

Intercultural Competence Development in Three Different Study Abroad Program Types

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Abstract: Study abroad is constantly developing to meet the needs of institutions and national higher education policies. With the increased visibility of study abroad programs, many universities have rushed to create new opportunities to not fall behind their competitors in the recruitment stakes. They are marketing these experiences as worthy of the increased fees for the vast intercultural experiences that take place throughout them, such as second language learning, cultural expansion, and developing global citizens.

The validity of these claims is addressed through a comparison of the differences in the development of intercultural competencies of American undergraduate students participating in a semester abroad in Spain. Three different contexts were examined: American Centers, Third Party Enrollment, and Direct Enrollment abroad. Using a mixed methods technique, employing pre and post surveys modeled off of Freed's (2004) Language Contact Profile and one-to-one interviews, study abroad program design is examined to find which are most beneficial. This paper will begin to unpack the results of this study to understand which program structures best meet the stated goals of a period abroad.

Keywords: Study abroad, intercultural competence, Spain, Direct Enrollment, Third Party, American study center

1. Introduction

Study abroad is constantly changing and growing to meet the needs of institutions and national higher education policies (Hoffa, 2010). From its modern origins, it has traditionally consisted of a group of humanities students from a particular institution travelling to another university in western Europe during their junior year of undergraduate study for either one semester or, more often, an entire academic year. These students would receive full academic credit for courses taken abroad and would enroll in courses and share living space with local students. This same basic structure exists today though students now have virtually unlimited destinations to choose from and are able to go for a shorter period of time, allowing for a greater range of disciplines to fit such an experience into their academic program.

Modern study abroad also has the benefit of greater funding from the U.S. government and other sources, allowing it to continue to expand and reach a wider group of students who would not have been able to consider such an experience in the past. As it has become a more lucrative benefit, financially and for their reputations, universities and independent agencies have had to find new ways of using this investment for gains in addition to the actual increases in student involvement. The opportunities

a university makes available to students are increasingly being used in admissions marketing materials as a key tool for student recruitment (Anderson, Lawton, Rexeisen, & Hubbard, 2006). As Universities in the United States are facing increasing competition with their international counterparts for undergraduate enrollment they are often turning to study abroad as a means of drawing prospective students (Altbach & Teichler, 2001). They are marketing their international opportunities as a benefit worthy of the increased costs (such as tuition, living expenses, etc.) of enrollment in a U.S. institution.

The overall goals of study abroad vary according to each individual program and its participants but there are several key outcomes few educators will argue with. Braskamp (2009) cites the overall goals of higher education as being the learning, intellectual, moral, social, physical, and spiritual development of students. Specifically, goals of strengthening students' understanding of international issues, cultural awareness, language skills, and developing students' skills as global citizens are often cited in study abroad (Chieffo & Griffiths, 2004; Gillespie, Braskamp, & Braskamp, 1999; Hadis, 2005; Mazon, 2009; Pellegrino, 1998; Talburt & Stewart, 1999; Trilokekar & Rasmi, 2011).

2. Study Abroad Program Structure

As it has evolved over time, study abroad today has many possible program structures, "but all share the characteristic that, by their very nature, they provide students with a healthy dose of experiential learning. Immersing oneself in another culture provides new opportunities for learning-by-doing, virtually twenty-four hours a day" (Hopkins, 1999, p. 36). There are three basic models for the structure of a study abroad program. They are: Island, Third Party, and Direct Enrollment ("Forum on Education Abroad," 2013; Gillespie et al., 1999; Norris & Dwyer, 2005). Each of these program types can also be sponsored and administered by a few different groups, either a U.S. college or university (home university), a Third Party provider, or a host university abroad.

