). Participants were given approximately two and a half minutes to respond to each question, allowing ten minutes to complete each oral interview. Their answers were then transcribed, translated into English and used to evaluate fluency and the number of grammatical and vocabulary errors made.

RESULTS

Questionnaires. Tables 2 and 3 show other pertinent questions that were asked on the pre-trip questionnaire. Results are portrayed as the average for each class of students, sophomores, juniors, and seniors, and for the group as a whole. Table 2 shows the questions that were asked to collect Spanish background information, including questions regarding each participant's heritage and previous travel experience. For rows six and seven participants were asked for a rating from 1 to 10 and for questions one through five participants were asked to check 'yes' or

‘no’. Table 3 shows the people that encouraged each participant to study abroad, with each number representing how many of the participants chose each option.

Table 2: Background Information from Pre-Questionnaire.

Question	Sophomore	Junior	Senior	Overall
Hispanic heritage?	100% N	66% Y, 34% N	100% N	18% Y, 82% N
Traveled to Spanish country?	75% Y, 25% N	100% Y	50% Y, 50% N	45% Y, 55% N
Friendship w/ Hispanic?	75% Y, 25% N	66% Y, 34% N	75% Y, 25% N	73% Y, 27% N
Worked with Spanish?	25% Y, 75% N	66% Y, 34% N	25% Y, 75% N	36% Y, 64% N
Know any participant beforehand?	75% Y, 25% N	66% Y, 34% N	100% Y	82% Y, 18% N
How much traveled in lifetime?	5	3	6	4.8
Have any scholarships?	6.5	6.7	4.3	5.7

Eighteen percent of the participants came from a Hispanic heritage but 73% of them either currently have or have had a friend that is Hispanic and 36% have worked with Spanish at some point in their lifetime. One hundred percent of the participants who were juniors had traveled to a Spanish country before this study abroad experience and of the remaining eight participants 63% of them had also traveled to a Spanish country at a previous point in their lifetime. All three participant groups had only somewhat traveled in their lifetimes, with the juniors having the least amount of previous travel experience.

The amount in scholarships that each participant received was rated on a scale from 1 to 10, with 1 representing that they had very little to no scholarships and 10 representing that enough scholarships were received to cover the entire cost of the program. The sophomores and juniors received a significant amount in scholarships for this study abroad program whereas the seniors received the least amount in scholarships overall

The overall group average of a 5.7 shows that as a whole, the group had enough scholarships to cover a little over half of the cost of the program.

Table 3: Encouragement to Study Abroad.

Who encouraged you to study abroad?	
Nobody	1
Parents	6
Friends	6
Teachers	9
Others	5

Table 3 shows that the number one source of encouragement for participants came from faculty at WMU, followed by friends and parents, and that only one participant did not need any outside encouragement to study abroad.

During the last week of the study abroad program in Santander each participant was given a second questionnaire asking questions about their experience and future plans. Table 4 displays some of the questions that were asked that were centered around their experiences in Spain, their relationships with their host families and other participants in the group and their future plans. These results were calculated for three groups, sophomores, juniors and seniors, and the average was calculated for each individual group and the group as a whole and placed in the table. For rows one, two and six participants were asked for a rating from 1 to 10 and for questions two through four participants were asked to check ‘yes’ or ‘no’ as their answer.

Table 4: Post-Questionnaire Questions.

Question	Sophomore	Junior	Senior	Overall
Rate your travel experience with the program.	9.8	10	8.5	9.4
Rate travel experience outside program in terms of personal growth.	9.3	9	10	9.4
Will you remain in contact with anyone from program?	100% Y	100% Y	100% Y	100% Y

Will you remain in contact with your host family?	50% Y, 50% N	34% Y, 66% N	75% Y, 25% N	55% Y, 45% N
Do you want to return to Spain in the future?	100% Y	100% Y	100% Y	100% Y
How much would you recommend this program to other WMU learners?	9.3	10	9.8	9.7

Table 4 shows that the sophomores and juniors had the best travel experience with the program but the seniors experienced the most personal growth in their traveling outside of the program while in Spain. All participants said that they were going to remain in contact with another student that was a part of the Santander program and that they would like to return to Spain in the future. Only 55% of participants said that they would remain in contact with their host families, but 100% would like to return to Spain in the future. In terms of recommending this program to other WMU learners, all three groups rated that they would highly recommended this program, with every junior marking a 10/10 for this question.

Oral Interviews. Each participant's oral interview responses, from both the pre- and post-trip oral interviews, were analyzed in order to measure fluency. The number of words spoken per minute was calculated for each participant for all four questions from the pre-trip interviews and then the average was calculated in order to determine how fluently each participant spoke before departing for Spain. These values are shown in table 5, in columns two and four. The participant's post-trip interview responses were also analyzed to calculate the number of words per minute and the overall average found. These values are shown in columns three and five. After obtaining the average words per minute for both interviews the overall percentage change for each participant was calculated. These values are shown in the last column in table 5.

Table 5: Pre- and Post-Trip Oral Interview Fluency and Percent Change.

Participant	Pre-Trip (words/min)	Post-Trip (words/min)	Pre-Trip Average (words/min)	Post-Trip Average (words/min)	% Change
XO140	82	66	71.25	82.5	↑ 6.0
	64	86			
	68	108			
	71	70			
XO141	85	81	84.75	93	↑ 4.0
	100	103			
	91	97			
	63	91			
XO142	76	73	51.75	54.75	↑ 2.0
	43	50			
	44	49			
	44	47			
XO143	65	94	61.25	81.5	↑ 10.0
	62	77			
	43	91			
	75	64			
XO144	94	38	65.25	84.5	↑ 9.0
	54	94			
	65	120			
	48	86			
XO145	43	73	51.75	77.75	↑ 13.0
	51	86			
	54	95			
	59	57			
XO146	65	135	53.5	89.5	↑ 18.0
	56	83			
	55	62			
	38	78			
XO147	62	69	57.25	70	↑ 7.0
	66	52			
	73	60			
	28	103			
XO148	33	36	37.25	37.25	0
	45	47			
	33	33			
	38	65			
XO149	52	55	58	65	↑ 4.0
	77	83			
	68	55			
	35	67			

XO150	58	73	50.75	82.75	↑ 16.0
	51	78			
	50	60			
	44	120			

According to table 5, all but one participant experienced a positive percent change in fluency. One student experienced no change, as their average number of words per minute did not change, while one student increased their fluency by 18%. An increase in fluency can be related to each participant speaking faster, more confidently and with fewer unnatural hesitations than in their pre-trip interviews. In order to corroborate if the differences between pre- and post-interviews was statistically significant for the three linguistic variables under examination, a paired sample *t* test was run using the statistical software SPSS. For fluency, the difference of 15.98 words spoken per minute was statistically significant: $t(10) = 4.51, p = 0.001$. This can be interpreted as showing that students became significantly faster in their delivery of Spanish.

Participant's oral interview responses were also evaluated for both vocabulary and grammatical errors (See Appendices E and F). These results are provided in table 6, with the number of vocabulary errors in columns two and three and the grammatical errors in columns four and five. The numbers in parenthesis represent how many errors each participant made for every 100 words that they spoke. These numbers were calculated by dividing the number of errors by the total number of words they spoke, and then multiplying by 100.

Not only the number of words expressed in a period of time can give us more precise information regarding the improvement of the linguistic ability of each participant but also it is necessary to take into account a detailed revision of the level of those errors properly said. For example, in general the errors observed in the lexicon in the oral interviews carried out before the program are: frequent use of English (way, leaving, fault, out of my comfort zone, close,

bribe, tuition...), invention of words (chozar for “to choose”, experience, help), use of false cognates (translation to translate) or simply the misuse of the word (“go out” instead of “leave”, “learn” instead of “teach”). While the errors in the lexicon in the oral interviews conducted after the program contained very little use of English, some use of false cognates as “confidence” or “confidante” instead of trust or direct English translations such as “line”. For example, in one participant’s oral interview the word “helpful” was heard but this time instead of being used to mean useful, the interviewee uses it to refer to the idea of “friendly”. We also find that on one occasion participants use the word “mind” instead of “head” or “grown up” instead of “matured”. There is no doubt that the lexicon use in the answers given in the post-interviews are of a higher level. The participants did not need to resort to English because they had a broader semantic field Spanish and the ability to recognize false cognates and use them correctly. In the pre-trip interview the participants in general stuck to answering the question at hand. In the post-interviews participants were adding their opinions and elaborating on their answers while making comparisons to other situations because they now had the confidence and knowledge of a recent lexicon learned that they previously did not know.

In terms of grammar, the errors found in the pre-trip interviews are mostly gender and number agreement (la problema, la clima, abuela bueno, los otras estudiantes, un escuela), in the pronouns (es como es habla en la calle en vez de “se habla”,...), ser and estar (soy alegre, soy emocionada,...), adjectives instead of adverbs (bien experiencia), prepositions at the end of sentences (“no muy nerviosa sobre”...) and verbal or infinitive agreement instead of conjugated verb (“as personas en España hablar..”). Most verbal tenses are in the indicative, although we can also observe a few examples of the preterit and the future. There are not many errors in the

subjunctive due to there being no tendency to use sub-ordinate sentences either. In general, syntactic structures are usually simple.