2.1. Island

Island, or American, programs are those that essentially transplant groups of American students to a city abroad (Norris & Dwyer, 2005). Students in these programs go with other students, often from their own home university, and study in a center run by a U.S. institution or, occasionally, a third-party provider. Courses are run solely for these students, in English, and often taught by American professors. This ensures that all academic content can be tailored to the needs expressed by the home institution and that the standards of the coursework meet the expectations held by the institution, the parents, and the students. The credits are generally fully transferable to their degree program. As evaluation and assessment of study abroad programs become more important many U.S. institutions are taking the creation of entire programs into their own hands by forming their own centers abroad. This serves to ensure that they will have the ultimate control of the support, academic, social and emotional, that each student receives when they are abroad. They also, importantly, have the ability to hire the faculty teaching each course themselves, making it easy for courses taken abroad to transfer back to the full degree academic program. This structure also allows for universities to recruit student participants from other U.S. colleges and universities, creating another source of income and funding for the programs and improving their own reputation with the U.S. academic community.

2.2. Third Party

Third Party, or hybrid, programs combine aspects of both Island and Direct Enrollment programs and are most common in countries where English is not the primary language of instruction (Norris & Dwyer, 2005). Students often take a few courses at the local university, either with local students or in courses especially created for international or exchange students. The rest of their coursework is done at a study center and will usually include at least one course on the local culture, history and/or language. These centers are staffed by administrators and faculty who are acutely aware of the demands and pressures such a program places on students and will be trained to assist the students in dealing with them. They often provide support services such as airport pick-up, assistance with visa and consulate registration, and finding local accommodation, regardless of the location where a student is completing their academic work. Students participating in these programs generally have to arrange for all of their tuition and fees to be paid through private funds, as U.S. federal student aid will often not translate to them.

2.3. Direct Enrollment/Facilitated Direct Enrollment

Direct Enrollment programs are those in which students enroll directly into a host university and participate in the same courses as local students (Norris & Dwyer, 2005). The students will usually reside in university accommodation, flats suggested by the university international office, or in home stays with local families. Sponsors of these programs may also provide additional support services for students to aid things such as course registration and language skills. Often a U.S. university will develop an exchange relationship with an institution abroad, the host university, which will allow them to send a certain number of their students to that university and receive a specified number of their students in return. Usually, these programs are closely connected to the home university, allowing all federal, state, and institutionally provided financial aid to transfer fully. All academic credits will also transfer toward the full academic program.

3. Research Question and Methodology

With this changing face of study abroad it is vital to understand whether these new program types are still meeting the goals of intercultural development in participants. Western Europe has traditionally been the major destination for U.S. students participating in study abroad and that shows no signs of changing as the 2014 Open Doors Report demonstrates. As Spanish continues to become a vital language to the U.S. in all facets it is important to investigate study abroad in Spanish speaking regions and Spain remains one of the top destinations for U.S. undergraduates (Institute of International Education, 2014). The current study set out to examine whether the structure of a study abroad program influences participants' opportunities for intercultural development. More specifically,

“Does students' development, as determined via results of pre and post self-reported questionnaires, differ across each program type with respect to their stated previous exposure to the Spanish language and culture

While basic facts about the different program sites structure can provide a general understanding of

the program they do not actually give us much information about the students they tend to attract on a more personal level. Biographical information such as student age, class year, degree subject, and self rated proficiency in the Spanish language begin to help create a picture of the individual student while details of previous international travel and study of Spanish help to make this profile more specific and relevant to the current study. To address this question a number of techniques were used including interviews, participant generated photography, and pre and post study questionnaires. The findings of the latter will be explored in this paper.

3.1. Participants and Program Sites

Students chosen for participation in this study were studying with either an American study center, a Third Party provider, or a degree granting Spanish university in Spain as a visiting student (not full degree seeking) for a period of one semester. The following are short descriptions of the 3 program types included in the study to provide the reader with the relevant background on the resources available to each program's participants.

3.1.1. American Program

Three different American study centers were involved in this study and each home university had enrollment of between 2,200 and 40,000 students per year. Weekly cultural activities provided students with opportunities to meet locals and promote cultural exchange. Housing for the programs was in student apartments, private apartments, or homestays with local families. The programs varied widely in their offerings but most had either mandatory or optional excursions around the country ranging in length from an afternoon to a full week. In most programs students were expected to speak only in Spanish while participating in their academic classes, though only one program stipulated this as a mandatory requirement.

3.1.2. Third Party Provider

These were independent study abroad providers based in the United States that offered programs worldwide, with multiple different programs operating within Spain alone. Students paid their fees, which cover tuition, housing, meals, travel, medical insurance, cultural trips, and more, directly to the program provider. These students had the option of enrolling in programs with different academic focuses, including options to take courses at one of two local universities, depending on their language abilities. Pre-departure support, onsite support and re-entry support were provided for all participants.

3.1.3. Direct Enrollment

Universities had enrollments of between 10,000 and 60,000 students and were located throughout the country. Each university had hosted visiting North American students for at least 5 years at the time of data collection. After international student orientation programs, usually lasting 1-2 days, these students were provided minimal additional support beyond what their Spanish peers received, leaving them responsible for finding housing, food, and other necessities as well as navigating their Spanish

language academic courses.

3.2. Questionnaire Design

Using an instrument modeled on Freed's (Freed, Dewey, Segalowitz, & Halter, 2004) Language Contact Profile, this study was able to ascertain the extent of students' contact with Spanish prior to their term abroad and contact while abroad, including conversation with native and non-native speakers in Spanish and English and extracurricular reading in Spanish.

In order to understand the background and experience level of the participants in all programs, a range of background information was collected from all participants in the pre study survey, which was completed within the first few weeks of their time in Spain. These pieces of information are, at the most basic level, the foundation of the individual students. Their responses to these questions are vital to understanding how they see themselves and must be taken into consideration in this type of study (Pellegrino, 1998). Biographical information such as student age, class year, degree subject, and self-rated proficiency in the Spanish language begin to help create a picture of the individual student type while details of previous international travel and study of Spanish help to make this profile more specific and relevant to the current study. This was useful in determining whether there are any themes as to which programs certain students are more attracted to or which students benefit most from different program structures. In the post study questionnaire students were asked to identify which type of living situation (dormitory, private apartment, or host family) they had for the majority of their time abroad, to help elucidate whether home life played an important role in their intercultural development.

To ascertain the levels of intercultural competency possessed by participants before studying abroad, the second half of the questionnaire consists of questions in a Likert scale designed to elicit students' own perception of a range of intercultural abilities identified in Deardorff's model of Intercultural Competence. She defines intercultural competence as "knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or interact; valuing others' values, beliefs and behaviors; and revitalizing one's self" (2006, p. 247). These questions were designed as a series of phrases in which students were to indicate how closely they applied to them on a Likert scale from "not at all", or 0, to "completely", or 5.

Deardorff identifies attitude as the starting point in the development of intercultural competence, and those identified are vital to the development of knowledge and skills also needed. The first three questions addressed students' attitude going into the experience, as this is fundamental to their development of intercultural competence. Respondents were asked to rate the statement, "*It is important to me to be able to interact with and learn from different languages and cultures.*" This information helps to determine whether students were participating in their program for personal motivations or whether it was a requirement for their university or degree program. The next question asked them to consider how much they actually try to understand the differences in behavior and attitude that they encounter between themselves and others to provide insight into how deeply they have reflected on such traits; there is a great difference between simply acknowledging that there are differences and working to try to understand their root. The last question asks how much the students actually enjoy interacting with people different from themselves, showing how much they value unique traits in an everyday situation and not necessarily in a more academic context of understanding the differences.

Several areas of knowledge key to intercultural competence were identified by Deardorff

(2006), such as understanding the world from others' perspectives and the way in which the individual recognizes how their own culture influences their worldview. The next three questions addressed students' existing knowledge about intercultural interaction to assess their understanding of their own and other cultures. An example question addressed their awareness of the culturally specific knowledge they use through the statement, "*I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.*" All three serve to highlight the importance knowledge and understanding of different cultures, as well as their contexts, has on an individual's behavior and communication.

Existing skills were addressed in the next three questions. Each question was constructed to investigate the students' skills that are useful in acquiring and processing knowledge specifically related to their own and other cultures. The focus was on the students' interactions in cross-cultural situations such as the amount of change in their verbal and non-verbal behaviors when in specific cultural encounters. Their ability to monitor their own behavior and understand its influence on their own learning and growth as well as on other parties involved in interaction was also addressed. The final question in this section simply asked them to rate their comfort, "*I feel comfortable interacting in a variety of different social situations.*" This is a simple yet vitally important aspect of their incoming profile, since if they are extremely uncomfortable in such situations they were unlikely to place themselves in them, vastly reducing their opportunity to grow interculturally.