On the other hand, the sentences expressed in the post-trip interviews are more complex and therefore contain some examples with the subjunctive. This is where some of the errors accounted for fall into, although in some cases the correct use of the present subjunctive is also observed. There is no example of more elaborate structures, such as the past or perfect tenses of the subjunctive. However, errors in gender concordance (“del comida”, “a estilo”, “mucho frecuencia”,...), prepositions (“decir mi familia”, “salir por este viaje” ...) and pronouns (“voy a extrañar a ella”, “esta experiencia ha ayudádome”,...) were also observed. Another interesting fact is that the post-trip interviews show less use of the verbs ‘ser’ and ‘estar’ and, therefore, fewer errors in this context. The use of the present perfect tense also increased considerably in the post-trip interviews.

Table 6: Oral Interview Vocabulary and Grammatical Errors.

Participant #	Vocabulary Errors		Grammatical Errors	
	Pre-Trip	Post-Trip	Pre-Trip	Post-Trip
XO140	3 (1.09)	0	7 (2.55)	7 (3.83)
XO141	14 (3.21)	10 (1.61)	12 (2.75)	21 (3.37)
XO142	7 (4.92)	6 (2.95)	21 (14.79)	13 (6.40)
XO143	7 (3.85)	0	12 (6.59)	5 (1.74)
XO144	2 (1.31)	3 (2.10)	12 (7.84)	7 (4.90)
XO145	3 (2.27)	2 (0.83)	9 (6.82)	12 (4.98)
XO146	3 (1.49)	7 (1.96)	18 (8.91)	11 (3.07)
XO147	3 (2.38)	5 (2.18)	11 (8.73)	12 (5.24)
XO148	8 (4.47)	6 (2.91)	19 (10.61)	10 (4.89)
XO149	3 (2.29)	4 (3.00)	9 (6.87)	7 (5.26)
XO150	6 (5.13)	9 (2.00)	13 (11.11)	25 (5.57)

This table shows that not all participants improved in the number of vocabulary and grammatical errors that they made. In general, students made more grammatical errors than vocabulary both before and after studying abroad. Although at first sight the numbers seem to

indicate that there has not been an improvement in the proper use of the lexicon, the green boxes in table 6 show that, based on the ratio provided in parenthesis, for vocabulary 73% of participants decreased in the number of errors per 100 words from pre-to post-trip interviews, while 82% decreased in the number of grammatical errors. For errors in grammar, the difference of -3.48 errors made per 100 words spoken between pre- and post-interviews was statistically significant: $t(10) = 3.92, p = 0.003$. For errors in vocabulary, the difference of -1.34 errors per 100 words was also found to be significant: $t(10) = -2.76, p = 0.020$. These values show that as a group participants made significantly less grammatical and vocabulary errors in their post-trip interviews than in their pre-trip interviews. It was to be expected that students would make fewer mistakes in their post-interviews due to an increase in confidence and the number of words that each participant spoke. Along with speaking more, each participant had less space between words and overall less silence, also showing that participants were more confident and more capable of finding the words that they wanted to say. Their sentences in their post-trip interviews were more complex, with more complex grammatical errors being made. Participants used more complex tenses, such as the subjunctive and present perfect, correctly and also using a more precise vocabulary.

Non-Linguistic Factors. Different non-linguistic factors were taken into account in how they may have affected each participant's linguistic changes after studying abroad. Some of these non-linguistic factors include: stress level, budget, their willingness to try new things, how much they believe the trip would help them grow personally and in their future and how often they contacted friends and family back in the United States (See Appendix C). Participants were asked similar questions on both questionnaires (pre- and post), with predictions being made about each on the pre-trip questionnaire and an actual evaluation of how their experience was in

regard to each factor on the post-trip questionnaire. These questions and the before and after responses are displayed in table 7. The first column displays the related questions as groups. Group “A” had participants predict how stressed they would be and how stressed they actually were. Group “B” asked how worried they were about budget, group “C” asked how willing participants were to try new foods and group “D” asked about their knowledge of Spaniards. Group “E” asked participants to predict how much their personal life was improved and group “F” asked about if they believed that this study abroad experience would open doors for them in their future. For questions in group “G” participants predicted and showed how much English they spoke and finally group “H” asked about how frequently they were planning on contacting friends and family.

Table 7: Non-Linguistic Factors from Questionnaires

Questions	Sophomore			Junior			Senior		
	Before	After	Change	Before	After	Change	Before	After	Change
A	7.3	5.3	↓ 2.0	5	4.3	↓ 0.7	5.8	6.5	↑ 0.7
B	6.5	6.3	↓ 0.2	6.3	3	↓ 3.3	6.3	5.8	↓ 0.5
C	9	8.3	↓ 0.7	9.3	7	↓ 2.3	8.8	7	↓ 1.8
D	6.8	8.8	↑ 2.0	4	9.7	↑ 5.7	5.8	9.3	↑ 3.5
E	9	9.5	↑ 0.5	10	10	0	8	9.5	↑ 1.5
F	8.8	9	↑ 0.2	10	10	0	8.8	8.5	↓ 0.3
G	4	8.5	↑ 4.5	3.3	6.7	↑ 3.4	3.8	7.5	↑ 3.7
H	8	8	0	5.3	6.3	↑ 1.0	2.8	5	↑ 2.2

Two factors were chosen to examine independently because between the three identified groups of participants: sophomores, juniors and seniors, the results did not follow the same trend. Category “A” asked about students’ stress level while studying abroad. As shown in table 7, both the sophomores and juniors experienced less stress than they predicted they would have while the seniors actually ended up more stressed than they thought. The values for stress were also run using the SPSS statistical software, finding that these values were not significant: $t(10) = -0.64$,

$p=0.003$. This suggests that participants' stress levels most likely did not have an effect on their study abroad experience. Category "F" was also evaluated separately, with this category pertaining to how much participants believed that the study abroad experience would open doors in their future. These values were also found to be not significant, showing that the participants maintained a high level of optimism throughout the study abroad experience, with this not affecting their overall experience and outcome.

Table 8 shows some common reasons why students choose to study abroad and why the participants of the Santander program specifically were studying abroad. On the post-trip questionnaire, the students were asked if they were able to meet their expectations while being abroad and given the exact same options to choose from.

Table 8: Reasons for Studying Abroad.

Reasons	Why are you studying abroad?	Did you meet your expectations?
Cover credits	10	11
Have a fun summer	8	11
Improve your Spanish	11	11
Grow in global cultural understanding	11	11
Travel experience	10	10
Enrich social network	6	9

One hundred percent of participants marked that they were studying abroad to improve their Spanish and grow in global cultural understanding, with 91% also going because they wanted to cover credits and gain travel experience. After studying abroad, 100% of participants marked that they had successfully covered credits, improved their Spanish, grew in their global cultural understanding and had a fun summer. Only 9% of participants didn't gain the travel experience they wanted to and 18% did not enrich their social network. Overall, these students achieved more than they expected based on higher numbers being present in the second column.

DISCUSSION

The questionnaires showed that participants had a very positive study abroad experience overall. The combination of beneficial travel experiences and the friendships formed between participants had a positive effect on linguistic growth because students were able to communicate while traveling and also felt more comfortable in Spain because of their relationships with the other participants. Every participant said that they want to return to Spain in the future and that they would highly recommend the program to other Spanish students at WMU. This shows that the participants themselves felt that they had grown linguistically because not only did they find the program beneficial, but they want to return to a country where they would only be communicating in Spanish.

The oral interviews provided a way to scientifically show that each participant did grow linguistically while studying abroad. Participants spoke more in their post-trip interviews, demonstrating that speaking more is beneficial because it allows for fluency to significantly increase as well. For some participants, the number of grammatical and vocabulary errors increased due to the fact that they spoke more, but overall, they were making less errors per 100 words than in their pre-trip interviews, showing that they did become better Spanish speakers. These errors were also more complex. In the pre-trip interviews, basic errors were being made and for some participants a significant amount of English was spoken because they did not know how to say a word or phrase in Spanish. After two months of studying abroad, participants used more complex grammar and vocabulary in their post-trip interviews, with no student speaking any English.

This study also analyzed the effects that various non-linguistic factors had on linguistic growth. The participants of this program were all self-selected and highly motivated before

leaving to study abroad. This high level of motivation was maintained throughout the program, demonstrating that the maintenance of this high motivation level may have been necessary in order to achieve the level of linguistic growth of each participant. However, it can be concluded that there does not need to be an increase in motivation in order to increase linguistic performance. Stress was also closely evaluated, with the stress level of each participant found to not be significant, demonstrating that it did not have a direct effect on linguistic growth. Because some participants increased in stress while the majority's stress level decreased, it can be concluded that stress can also be positive, motivating students to work harder and focus more.

Overall, this study demonstrated that linguistic improvement is possible while studying abroad despite changes in various non-linguistic factors. Even though participants had other factors affecting their lives at the time of studying abroad, such as stress and budget, they were all able to significantly grow linguistically both in fluency and accuracy. No evidence was found to suggest that it is better to study abroad in one year of college over another because across all three groups, sophomores, juniors and seniors, all participants benefitted linguistically to a similar extent. In the study completed by Jochum a comparison was made between students who studied abroad for one semester and students who were taking classes on campus during one semester. His study showed that the students who were abroad experienced greater results on the OPI exam that was taken after completing their studies when compared to the students who were taking classes on campus, showing how beneficial study abroad programs are when learning a foreign language. Western Michigan University's study abroad program to Santander, Spain is highly beneficial from the point of view of language development and any student who is looking to increase their Spanish speaking capabilities should partake in this study abroad program.

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APPENDIX A

HSIRB Signed Approval Form

Western Michigan University

H.S.I.R.B.