"Intercultural" was not defined for the students in the survey, meaning it was completely up to the student to identify the criteria which would mark someone as being of a different culture from their own. From their responses, some students used very simple criteria, such as skin color, while others used more complex characteristics such as religious background or native languages.

4. Analysis and Discussion

The following section will illustrate the above information for each of the three program cohorts included in this study through an analysis of the self-reported survey data collected at the beginning and end of their period of study in Spain. Each section will first present the findings on each of the above topics, followed by a discussion of these findings for each program site to elucidate what they mean in the wider frame of study abroad program design.

Table 1 illustrates the questions and detailed results for the three cohorts.

Table 1. Questionnaire Individual Response Averages

	American		Third Party		Direct	
	Pre	Post	Pre	Post	Pre	Post
It is important to me to be able to interact with and learn from different languages and cultures	4.432	4.451	4.678	4.785	4.482	4.518
I try to understand differences in behavior, values, and attitude between myself and others of different backgrounds	4.364	4.467	4.625	4.690	4.655	4.333

I enjoy interacting with individuals from a culture that is unfamiliar to me	4.256	4.290	4.517	4.517	4.517	4.370
I know the cultural values, norms, and taboos of the Spanish culture	2.594	3.387	2.928	3.928	3.137	3.851
I am able to contrast aspects of the Spanish language and culture with my own	3.756	4.032	4.375	4.714	4.448	4.407
I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds	3.554	3.919	3.857	4.357	3.758	4.111
I change my verbal (e.g. accent, tone) and non-verbal behavior when a cross-cultural interaction requires it	3.405	3.822	4.035	4.328	3.655	4.074
I monitor my own behavior and its impact on my learning, growth and on others	3.729	3.903	4.071	4.047	4.172	4.148
I feel comfortable interacting in a variety of different social situations	3.851	3.983	3.875	4.047	3.931	4
I am conscious of the importance of adjusting my behavior to correspond with the expectations of varied cultural and social situations	3.932	4.129	4.428	4.309	4.241	4.222
I feel it is important to value the many differences and similarities in all languages and cultures	4.445	4.516	4.732	4.642	4.689	4.444
I want to become as bicultural as possible	4.351	4.338	4.339	4.261	4.241	4.296
I want to become as bilingual as possible	4.594	4.387	4.857	4.738	4.724	4.629
I often wanted to return home		2.161		2		1.851
I felt I was not learning much		1.467		1.666		1.222

Table 2 illustrates the overall averages for the major dimensions of attitude, knowledge, skills and awareness.

Table 2. Questionnaire Overall Average

	American		Third Party		Direct	
	Pre	Post	Pre	Post	Pre	Post
Attitude	4.351	4.403	4.607	4.682	4.551	4.407
Knowledge	3.301	3.779	3.72	4.333	3.781	4.123

Skills	3.662	3.903	3.994	4.252	3.919	4.074
Awareness	4.189	4.323	4.58	4.476	4.465	4.333

4.1. American (Island) Study Centers

The demographic make-up of the participants in the American (“island” type) study centers was 2/3 female with an average age of 19.216. Of the 74 respondents, 36 were freshman and all but 3 spoke English as a first language. The majority of participants, 31 students, lived in student dormitories either connected physically to the Study Center or located nearby, 12 lived in private apartments and the remaining 19 lived with host families.

4.1.1. International and Intercultural Experience

About 2/3 of respondents reported that they had previous international travel experience. The majority of this experience came in travels through Western Europe, though several students did report travels to parts of the Spanish-speaking world including Spain, Costa Rica, the Dominican Republic, Peru, Honduras, Guatemala, Mexico, and Ecuador. Just 5 of the 74 students reported that they had undertaken study of the Spanish language in a Spanish speaking country prior to their semester in Spain. The length of study ranged from just one week to a full year and had all been completed in their junior year of high school or later.

When asked whether they had any existing intercultural relationships from before their semester abroad 43 of the 74 respondents responded in the affirmative. The majority of these relationships were said to be with friends, though several students noted familial connections as well as coworkers. One student reported that they were half Korean while another noted a mother from Mexico. Two students referenced friendships formed with exchange students from their high schools. Several students reported having family who lived abroad in locations such as England, Cuba, Spain, Germany, Greece, Panama, and South America.

In the post survey, students were asked about the intercultural relationships they developed while abroad. American program students largely reported that they had developed new relationships. In total, 18 said they had developed no such relationships while 26 did develop them but did not anticipate they would continue once they left Spain. Many of these relationships were developed through participation in team sports or dance in the community and so without that regular physical contact they would have no way to continue the relationships. A total of 18 said they had developed intercultural relationships and did envision they would continue once they returned to the U.S. These were more likely to be relationships created through participation in the *intercambio* (language exchange partnership) programs where a Spanish student participated specifically for the opportunity to create intercultural relationships of their own.

4.1.2. Intercultural Development

In questions addressing students’ attitudes going into the experience participants in American programs tended to have very positive attitudes with an overall average response of 4.350 out of 5. The statement with the highest average score, 4.432, was “It is important to me to be able to interact with and

learn from different languages and cultures”, reflecting the students’ innate curiosity, something that corresponds with their young ages (Goldstein & Kim, 2006). Students in American programs showed very slight changes in attitude from the pre survey to the post survey. All averages raised slightly but with an increase of .1 or less. This shows that they enjoyed their time abroad and were neither majorly inspired to live a more international life nor discouraged from such situations and desperately wanting to return to the United States.

Questions addressing students’ existing knowledge about intercultural interaction were each rated considerably lower than the responses to those on attitude with an overall average of 3.301 out of 5. These responses indicate much lower confidence in their knowledge, but when this is combined with their attitude displayed in the previous responses, it creates a profile of an eager student excited to learn about a new culture and accepting they may not be very informed about it before they actually become a part of it. While their attitudes were relatively unchanged, these students showed significant changes in their cultural knowledge after their semester abroad. The average response rose to 3.779 in the post responses, an increase of .478. This shows significant factual information was gained during their time abroad, whether through academic work or every day experiences.

In questions about their existing skills the students showed a degree of confidence in their abilities to effectively and comfortably interact with people from other cultures, with an overall average of 3.661. At the end of their period abroad, the cohort’s intercultural skills also rose, though not as dramatically as their knowledge, with a final overall average of 3.902 out of 5. The biggest growth was in the students’ changes in verbal and non-verbal behaviors in specific situations, showing an important change in their understanding of their own actions in helping to ease the difficulties that may arise out of intercultural encounters.

The cohort also recorded very high levels of awareness and desire to be interculturally communicative, with an average response of 4.188. These students reported modest increases in their awareness of culturally specific expectations and the personal value they place on the difference and similarities they encounter with an increased average of 4.323.

4.1.3. Discussion

In sum, students who participated in American (“island” type) programs tended to be young, as far as study abroad ages go, and native English speaking females. Many students were majoring or minoring in Spanish, but there was a wide range of other subjects represented as well, showing that course was likely not a major factor in the decision to study abroad or in specific location choice. Most students, whether by choice or as a program requirement, lived with other American students in student dormitories, though a good number did opt for homestays. Their stated motivation for study abroad was to be able to travel and explore. This attitude, along with the lack of a strong connection to degree requirements, describes eager students who want to see the world, and supports Goldstein and Kim’s findings that “foreign language interest, low ethnocentrism, and low intercultural communication apprehension were associated with more favorable expectations of study abroad in first year college students” (2006, pp. 508–509). What they seem to lack is a devotion to exploring one specific place or culture, as seen by their choice to live amongst their American peers.

Students in American programs had traveled internationally quite widely but few had experience with Spanish in an international context. More than half reported at least one intercultural relationship prior to Spain but that same proportion did not feel like the relationships they developed while abroad

would continue once they returned home. This hints at the superficiality of these relationships, such as those students identified with cleaners or school staff and volunteers, and may have been a direct result of their extensive focus on international travel. They wanted to see so many sights while in Europe that they did not stay in their dormitories or homestays long enough to develop meaningful connections.