Approved for use for one year from this date:

MAR 16 2017


 HSIRB Office
What information is being measured in this study?

This section will describe the measurements that we are going to take during your participation in this study. The questionnaires will be providing data about your Spanish background, age, year in college, financial situation and your feelings about studying abroad. The four oral questions will be used to measure linguistic growth by comparing your responses in Spanish from before and after studying abroad.

What are the risks of participating in this study and how will these risks be minimized?

There is a potential for discomfort when answering these questions because they are oriented around your Spanish speaking abilities and your feelings about your potential experiences in Spain. These risks are minimized by wording questions so that there are a variety of ways to answer them and you also may choose to not answer any question at any time.

Are there any costs associated with participating in this study?

There are no costs associated with participating in this study.

Is there any compensation for participating in this study?

There will be no compensation for participating in this study.

Who will have access to the information collected during this study?

Dr. Mariola Perez de la Cruz and Cassidy will be the only two individuals who know you are participating in this study and have access to the information collected. In order to further protecting your identity your name will not be included when the student's honors thesis is published.

What if you want to stop participating in this study?

You can choose to stop participating in the study at anytime for any reason. You will not suffer any prejudice or penalty by your decision to stop your participation. You will experience NO consequences either academically or personally if you choose to withdraw from this study. Dr. Mariola Perez de la Cruz and Cassidy can also decide to stop your participation in the study without your consent.

Should you have any questions prior or during the study, you can contact the primary investigator, Cassidy Crouch at (269) 274-1145 or cassidy.s.crouch@wmich.edu. You may also contact the Chair, Human Subjects Institutional Review Board at (269) 387-8293 or the Vice President for Research at (269) 8298 if questions arise during the course of the study.

APPENDIX B

Questionnaire for Subjects

Thank you very much for taking the time to contribute to this research. This questionnaire will take about 5 minutes to complete and should be completed in one sitting, so please make sure you have at least 5 minutes of free time before you begin.

1. Age:

☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25+

2. Year in college:

☐ Freshmen ☐ Sophomore Junior ☐ Senior ☐

3. Amount of Spanish taken in high school:

☐ 0 semesters 2 ☐ semesters 4 ☐ semesters 5+ ☐ semesters

4. Semesters of Spanish at college level (check all that apply):

- ☐ 1000 – Basic Spanish I
- ☐ 1010 – Basic Spanish II
- ☐ 2000 – Intermediate Spanish I
- ☐ 2010 – Intermediate Spanish II
- ☐ 2560 – Hispanic Culture in the U.S.
- ☐ 3160 – Composition
- ☐ 3170 – Conversation
- ☐ 3180 – Spanish for the Professions
- ☐ 3210 – Life & Culture Hispanics in U.S.
- ☐ 3220 – Life & Culture of Spain
- ☐ 3230 – Life & Culture Spanish America
- ☐ 3240 – Intro Study Spanish Linguistics
- ☐ 3250 – Intro Study Spanish Literature
- ☐ 3390 – Contemporary Latin Cinema

5. Hispanic heritage (please check one):

☐ Yes ☐ No

6. Previous Hispanic contact? (check all that apply):

- Traveled to Spanish country? ☐ Yes ☐ No
- Friendship with a Hispanic? ☐ Yes ☐ No
- Worked with Spanish? ☐ Yes ☐ No

7. Are you leaving a spouse, a boyfriend/girlfriend or children here?

☐ Yes ☐ No

8. Rate how afraid you are.

1 2 3 4 5 6 7 8 9 10
Not at all Some Very much

9. Rate your stress level (please circle one):

1 2 3 4 5 6 7 8 9 10
Not at all Some Very much

10. How worried are you about your budget (i.e. paying for the program and spending money)?

- | | | | | | | | | | | |
|--|------------|---|---|---|------|---|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Not at all | | | | Some | | | | | Very much |
11. Do you have scholarships to pay for the program?
- | | | | | | | | | | | |
|--|------------|---|---|---|------|---|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Not at all | | | | Some | | | | | Very much |
12. How much have you traveled throughout your lifetime?
- | | | | | | | | | | | |
|--|------------|---|---|---|------|---|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Not at all | | | | Some | | | | | Very much |
13. How willing are you to try different foods? (please circle one)
- | | | | | | | | | | | |
|--|------------|---|---|---|------|---|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Not at all | | | | Some | | | | | Very much |
14. How much do you know about Spaniards?
- | | | | | | | | | | | |
|--|------------|---|---|---|------|---|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Not at all | | | | Some | | | | | Very much |
15. How much do you think this study abroad experience is going to improve your personal life?
- | | | | | | | | | | | |
|--|------------|---|---|---|------|---|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Not at all | | | | Some | | | | | Very much |
16. How much do you think this study abroad experience is going to open doors in your future?
- | | | | | | | | | | | |
|--|------------|---|---|---|------|---|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Not at all | | | | Some | | | | | Very much |
17. How much English do you think you are going to speak while you are in Spain?
- | | | | | | | | | | | |
|--|------------|---|---|---|------|---|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Not at all | | | | Some | | | | | Very much |
18. How often are you planning to contact your families and friends here via social media while you are abroad.
- | | | | | | | | | | | |
|--|------------|---|---|---|------|---|---|---|---|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Not at all | | | | Some | | | | | Very much |
19. Did you know any other participant of the program beforehand?
- ☐ Yes ☐ No
20. Who encourage you to participate in this Study Abroad program (check all that apply)
- ☐ Nobody ☐ My parents ☐ My friends ☐ My teachers ☐ Others
21. Why are you studying abroad? (check all that apply)
- ☐ Cover credits
 - ☐ Have a fun summer
 - ☐ Improve your Spanish
 - ☐ Grow in global cultural understanding
 - ☐ Travel experience
 - ☐ Enrich your social network
 - ☐ Other (please briefly explain):

APPENDIX C

Follow-Up Questionnaire for Subjects

Thank you very much for taking the time to contribute to this research. This questionnaire will take about 5 minutes to complete and should be completed in one sitting, so please make sure you have at least 5 minutes of free time before you begin.

1. Rate your stress level (please circle one) while you were in Spain:

1	2	3	4	5	6	7	8	9	10
Not at all				Some				Very much	

2. Did your budget/financial situation interfere with your experience?

1	2	3	4	5	6	7	8	9	10
Not at all				Some				Very much	

3. Rate the travel experiences with the program.

1	2	3	4	5	6	7	8	9	10
Not at all				Some				Very much	

4. Rate travel experiences outside of the program in terms of your personal growth experience.

1	2	3	4	5	6	7	8	9	10
Not much				Some				Very much	

5. How much did you try different foods? (please circle one)

1	2	3	4	5	6	7	8	9	10
Not at all				Sometimes				Very much	

6. How much did you learn about Spaniards?

1	2	3	4	5	6	7	8	9	10
Nothing				Some				Very much	

7. How much do you think this study abroad experience has improved your personal life?

1	2	3	4	5	6	7	8	9	10
Not at all				Some				Very much	

8. How much do you think this study abroad experience is going to open doors in your future?

1	2	3	4	5	6	7	8	9	10
Not at all				Some				Very much	

9. How much English did you speak while you are in Spain?

1	2	3	4	5	6	7	8	9	10
Not at all				Some				Very much	

10. How often did you contact your families and friends here via social media while you are abroad.

1	2	3	4	5	6	7	8	9	10
Not at all				Some				Very much	

11. Do you think you will remain in contact with anyone else from the program once back in the United States?

☐ Yes ☐ No

12. Do you think you will remain in contact with your host family and friends from Spain?

☐ Yes ☐ No

13. Are you planning to return to Spain in the future?

☐ Yes ☐ No

14. How much do you recommend this program to other Spanish learners at WMU?

1	2	3	4	5	6	7	8	9	10
Not at all		Likely				Very much			

15. Were you able to meet all your expectations? (check all that apply)

- ☐ Cover credits
- ☐ Have a fun summer
- ☐ Improve your Spanish
- ☐ Grow in global cultural understanding
- ☐ Travel experience
- ☐ Enrich your social network
- ☐ Other (please briefly explain)

APPENDIX D

Oral Questions for SubjectsPreguntas Orales #1 – Antes del programa

1. Descríbeme cómo te sientes en este momento con la idea de vivir en una sociedad completamente diferente por dos meses.
2. Háblame de cómo crees que te vas a sentir al dejar a tus amigos y familia aquí durante dos meses
3. Dime al menos tres cosas que crees que van a ser difíciles a la hora de convivir con una familia que no conoces.
4. ¿Cuál crees que van a ser tus tres mayores desafíos a la hora de comunicarte allí en España?

Oral Question #1 - Before

1. What are your feelings/thoughts about living in a completely different society for two months?
2. Tell me your feelings about leaving your friends and family here in the United States for two months.
3. Tell me at least three things that you think are going to be difficult about living with a family that you don't know.
4. What do you think are going to be your three greatest challenges related to your linguistic communication?

Preguntas Orales #2- Después del programa

1. ¿Cómo crees que la cultura española te ha cambiado? (Qué elementos llevarás de España a los Estados Unidos)
2. Esta experiencia te ha cambiado la manera de pensar y ver la vida. Puedes explicarme en qué sentido (psicológicamente) crees que has cambiado.
3. Háblame de tu relación con la familia en España y lo que sientes ahora que tienes que volver a Estados Unidos y posiblemente no volver a verla.
4. ¿Cuáles son las cosas/aspectos más interesantes que has aprendido en la clase de gramática y conversación?

Oral Question #2 – In Spain

1. How do you think Spanish culture has changed you? (Three elements that you will take from Spain to the US)
2. This experience has changed your way of thinking and seeing life. Explain to me in what way, psychologically, you think you have changed.
3. Tell me about your relationship with the family in Spain and what you feel now that you have to return to the US and possibly never see them again.
4. What are the most interesting aspects/things that you learned during the grammar and conversation classes?

APPENDIX E

Pre-Trip Oral Interview Transcriptions and TranslationsXO140

1. Yo estoy muy emocionada pero al mismo tiempo estoy un poco nerviosa porque voy a estar en España por cinco meses porque estoy... voy a completar el programa de Santander y el programa de Burgos pero me siento que esta... este es algo muy importante para mi futuro y así estoy muy emocionada.
 - a. I am very excited but at the same time I am a little nervous because I am going to be in Spain for five months because I am... I am going to complete the Santander program and the Burgos program but I feel that this... this is something very important for my future and so I am very excited.
2. Estoy un poco nerviosa porque me... me siento que voy a estar triste cuando no estoy cerca de mi familia y mis amigos pero me siento que ellos son... están muy emocionadas para mí y así no... no pienso que vas... va a ser tan difícil.
 - a. I am a little nervous because me... I feel that I am going to feel sad when I am not close to my family and my friends but I feel that they are... feel very excited for me and so no... I don't think that... its going to be very hard.
3. Estoy un poco nerviosa porque no... no sé cómo son las expectativas de mí que la familia tiene pero no... la Universidad de Cantabria y Western ha sido conectados por mucho tiempo y las mismas familias hacen el programa cada año y así pienso que la familia va a... va a ser muy amable a mí pero no sé las expectativas.
 - a. I am a little nervous because I don't... I don't know how the expectations are of me that the family has but... the University of Cantabria and Western have been connected for a long time and the same families do the program each year and so I think that the family is going to... going to be very kind to me but I don't know the expectations.
4. Yo pienso que va a ser un poco difícil "adjust"... ajustar... un poco difícil ajustar a pensando en español todo el tiempo porque en mi casa nadie habla español y así no puedo practicar mucha mucho en mi casa. También yo pienso que va a ser un poco difícil hablar con fluidez porque necesito aprender cómo hablar con fluidez porque ahora no puedo. Y por... y... también necesito... ahora en mis clases puedo decir "cómo se dice" y yo puedo decir una palabra en inglés si no entiendo o no sé cómo decir en español pero no sé si puedo hacerlo en España y así necesito ajustar con... con esto.
 - a. I think that its going to be a little difficult to adjust... a little difficult to adjust to thinking in Spanish all of the time because in my house no one speaks Spanish and so I can't practice a lot in my house. Also, I think that its going to be a little difficult to speak with fluidity because I need to learn how to speak with fluidity because right now I can't. And by...and...I also need... now in my classes I can say "how do you say" and I can say a word in English if I don't understand or don't know how to say it in Spanish but I don't know if I can do that in Spain and so I need to adjust with.... with this.

XO141

1. Estoy muy emocionada porque me gustaría entender más sobre la cultura de España y también es muy... he viajado a otros países en el pasado para las.. los estudios en Western pero solo por como solo tres semanas y era muy diferente pero la experiencia era muy increíble y aprendí mucho y estoy segura que vivir en España por dos meses será muy útil en aprender Español mejor entonces.
 - a. I am very excited because I really want to learn more about the culture in Spain and also is very... I have traveled to other countries in the past for the... the studies in Western but only for three weeks and it was very different but the experiente was very incredible and I learned a lot and I am sure that living in Spain for two months is going to be very helpful in learning Spanish better.

2. Estoy triste sobre dejar mi familia y mis amigos especialmente mi familia porque somos muy cercas entonces y todavía vivo en mi casa con la familia y no he viajado... no he dejado mi casa por más que tres semanas entonces este va a ser muy diferente para mí y también me gustaría experimentar la independendencia de vivir fuera de la casa pero también estoy segura que voy a extran... mi... estoy triste que voy a dejar mis amigos y familia pero también estoy emocionada sobre hacer más amigos en España.
 - a. I am sad about leaving my family and my friends, especially my family because we are very close then and I still live in my house with my family and I haven't traveled... I haven't left my house for more than three weeks then this is going to be very different for me and also I really want to experiment with the independence of living outside of the house but also I am sure that going to... I am sad that I am going to leave my friends and family but also I am excited about making new friends in Spain.
3. Creo que vivir con una familia que no conozco sería o será muy interesante y espero que la familia y yo tenemos cosas en común y que pueden ayudarme con la lengua y con aprender sobre la cultura de España. Y pero... creo que como las primeras días o los primeros días serán un poco difícil porque la familia ya está... no sé cómo se dice "established"... pero todas las personas en la familia se conozcan los otros y yo no conozco nadie.
 - a. I think that living with a family that I don't know is going to be very interesting and I hope that the family and I have things in common and that they can help me with the language and with learning about the culture in Spain. And but... I think that the first days are going to be a little difficult because the family already is... I don't know how to say established... but all of the people in the family know the others and I don't know no one.
4. La primera cosa que será difícil es hablar... es escuchar las personas hablar rápidamente porque obviamente cuando las personas están hispanohablantes nativas es muy fácil hablar español y hablan más rápidamente que yo puedo entonces es más difícil entender las personas cuando están hispanohablantes nativas y la segunda cosa es que será más...pero no sé cómo se dice "pressure"... será más... es más importante hablar... obviamente es más importante hablar español en España y los personas... creo que las personas van a pensar que puedo hablar muy bien porque estoy en España y porque estoy estudiando en España el español. Entonces, espero que yo puedo hacer las cosas que las personas piensan que puedo hacer. Y la tercera es que estoy nerviosa sobre hablar con la familia porque ellos saben que estoy una estudiante de español entonces creo que ellos piensan que puedo hablar muy bien, y puedo hablar más bien que en los años pasados, pero todavía tengo más que necesito... muchas cosas que necesito aprender entonces espero que la familia puedo ayudarme tan mucho que puedo... espero que la familia puedan ayudarme.
 - a. The first thing that is going to be difficult is to speak... is to listen to the people who talk rapidly because obviously when the people are native Spanish-speakers is it very easy to speak Spanish and to speak more rapidly than I can then is more difficult to understand the people when they are native Spanish-speakers and the second thing is that it is going to be more... but I don't know how to say pressure... it is going to be more... is more important to speak... obviously it is more important to speak Spanish in Spain and the people... I think that the people are going to to think think that I can speak very well because I am in Spain and because I am studying Spanish in Spain. Then, I hope that I can do the things that the family thinks that I can do. And the third is I am nervous about speaking with the family because they know that I am a Spanish student then I think that they think that I can speak very well and I can speak better than in the past years but still I have a lot more that I need... a lot of things that I need to learn then I hope that the family can help me as much as they can.. I hope that the family can help me.

XO142

1. Va a ir España para dos meses y es muy emocionada para mí porque ser una experiencia buena y es un good... un bueno "way" aprender español y habla... hablo español con la fluencia.
 - a. I am going to go to Spain for two months and it is very exciting for me because it is an experience and is a good... a good way to learn Spanish and speak... speak Spanish with fluidity.
2. Mis... mi familia y mis amigas hablar... hablaremos... hablaremos mucho en Skype y Facebook messenger problemamente y no preocupado sobre "leaving" mi familia en los Estados Unidos.
 - a. My... my family and my friends speak... probably a lot on Skype and Facebook messenger and I am no worried about leaving my family in the United States.
3. Vivo con una familia que no conozco es muy preocupados para mí porque soy no social persona pero después de dos meses siento que yo puedo comunicar con la familia y conozco la familia.
 - a. I live with a family that I don't know I feel very worried because for me I am not a social person but after two months I feel that I can communicate with the family and know the family.
4. En España yo preocupado que los o las personas hablará más rápido para mí y segundo me preocupado que las personas usan vocabulario que no sabe...sabo...sé y finalmente me preocupado que las personas usarán los accents de las personas serán más difícil comprender.
 - a. In Spain I am worried that the people are going to speak very rapid for me and secondly I am worried that the people use vacbulary that I don't know and finally I am worried that the people will use accents that will be more difficult to understand.

XO143

1. No tengo mucho miedo ahora. No quiero hacer algo muy mal a una persona en mi familia o en la calle por ejemplo pero yo quiero estudiar en España y no hay otras emociones negativas ahora.
 - a. I'm not very afraid right now. I don't want to do something very bad to someone in my family or in the street for example but I want to study in Spain and there aren't any other negative emotions right now,
2. Me preocupado con la idea que no sabrá sobre las vidas y los ocurriendos de mi familia y mis amigos durante el verano pero es solo dos meses yo puedo hacerlo y no necesito preocuparse porque no está horrible.
 - a. I am worried with the idea that I don't know about the life and what occurs of my family and my friends during the summer but its only for two months and I can do it and I don't need to worry because its not horrible.
3. Para mí no hay nada problemas ahora. Si la familia quiere un estudiante es lo que están hacienda y es...hay...creo que la familia será muy simpática y paciente y si no es la situación no es mi "fault".
 - a. For me, there aren't any problemd right now. If the family wants a student is what they are doing and is.. there is... I think the family is going to be very nice and patient and if this isn't the situation then it is not my fault.
4. Creo que la gente en el país no van a hablar muy lentamente. Aquí en los Estados Unidos los profesores y los estudiantes hablan un poco rápidamente pero no es como los hablantes nativas. Tengo miedo sobre esto. También no tengo un vocabulario muy bien y es limitado y también no sé los frases comunes que no son en libros de textos y necesito aprenderlos.
 - a. I think that the people in the country aren't going to speak very slowly. Here in the United States the professors and the students speak a little rapidly but it is not like the native speakers. I have fear about this. Also, I don't have a very good vocabulary and it is limited and also I don't know common phrases that aren't in textbooks and I need to learn those.