With respect to their intercultural development, students in American programs began their time in Spain positively. The only slight increase in responses on attitudes indicated that nothing major happened to the students while abroad—they were neither crushed by an especially trying experience nor buoyed by a very positive one. This may indicate that they were never pushed to grow by their situation in Spain. With American courses, student affairs professionals, and their living environment, these students were rarely, if ever, out of their comfort zones.

The students' actual knowledge was different as they began the period abroad feeling they had fairly low knowledge about culture, both Spanish culture and enough of their own cultures to be able to compare them with another. The greatest growth came in their cultural knowledge of Spain—a benefit of the culture-specific courses offered by American programs. This is the major benefit of having complete control over course design and offerings. Students have no way to avoid classroom, and often experiential, learning about the local culture. The disconnect only occurs once the students leave that supportive environment and return to a dorm with other Americans or a homestay where they only sleep because they are constantly out visiting Rome, Paris, or London.

Again, in intercultural skills students in American programs did experience growth, just not as much as in their knowledge. They came in confident of their abilities to interact in diverse situations. They grew to believe they were slightly more aware of their own behavior in intercultural situations but not very significantly. This is representative of the few occasions they had to actually use and grow their skills. Most of their interactions came with other American students or with Spaniards, whether through their school or their homestays, who had significant experience with American undergraduates.

The oft noted American peer group dilemma was quite clear in the data collected by this study (Magnan & Back, 2007; Norris & Dwyer, 2005; Pellegrino, 1998; Talburt & Stewart, 1999; Wilkinson, 1998). The students, through course structure and living environment, were almost defaulted into peer groups, unless they had the confidence and drive to put themselves out on a limb to try to meet others. However, considering the young age of these students this may have provided a vital safety net for them. Most students expressed a desire to have future international experiences, so it may be that this secure experience helped them to grow the confidence necessary to choose a Third Party or Direct Enrollment experience for their next period abroad.

This peer group creation is made possible by the support offered by the American programs. It is made clear to the participants which person in the school they should go to for specific problems, meaning they do not have to interact with outsiders. Students understand that they are paying high fees for the experience and expect this convenience to be a part of it. The decision of what level of challenge is appropriate for different students is left to the program staff. Some American programs, such as those that allowed students to opt for homestays, exercise more flexibility in pushing the students, whereas other programs, such as those that overwhelmingly enroll first year students, are stricter in ensuring they provide support as soon as it becomes necessary to do so.

As has been found in prior research, some students would likely not even participate in a term abroad without the assurances offered by student affairs professionals (Raggi-Moore, Katz, & Habif, 2005). So, while it may seem like these students are being overly protected, it may be that they would

never experience anything other than their hometowns otherwise. The make up of undergraduate students in the U.S. is remarkably diverse, and continues to grow even more so. It is important to keep this in mind while evaluating program types as no one program will work best for all student types.

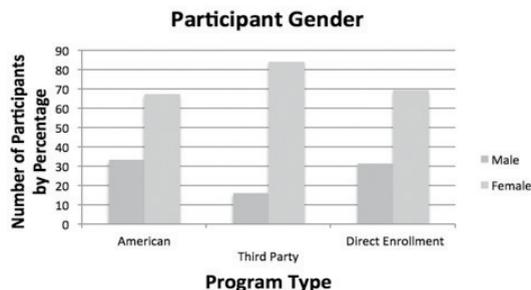


Figure 1. Participant Class Year

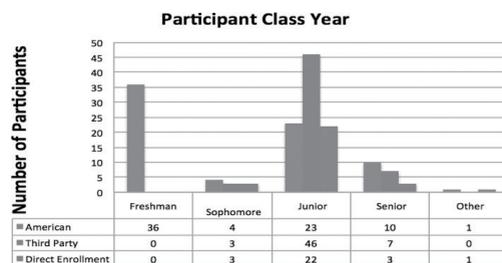


Figure 2. Participant Gender

4.2. Third Party

Participants in the Third Party program were mostly female with an average age of 20.196, almost a whole year older than the American program cohort. The vast majority of students, 82.142%, were in their 3rd year, a relic of the traditional Junior Year abroad model. For language, 49 of 56 were native English speakers. In this study, 34 participants lived with host families. Just 6 participants in these programs lived in a student dormitory and only 2 lived in private apartments.