XO144

1. Para vivir en una país totalmente diferente que donde vive ahora... donde vivo ahora es vas... va a ser muy diferente que aquí porque yo no sé nada de la país mucha... mucha de la país más o menos.
 - a. To live in a country that is totally different than where I live right now... is going to be very different than here because I don't know nothing of the country much... much of the country more or less.
2. Vas a... voy a ser muy triste pero voy a vivir. Yo no sé. Puedo hacer amigos nuevos.
 - a. I am going to be very sad but I am going to live. I don't know. I can make new friends.
3. Voy a tener que vivir como viven más o menos. Necesito hacer todas las cosas que me gusta hacer como hacen cosas... no sé.
 - a. I am going to have to live how they live more or less. I need to do all of the things that I like to do how they do things... I don't know.
4. Primero necesito aprender cómo usar español todo tiempo y también necesito aprender cómo escuchar más mejor que ahora y entonces por fin necesito...(blanked out for a minute here) para comunicarse con otras personas que no saben inglés much mejor. Si yo no sé.
 - a. First I need to learn how to use Spanish all of the time and also I need to learn how to listen better than now and then finally I need... to communicate with other people that don't know English well. If I don't know.

XO145

1. Estoy muy nerviosa pero también un poco emocionada porque tengo mucho curiosidad para ver como la otra gente viven en España y pero tengo miedo porque no quiero ofender la gente en España.
 - a. I am very nervous but also a little excited because I have a lot of curiosity to see how the other people live in Spain and but I have fear because I don't want to offend the people in Spain.
2. No estoy muy nerviosa pero yo voy a estar un poco triste para dejar mis amigas y amigos pero no para mis padres.
 - a. I am not very nervous but I am going to be a little sad to leave my friends but not for my parents.
3. Para este yo estoy nerviosa porque no sé cómo la familia vivir y si hay niñas o no niños.
 - a. For this I am nervous because I don't know how the family lives and if they are kids or aren't kids.
4. Mi español no es muy bien. Puedo hablar con fluidez y estoy nerviosa para hablar con la gente en España en Santander y también nuestra familia "host, host family" porque si no sé una palabra en español no sé cómo voy a comunicarse con ellos o la profesor en la universidad en Santander.
 - a. My Spanish is not very good. I can speak with fluidity and I am nervous to speak with the people in Spain in Santander and also our host family because if I don't know a word in Spanish I don't know how I am going to communicate with them or the professor en the University in Santander.

XO146

1. Me emociona mucho. Cuando estaba en Perú yo... yo pedí mi madre cómo la vida en Perú y las problemas culturales y sociales y tenía mucha miedo para preguntar pero he aprendido que hay muchas problemas con drogas y corrupción por ejemplo ella quería ser una policía pero si quieres ser una policía necesitas pagar cinco mil dolares... es como un "bribe" sobre la tuition también.
 - a. This excites me a lot. When I was in Peru I. I asked my mom how the life in Peru and the cultural and social problems and I had a lot of fear to ask but I learned that there are a lot of problems with drugs and corruption for example she wants to be a cop but if she wants to be a cop she needs to pay five million dollars... like a bribe about the tuition also.

2. Para mí, entiendo que tenemos la necesidad para viajar a otros lugares y es importante para aprender la cultura del mundo todo y soy un budista y el budismo hay un concepto del Buda y hay un escuela del budismo como se llama Mahayana y en Mahayana hay dos tipos de Budas. Hay un Buda que aprende el secreto del mundo y es con entender para vivir un vida simple. Y hay un tipo de Buda que aprende el secreto del mundo que quiere traer al gente que conozco como sé.
 - a. For me, I understand that we have the necessity to travel to other places and it is important to learn the culture of the whole world and I am a Buddhist and Buddhism there is a concept of the Buddha and there is a Buddhism school that is called Mahayana and in Mahayana there are two types of Buddhas. There is a Buddha that learns the secret of the world and is with to understand for live a simple life. And there is a type of Buddha that learns the secret of the world and wants to bring the people that I know how I know.
3. Es afuera de mi zona de confort pero no tengo demasiado miedo porque la gente y mis padres irán muy ayudable y solo quieren que yo aprender la cultura.
 - a. It is outside of my comfort zone but I am not too afraid because the people and my parents are going to be very helpful and only want that I learn the culture.
4. Vocabulario, acento y el “slang”. Es como les habla en la calle.
 - a. Vocablary, accents and the slang. This is how they talk in the street.

XO147

1. Soy alegre. Pienso que es una experiencia nueva para mí. Hay creencias para la sociedad y la sociedad nueva y la cultura nueva es difícil para... porque la lengua es un poco difícil pero tengo brazos abiertas.
 - a. I am happy. I think that this is a new experience for me. There are beliefs about the society and the new society and the new culture is difficult for... because the language is a little difficult but I have open arms.
2. Estamos bien. Es un tiempo largo pero pienso que mi familia y mis amigos estamos bueno con la distancia y el tiempo y todos los cosas que eran parte.
 - a. We are good. It is a long time but I think that my family and my friends are good with the distance and the time and all of the things that are part.
3. Es diferente. Soy un poquita rara, extraña. Tengo un sensibilidad de bromas o humor es diferente de otras y entonces es un poquito...estoy un poquito nerviosa. La clima es diferente.
 - a. It's different. I am a little rare, strange. I have a sense of humor that is different than others and then es un poquito... I am a little nervous. The climate is different.
4. Primero es mi sensibilidad de humor y las bromas. Segunda mi acento. Es un poquito diferente y tercer lingüísticamente mi cómo entenderá la lengua a otros.
 - a. First is my sense of humor and the jokes. Second my accent. It is a little different and third linguistically my how I will understand the language to others.

XO148

1. Estoy muy emocionado y yo quiero hacer mi español más mejor y yo quiero entender hablar más en español y solamente en español con las personas allá y si.
 - a. I am very excited and I want to make my Spanish a lot better and I want to understand to speak more in Spanish and only in Spanish with the people there and yes.
2. Yo estoy más o menos porque estoy nervioso salir mi hermana y mi abuela porque mi abuela no es bueno ahora y es muy enfermera.
 - a. I am more or less because I am nervous to leave my sister and my grandma because my grandma is not good right now and is very sick.
3. Yo no estoy nerviosa estar con una otra familia porque yo tengo una grande familia y yo quiero conocer más personas y yo estoy emocionada aprender ellos cultural y su familia.
 - a. I am not nervous to be with another family because I have a large family and I want to know more people and I am excited to learn their culture and their family.

4. Estoy nervioso hablar porque yo hablo muy despacio y yo necesito más tiempo para decir que quiero decir. Y numero dos las personas en mi programa que... y cómo ellos hablan. Yo no quiero que no habla con otras personas... yo no quiero que tener ellos hablar para mí en español yo quiero hablar para mí y entender. Y numero tres yo no quiero hablar en inglés cuando estoy nervioso o estrés porque yo necesito aprender cómo trabajar por los frases y las oraciones en español para decir mi idea.
 - a. I am nervous to speak because I speak very slowly and I need more time to say what I want to say. And number two the people in my program that... and how they speak. I don't want that I cant speak with other people... and I don't want to have them speak for me in Spanish I want to speak for me and to understand. And number three I don't want to speak in English when I am nervous or stressed because I need to learn how to work for the phrases and the sentences in Spanish in order to say my idea.

XO149

1. Soy emocionada para experimentar la cultura de un nuevo país y pienso que estará muy interesante, posible un poco extraño viviendo con una familia pero estoy emocionada para aprender más español.
 - a. I am excited to experience the culture of a new country and I think that I am going to be very interesting, possibly a little strange, to live with a familia but I am excited to learn more Spanish.
2. No me importa mucho porque es solamente por dos meses pero me encanta el verano y especialmente en Michigan y así estoy un poco triste que este programa es en el verano.
 - a. It is not very important to be because it is only for two months but I love the summer and especially in Michigan and so I am a little sad that this program is in the summer.
3. Pienso que va a estar un poco extraño porque la madre de la casa va a cocinar y lavar todas las cosas pero estoy feliz que voy a estar con una familia en España.
 - a. I think that it is going to be a little strange because the mom of the house is going to cook and clean everything but I am hapoy that I am going to be with a family in Spain.
4. No... pienso que va a estar difícil para no hablar inglés con los otras estudiantes y viajando en la ciudad con señales en español y los profesores con accents grandes.
 - a. No... I think that it is going to be difficult to not speak English with the other students and traveling in the city with Spanish signs and the professors with large accents.

XO150

1. Estoy muy nervioso porque es más diferente a "to be away from my family" por mucho tiempo y estoy o es más "out of my comfort zone". No sé.
 - a. I am very nervous because it is very different to be away from my family for a lot of time and I am or it is more out of my comfort zone.
2. Estoy muy triste porque me encanta tiempo con mi familia y mis amigos y soy muy "close" con mi familia pero yo sé es... ir a España el muy especialmente... es muy bien experiencia especial.
 - a. I am very sad because I love time with my family and my friends and I am very close with my family but I know is... going to Spain es very special... it is a very good special experience.
3. Estoy nervioso porque es personas que no sé pero creo que Mercedes "chozar" las personas bien y no muy nerviosa sobre.
 - a. I am nervous because it is people that I don't know but I think that Mercedes chose the people good that I am not very nervous about it.
4. Comprensión de español y que rápido las personas en España hablar y el tiempo que yo necesito para traslación en mi cabeza para traslación de inglés y español.
 - a. Comprehension of Spanish and how rapid the people in Spain talk and the time that I need to translate in my head in order to translate from English and Spanish.

APPENDIX F

Post-Trip Oral Interview Transcriptions and TranslationsXO140

1. A causa de estar aquí, he mi he crecido mi apreciación de los Estados Unidos y los diferentes aspectos que tenemos allí y aquí. Tres aspectos de la cultura que me encanta de aquí son el horario diferente que tenemos, la comida de aquí y también las relaciones que he desarrollado con las personas aquí.
 - a. Because of being here my appreciation of the US and the different aspects that we have there has increased. Three cultural aspects that I love from here are the different schedule that they have, the food here and also the relationships that I have formed with the people here.
2. En el pasado no era tan sociable y tan extrovertida que ahora soy. Pienso que y también no tenía tanta confianza pero ahora tengo más confianza y me gusta estar más sociable con otras personas y pasar más tiempo con otras personas que en el pasado.
 - a. In the past I wasn't as social or extroverted as I am now. I also wasn't as confident but now I am more confident and I like to be more sociable with other people and spend more time with people than in the past.
3. Me encanta mi madre española y pienso que voy a estar triste cuando tengo que regresar a los Estados Unidos porque ella es muy simpática. Me encanta.
 - a. I love my Spanishmom and I think that I am going to be sad when I have to return to the US because she is very nice. I love her.
4. Pienso que he aprendido mucho sobre el estilo de enseñar que las profesoras aquí tienen en comparación de el estilo de los EEUU. Es obvio que he mejorado mi español y mis habilidades de hablar y conversar y usar gramática pero no puedo pensar en un.. algo concreto en esta tema.
 - a. I think that I have learned a lot about the style of teaching that the professors here have in comparison to the style in the US. Its obvious that my Spanish and my abilities to speak, converse and use grammar have improved but I can't think of one concrete thing on this topic.

XO141

1. Creo que la cultura del horario me ha cambiado mucho porque antes del viaje estaba pensando que sería mucho más difícil adaptar al horario aquí porque todo está muy más tarde así pero cuando llegué estaba acostumbrada mucho más facilmente que pensaba. Y también el comida es algo que voy a traer a los EEUU porque he probado muchas cosas nuevas aquí y unos pocos extraños y diferentes que no sé si hubiera probádoslos en EEUU pero ahora sí. Y también quiero comer comida más fresca cuando regreso como algo aquí. Y el tercero es la lengua de español porque mientras el viaje, o durante el viaje, creo que mi español ha mejorado mucho mucho porque hablando con mi madre anfitriona y mis amigos de España y también las personas en el grupo. Hecho mi experiencia mucho mejor y mis habilidades de hablar también. Y espero que cuando regreso puedo aplicar las habilidades que he obtenido.
 - a. I think that the schedule has changed me a lot because before this vacation I thought that it was going to be a lot more difficult to adapt to the schedule here because everything is a lot later but when I arrived I was accustomed a lot easier than I thought. The food is also something that I am going to take to the US because I have tried a lot of new things here and some were strange and different that I don't know if I would have tried them in the US but I would now. I also want to eat food that is more fresh when I return like something here. The third is the Spanish language because during the trip I think that my Spanish has improved a lot because speaking with my mom and my Spanish friends and also the people in the group. This has made my experience and my abilities to speak a lot better. I hope that when I return I can apply the abilities that I have obtained.
2. Creo que la manera más grande que personalmente he cambiado es mi senso de independencia porque antes de salir por este viaje no había salido de casa por más que tres semanas entonces estaba muy nerviosa sobre salir no solo la casa pero el país por dos meses pero ahora que estoy aquí he adaptado a la manera de la vida, de vivir, y el ambiente muy diferente y estoy bien y no he echado de menos mi

casa tanto que pensaba y por supuesto la echo de menos mi familia pero estoy bien estar en un diferente país y también estar en un país que no habla tanto ingles es algo que me ha cambiado mucho porque también con el sentimiento de independencia y confianza de adaptar en las nuevas situaciones. En general, me siento mejor de mi futuro porque yo sé que puedo adaptar a un país con un lenguaje diferente.

- a. I think that the way that I have changed the most is my sense of independence because before I left on this trip I had not left my house for more than three weeks and because of this I was really nervous to leave not only the house but the country for two months but now I am here and have adapted to the way of life, of living, and the environment is very different but I'm good and I don't miss my house as much as I thought and of course I miss my family but I am fine being in another country. Also, being in a country that doesn't speak as much English is something that has changed me also because it helped with my feeling of being independent and confident in adapting to new situations. In general, I feel better about my future because I know that I can adapt to a country with a different language.
3. Mi experiencia con mi madre infitrona ha estado un poco diferente que pensaba, que lo que pensaba. Es que me encanta vivir con ella, es una mujer más vieja y muy amable y ella cocina muy bien. Somos un poco similares y creo que alguna cosa que es similar es las dos de nosotras somos un poco más introvertidas entonces es un poco difícil empezar las conversaciones con ella y quizás ella conmigo también. Pero hablamos durante las comidas y algunos días las conversaciones fueron mejores que otros pero me encanta hablar con ella y he aprendido mucho de la ciudad y sobre el lenguaje también. Entonces estoy triste que tengo de dejar ella especialmente porque antes de salir para mi viaje corto estaba triste para salir. Entonces estoy seguro cuando salgo del país para siempre, o pues para mucho tiempo, voy a estar muy triste pero también es más como una amiga que una parte de la familia.
 - a. My experience with my mom has been a little different than what I thought. I love to live with her, she is an older woman and is very nice and can cook very well. We are a little similar and I think that something that is similar is that we are both a little introverted and because of this is a little difficult to start conversations with her and I think it is the same for her with me also. But we talk during the meals and some days the conversations were better than others but I love to talk with her and I have learned a lot about the city and the language. I am sad that I have to leave her especially because before I left for this trip I was sad to leave. I am sure that when I leave the country forever, or for a long time, I am going to feel sad but also she is more like a friend than a part of my family.
4. He aprendido mucho en las dos clases y son muy diferentes que los otros pero en la clase de gramática creo que había unas cosas especialmente en las primeras semanas que aprendí que no había recordado tanto que debía como los mandatos y los pronombres indirecto y directo y estaba un repaso muy ayudable. Y ahora las cosas que estamos aprendiendo son pocos más difíciles pero todavía son cosas que necesito saber y cosas que quiero usar en mi hablando cultiviana. Entonces en general la clase de gramática es muy ayudable y divertido. La clase de conversación es muy ayudable obviamente con mis habilidades de hablar porque hablamos todos los días sobre temas muy interesantes entonces me sentio cómo quiero hablar a veces un poco diferente que las clases en EEUU durante que tenemos temas un poco menos dinámicas entonces me siento mucho mejor sobre hablar.
 - a. I have learned a lot in both classes and they are very different than others but in the grammar class I think that there were things especially in the first weeks that I learned that I didn't remember as much as I should have like the commands and indirect and direct pronouns but it was a very helpful review. And now the things that we are learning are a little more difficult but still are things that I need to know and things that I want to use in my speaking. In general, the grammar class is very helpful and fun. The conversation class is very helpful obviously with my speaking abilities because we talk everyday about interesting topics so I feel like I want to talk which is different than the classes in the US where we have topics that are less dynamic so now I feel a lot better about speaking.

XO142

1. Una cosa que yo llevar a EEUU es que las personas de España son más directos que en EEUU y me gusta mucho y otra cosa es la comida porque la comida es más sano de EEUU y esta es importante y

la tercera cosa es que las personas de España son, tienen más confianza en los mismos y esta es importante para su mental.

- a. One thing that I am going to take to the US is that the people of Spain are more direct than in the US and I like this a lot and another thing is the food because the food is more healthy than in the US and this is important and the third thing is that the people of Spain have more confidence in themselves and this is important for your mind.
2. Esta experiencia me hice nuevas amigas y me hice que yo tengo más confianza y yo puedo decir cosas que en el pasado en EEUU yo no diría pero es bueno porque ahora yo puedo.
 - a. This experience has made me new friends and I has made me have more confidence and I can say things that in the past in the US I didn't say but its good because now I can.
3. Le amo mi madre de español porque ella es simpática y ella es muy agradable y nosotros miramos la television juntos y ella me quiere tocar, comprar maquillaje con ella y mostrarle cómo hacer el maquillaje y yo tengo un buen relación con mi madre Española y yo estoy un poco, no poco mucho triste que necesito volver a EEUU y pienso que yo le extrañaré ella pero yo le escribiré.
 - a. I love my Spanish mom because she is very nice and we watch the television together and she wants me to buy makeup with her and show her how to do makeup and I have a good relationship with my Spanish mom and I am a little sad, not a little I am very sad that I have to return to the US and I think that I am going to miss her but I will write her.
4. Yo he aprendido mucho de el subjuntivo y pretetito y imperfecto y la moda que Marian, mi profesora, enseñó la informacion era muy bien y he aprendido mucho.
 - a. I have learned a lot about the subjunctive, the preterit and the imperfect and that way that Marian, my professor, teaches the information was very good and I learned a lot.

XO143

1. Me gusta cómo la cultura aquí es muy saludable en general por ejemplo las comidas y que mucha gente hace ejercicios con mucho frecuencia. También la comida en mi experiencia es más saludable y creo que es mejor para la salud en general y ahora tengo una percepción nueva de que come la gente de EEUU. También me gusta las interacciones sociales de los españoles. Es diferente de los americanos porque aquí es menos como un decir algo o mirar a una persona en la calle y finalmente la familia es muy interesante como aquí la familia es más importante que en EE.UU.
 - a. I like how the culture here is very healthy in general for example the food and a lot of people exercise frequently. Also the food in my experience is healthier and I think that it is better for your health in general and now I have a new perception of how the people in the US eat. Also I like the Spanish social interactions. It is different than Americans because here it is less like say something or look at someone in the street and finally family is interesting because here family is more important than in the US.
2. Hoy tengo percepciones diferentes de mi vida. Me siento que tengo más libertad para hacer lo que quiero y actuar lo que quiero y necesito hacer las cosas de mi cultura en EEUU pero además yo puedo hacer cosas diferentes, más saludables o mis preferencias.
 - a. Today I have different perceptions in my life. I feel like I have more freedom to do what I want and act how I was and I need to do the things of my culture in the US but furthermore I can do different things, healthier or my preferences.
3. Para mi mi familia Española es muy amable. Tengo una madre y una hija que es mayor que yo. Ellas son muy simpáticas todo el tiempo pero no me gusta que no tengo la libertad que quiero como cuando y que comer para las comidas y no puedo limpiar mi ropa cuando quiero y necesito decir mi familia adonde voy y cuando volveré también. Mi familia es muy amable pero necesito mi independencia y yo he querido regresar a EEUU por muchas semanas ahora.
 - a. For me, my Spanish family is very nice. I have a mom and a daughter that is older than me. They are very nice all of the time but I don't like that I don't have the freedom that I want like when and what to eat for the meals and I can't wash my clothes when I want and I need to tell my family where I am going and when I am going to return. My family is very nice but I need my independence and I have wanted to return to the US for many weeks now.
4. En la clase de gramática he aprendido mucho. Por ejemplo, la gramática cómo usar el subjuntivo con los tiempos diferentes, pretetito, imperfecto, y ya sabía cómo conjugar las palabras y las estructuras

básicas pero ahora yo sé mucho más tiempos diferentes. En la clase de conversación yo he aprendido muy poco.

- a. In the grammar class I have learned a lot. For example, the grammar like how to use the subjunctive with different tenses like the preterit and the imperfect and I knew how to conjugate the words and the basic structures but how I know a lot more different tenses. In the conversation class I didn't learn a lot.

XO144

1. Creo que la cultura de España me ha cambiado mucho. La manera que no me importa las opiniones de otras personas. Voy a tratar/probar comidas nuevas afuera de mi zona de confort.
 - a. I think that the Spanish culture has changed me a lot. The way that I don't care about the opinions of others. I am going to try new foods out of my comfort zone.
2. Esta viaje me cambiado mucho porque ahora no quiero vivir mi vida en una linea. Quiero explorar y probar cosas nuevas.
 - a. This trip has changed me a lot because now I don't want to live my life in a line. I want to explore and try new things.
3. Voy a estar triste porque me gusta mi madre Española pero no hago muchas cosas con mi familia y mi hermano Española no ha hablado conmigo todo el tiempo que he vivido aquí.
 - a. I am going to be sad because I like my Spanish mom but I don't do a lot of things with my family and my Spanish brother hasn't talked to me the whole time that I have lived here.
4. La cosa que he aprendido en la clase de gramática y conversación que me gusta más es cómo enseñan los verbos, los conjugaciones de los verbos aquí porque es muy diferente que en EEUU y me gusta pero es diferente que he aprendido antes de aquí pero he aprendido mucho y me gusta.
 - a. The thing that I have learned in the grammar and conversation classes that I like most is how they teach the verbs and the conjugation of the verbs here because it is very different than in the US and I like it because it is different than how I have learned before here. I have learned a lot and I like it.

XO145

1. Pienso que cuando yo regreso a EEUU yo quiero parecer a las otras personas más abierta porque aquí los españoles no me parecen muy abiertos y yo quiero ver, ser abierta con mis amigas pero también con los desconocidos que yo veo en las calles. Y quiero ser un poco más relajada y menos estresada y pienso que mi experiencia aquí me ha dado un poco más confianza.
 - a. I think that when I return to the US I want to seem more open to other people because here the Spanish people don't seem very open and I want to be open with my friends but also with the people I don't know that I see in the streets. I want to be a little more relaxed and less stressed and I think that my experience here has given me a little more confidence.
2. Yo creo que ahora tengo un poco más confianza en mi misma pero también todavía necesito practicarlo porque es poco difícil para mi para practicar tenido confianza. Mi manera de pensar ha cambiado aquí y pienso que ahora estoy un poco más optimista y yo quiero continuarlo en EEUU.
 - a. I think that now I have a little more confidence in myself but also I still need to practice it because it is a little hard for me to practice having confidence. I way of thinking has changed here and I think that now I am a little more optimistic and I want to continue it in the US.
3. Cuando estaba aquí por estos meses no he hablado con mi madre aquí muy mucho porque ella tenía que trabajar y cuando ella no estaba trabajando ella tomó siestas o escondida en su oficina y nosotras no hablabámos mucho y esto me hice un poco triste porque a veces me sentía una poca solitaria pero está bien. Cuando regreso a EEUU no pienso que voy a hablar con mi madre aquí.
 - a. When I was here for two months I didn't speak to my mom here a lot because she had to work and when she wasn't working she took naps or was hiding in her office and we didn't talk much and this made me a little sad because sometimes I felt a little alone but its ok. When I return to the US I don't think that I am going to talk to my mom here.
4. Pienso que las cosas más interesantes que nosotros hemos aprendido en las clases son las palabras malas de España y que Esther le gustaba usarlas mucho y de las temas de la conversación. Yo pensaba que eran muy interesante también porque habían muchas temas diferentes que me gustaron mucho.

- a. I think that the most interesting things that we have learned in these classes are the bad words from Spain and that Esther liked to use them a lot and the topics of the conversations. I thought that it was also very interesting because there were many different topics that I liked a lot.

XO146

1. La comida, la estilo de vida y los toros. La comida es genial aquí y lo interesante es que no puedes cocinar comida en el estilo de los españoles en otro lugar porque los elementos del comida aquí es único a la región y es por eso que no puedes comer la comida Española en EEUU o China. Por la noche me encanta la gente camina por la calle porque es una oportunidad para practicar con amigos y familia y pasar tiempo y para crecer juntos. Y los toros son muy importante porque decimos “bullfight” en inglés pero no es un bullfight como pensaba porque pensaba que es un hombre que lucha a un toro pero no es verdad. Es un hombre que lucha contra su mecanismo de sobrevivir, sus miedos y necesita compartir en una manera que tenga valor.
 - a. The food, the lifestyle and the bulls. The food is great here and what is interesting is that you cant cook food in the style of the Spanish in another place because the food elements from here are unique to the region and it is because of this that you cant eat Spanish food in the US or China or any place. During the nights I like that the people walk through the streets because its an opportunity to practice with friends and family and to spend time and to grow together. The bulls are very important because we say bullfight in English but its not a bullfight like I thought because I thought that a man is just fighting against a bull but that not reality. It is a man who fights against their mechanisms of survival, their fears, and they need to fight in a way that has valor.
2. Creo que estoy más independiente ahora y no necesito crear situaciones en mi mente sobre que podría hacer cuando alguien dice a me algo y siento que puedo caminar por la calle sin miedo.
 - a. I think that I am more independent now and I don’t need to create situations in my mind about what I could do when someone says something to me and I feel like I can walk through the streets without fear.
3. Mi familia es genial. Mi madre es una profesora de inglés y mi padre es un química retirado y son muy ayudable. Con mi padre hacemos muchos por ejemplo me compró una bicicleta para que podemos montar por las montañas y por la costa aquí y fuimos a Picos de Europa con sus amigos. Con mi madre no hago mucho con mi madre porque trabaja por la noche pero con mi madre fuimos a los toros y cuando fuimos a los toros crecimos más juntos. Ella es muy simpática y muy cómica. Y la idea nunca voy a verla está bien porque entiendo que no podemos conocer cada personas que conocemos por todo el tiempo y lo importante es que apreciamos el tiempo que tenemos juntos.
 - a. My family is great. My mom is an English professor and my dad is a retired chemist and they are very helpful. With my dad we do a lot together for example he bought me a bike so that we can ride through the mountains and on the coast here and we went to Picos de Europa with his friends. I don’t do much with my mom because she works at night but with my mom we went to the bulls and when we went there we grew closer together. She is very nice and very funny. The idea that I’m never going to see them is fine because I understand that we cannot know every person that we know for our whole lives and what is important is that we appreciate the time we have together.
4. La clase de gramática es mejor en mi opinión de EEUU porque hay más, es más como matemática. Es más fácil para entender los conceptos porque podemos hacer ejercicios. Vocabulario es mejor aquí también porque podemos hablar en un grupo sobre cosas que nos interesan y podemos descubrir las palabras que no hemos aprender.
 - a. In my opinion the grammar class is better here than in the US because there is more, its more like mathematics. It is easier to understand the concepts because we can do exercises. My vocabulary is better here as well because we can talk in a group about things that interest us and we can discover words that we hadn’t learned before.

XO147

1. La comida es más fresca y es diferente que EEUU y también estoy más abierta con personas en mi vida y tengo nuevas amigas y amigos sobre todo el país y es diferente para mí. Tengo más paciencia con personas y eventos en mi vida porque tiempo español es muy real.
 - a. The food is fresher and is different than the US and also I am more open with people in my life and I have new friends in all of the country and this is different for me. I have more patience with people and events in my life because Spanish time is very real.
2. Pienso que he cambiado mi vida en muchas maneras como estoy más abierta tengo más relaciones con otras personas y tengo un mente abierta con cosas como viajando y tengo más presupuestos. También tengo un felicidad con mi vida que es diferente que cuando estaba enjogar.
 - a. I think that I have changed my life in a lot of ways like I am more open and I have more relationships with other people and I have an open mind with things like traveling and I have more budgets. I also have a happiness with my life that is different when I was
3. Antes de este programa no pensé que estoy viviendo con una mujer que tiene 83 años y es muy interesante para vivir con una mujer con muchas experiencias en su vida y también cómo que ella transmite sus experiencias a mí porque tengo 22 años y probablemente si no hablo con ella después de esta programa estaré muy triste porque ella cocina bien y es una mujer muy guay y tranquila.
 - a. Before this program I didn't think that I would be living with a woman who is 83 years old and it is very interesting to live with a woman with many experiences in her life and also how she transmitted her experiences to me because I am 22 years old and probably if I didn't talk to her after this program I am going to be sad because she cooks very well and is a very cool and relaxed woman.
4. La cosa más interesante es probablemente que lenguaje es como montar en bicicleta y es muy difícil a veces y a veces no entiendo la información pero con práctica y con experiencia y cuando hablamos en clase o practicamos ejercicios es más mejor y es más difícil. Entonces es difícil para aprender pero cuando aprendo es fácil.
 - a. The thing that is the most interesting is probably that language is like riding a bike and is very hard sometimes and sometimes I don't understand the information but with practice and with experience and when we talk in class or practice with exercises it is better and is more difficult. So it is hard to learn but when you learn it is easy.

XO148

1. Ellos les gusta divertirse y tener las fiestas también. La familia esta muy importante para ellos y la comida es muy importante aquí, especialmente con la familia. Cuando yo regreso a EEUU seré confidente y no diré sí cuando no entiendo cosas.
 - a. They like to have fun and to have parties. Family is very important to them and the food is very important here, especially with the family. When I return to the US I will be confident and won't say no if I don't understand something.
2. Estoy muy confidenta con las personas y yo sé que yo tengo personas como mis amigas y mi familia que están para mí y estoy más tranquila y no preocupa con muchas cosas.
 - a. I am very confident with people and I know that I have people like my friends and my family that are here for me and I am more relaxed and not worried about a lot of things.
3. Estaba muy difícil al principio con mi madre española porque la cultura fue muy difícil entender con sus expresiones en su cara especialmente pero ella es muy simpática y es como una oso madre pero voy a extrañar a ella pero hay Facebook y yo puedo hablar con ella cuando yo quiero y puedo ver las cosas que ella está haciendo.
 - a. I was very difficult at first with my Spanish mom because the culture was very different to understand with her facial expressions but she is very nice and is like a momma bear but I am going to miss her but there is Facebook and I can talk with her when I want and I can see what she is doing.
4. Yo entiendo el subjuntivo mejor que al principio y pensé que yo entendí el subjuntivo pero yo estaba... pero ahora yo entiendo mejor porque Marian. Yo tengo mucho vocabulario que yo puedo usar y me gusta que Marian y Esther nos ayuden cuando tenemos una respuesta no correcta y ellas dirían la respuesta correcta y me encantan a ellas.

- a. I understand the subjunctive better than at the start and I thought that I knew the subjunctive but now I understand better because of Marian. I have a lot of vocabulary words that I can use and I like that Marian and Esther helped us when we had an incorrect response and they told us the correct response and I loved them.

XO149

1. Creo que esta experiencia ha ayudádome porque ahora yo puedo relajar más y disfrutar mi comida y yo entiendo más las difíciles de estar en otro país que tiene otra lengua que yo.
 - a. I think that this experience has helped me because now I can relax more and enjoy my food and I understand more the difficulties of being in another country that has a different language than myself.
2. Me da cuenta como es difícil para estar lejos de mis amigos y mi familia pero yo creo que he crecido de esta experiencia.
 - a. I realized that it is hard to be away from my friends and my family but I think that I have gotten better because of this experience.
3. Me gustaba tener una madre para cocinarme y limpiar mis cosas pero estoy emocionada para volver y tener mi propia casa y mi propia pasión. Es triste que no voy a ver mi familia en el futuro pero no me importa mucho.
 - a. I liked having a mom to cook for me and to wash my things but I am excited to return and to have my own house and my own passions. Its sad that I am not going to see my family in the future but its not very important to me.
4. En la clase de gramática por fin yo entiendo el subjuntivo y en la clase de cultura fue interesante aprender sobre cosas culturales que normalmente no aprendería en otras clases.
 - a. In the grammar class I understand the subjunctive and in the culture class it was interesting to learn about cultural things that normally we wouldn't have learned in other classes.

XO150

1. Pienso que la cultura de españa porque es muy diferente que EEUU pienso que tengo más paciente que antes y tengo más apreciación para cosas que no tenía antes y yo pienso que yo puedo explorar cosas que no quería explorar antes de este viaje y quiero aprender sobre otras cosas que no pensé sobre antes.
 - a. I think that Spanish culture is different than the US. I think that I have more patience than before and I have more appreciation for things that I didnthave beforeand I think that I can explore things that I didn't want to before this trip and I want to learn about other things that I didn't think about before.
2. Pienso que este viaje, porque yo tengo más apreciación para español y pienso que porque mi español es mejor, puedo pensar en español y cuando yo quiero hablar en español hablo en inglés y mezcla de lenguajes y puedo pensar en español. Tengo más apreciación del lenguaje de español y yo sé cómo es cuando yo soy diferente que otras personas y pienso que en EEUU yo puedo pensar cómo es cuando soy diferente que otras personas y cuando hay personas diferentes que yo yo puedo tener empathy para la persona y yo tengo más apreciación del español y cuando aprender para tener mejor comunicación con otras personas.
 - a. Before this trip, because I have more appreciation for Spanish and I think that because my Spanish is better, I can think in Spanish and when I want to talk in Spanish I talk English and there is a mix of languages and I can think in Spanish. I have more appreciation for the Spanish language and I know how it is when you are different than other people and I think that in the US I can think how it is to be different than other people and when there are people that are different than me I can have empathy for the person and I have more appreciation for Spanish and when I learn how to have better communication with other people.
3. Pienso que yo tengo mucho suerte con mi familia aquí. Pienso que tenemos una relación muy bien. A veces tenemos almuerzo juntos y este es tiempo cuando puedo tener conversación y cuando puedo hablar y pienso que este es tiempo cuando puedo aprender más porque yo puedo hablar cómo quiero. Pienso que tengo suerte porque mi madre Española prepara que yo quiero y puedo tener comidas diferentes y mi madre española y mi hermana Española son muy simpáticas y no pienso que estoy

triste que yo no puedo ver ellas después de este viaje pero yo tenía una buena experiencia porque mi familia aquí.

- a. I think that I have a lot of luck with my family here. I think that we have a good relationship. Sometimes we have lunch together and this is time when I can have conversations and when I can talk and I think that this is time when I can learn more because I can talk how I want to. I think that I have luck because my Spanish mom cooks what I want and I can have different foods and my Spanish mom and my Spanish sister are very nice and I don't think that I am going to be sad that I can't see them after this trip but I had a good experience because of my family here.
4. Pienso que la cosa que es más diferente aquí que en EEUU es cuando yo estoy hablando y si yo decir una cosa que no es correcta la profesora corta y dice que yo necesito decir. Primero era difícil y no me gustó cuando la profesora cortó pero ahora es como yo puedo aprender y cuando yo hablo y la profesora no corta yo pienso que yo estoy correcta y está bien. Pienso que, porque las temas aquí que estamos aprendiendo sobre, son un poco mismo de EEUU también pero cómo las profesoras aquí explicar las cosas es diferente de EEUU y yo pienso que puedo aprender más aquí cómo las profesoras explicar y pienso que porque estamos hablando en clase con las personas y las familias y español siempre y pienso que es mejor cuando hay clase para 50 minutos un día tres veces de semana y estamos aprendiendo pero es diferente de aquí cuando hay español siempre. Pienso que es un poco difícil porque es español siempre pero yo puedo aprender más aquí.
 - a. I think that the thing that is most different here than in the US is when I am talking and if I say something that's not right the professor cuts me off and says what I need to say. At first it was difficult and I didn't like when the professor cut me off but now I can learn and when I talk and the professor doesn't cut me off I think that I am correct and it's ok. I think that, because the topics here that we are learning about, are the same as the US but how the professors here explain the things is different than the US and I think that I can learn more here with how the professors explain and I think that because we are talking in class with other people and with the families in Spanish all of the time and I think that this is better than in the US when you have class for 50 minutes three times a week and it is different because here we are always speaking Spanish. I think that it is a little hard because it is always in Spanish but I can learn more here.