4.2.1. International and Intercultural Experience

Students were asked to indicate if they had ever lived or traveled outside of the United States prior to their semester abroad. Over 4/5 of Third Party participants indicated that they had traveled previously, many of them extensively. Twenty-five students had previously traveled to a Spanish speaking country and of these, eight had previously visited Spain.

When asked whether they had any existing intercultural relationships 2/3 or 66.071% said yes. Of those 37 students, most cited friendships and familial ties. A few students had significant others from different cultural backgrounds. One student cited a childhood nanny from Argentina. Two students spoke of friends they had made during high school who were participating in exchange programs from Europe. Interestingly, one student cited their participation in a society at their home university, “I participate in the largely black gospel choir at my university.” Another student said,

“Yes, my best friend is a first generation immigrant from China.” These responses signified slightly more thought and reflection than responses to the same question from the participants in the American programs as they identified ideas, activities, and connections beyond surface level race, nationality, or religious labels. These students had already identified niche traits and acknowledged their connection to both an individual’s self-identification and others’ identification of them.

In post survey responses these students tended to have formed intercultural bonds while in Spain. Just 18 students reported no such relationship. Eleven students had developed friendships but did not expect them to continue. A majority, 23 students, said that they did expect their relationships to continue once they returned to the United States.

4.2.2. Intercultural Development

Students enrolled in Third Party programs had very positive attitudes when embarking on their period in Spain with an average of 4.606, .256 higher than the American program cohort. They demonstrated a strong desire to meet and interact with languages and cultures different from their own and to understand the differences, but rated slightly lower their enjoyment in interacting with people from cultures that are unfamiliar to them. For many students, based on their responses about previous intercultural interactions, this slightly lower average may be in part due to the lack of experience the students had with individuals from other cultures. As with the American cohort, students’ responses to these questions about their attitudes tended to be fairly similar in the post survey data with an average of 4.682. This shows, as with the American group, that the time these students spent in Spain was generally enjoyable.

Respondents indicated some doubt about their knowledge of the cultural aspects of their time abroad with an average of 3.72, which was still slightly higher than the responses from the American cohort. In their post survey responses, these students reported even more knowledge growth than those students with an average of 4.33, growth of .61. They felt significantly more knowledgeable about Spanish norms and culture and because of this increased knowledge they felt better prepared to compare that information with their own American culture. These results all combine to describe a student who was keenly aware of and attentive to their surroundings while in Spain and was conscious enough of this information to actively place it in the context of the Spanish environment.

These students rated their preexisting intercultural skills with the most confidence out of the three cohorts investigated, with an average of 3.994. This shows they began their experience knowing that their actions would play an integral role in their interactions with Spaniards. There was a slight increase in Third Party students’ willingness to actively change and monitor their actions with a post average of 4.111. The respondent’s behavior was only slightly modified after four months in Spain, though because of their responses to questions on knowledge and attitude it does not seem that this was due to a lack of development. It is possible that because this study spans just 4 months, one semester abroad, there had not been enough time between the addition of the relevant knowledge and experiences to allow students to actually put it into action in real world situations, which may have called for a change in their individual behaviors.

Third Party students showed high cultural awareness before studying abroad with an average of 4.58. Responses to these same questions were lower, though only slightly and still higher than either pre or post responses from participants in American or Direct Enrollment programs, in post survey

responses at 4.476. This tells us that these students still had extremely high awareness; they just adjusted the importance they placed on different aspects. This may actually reflect a deeper understanding of and respect for other cultures in that it signifies a decrease in the “us” and “them” attitude and more of a general acceptance of everyone despite whatever differences there are (Bennett, 1986).

4.2.3. Discussion

Even more than in the American programs, students in Third Party programs were majority female native English speakers. They averaged about 1 year older than American program participants and had a much clearer connection between their majors and their study abroad program. Slightly less than half had a language major and about a quarter majored in some other subject with a clear international focus such as international relations. Different from the American programs, these students generally cited an interest in Spanish culture as their reason for their study abroad, as opposed to a wider interest in European travel.

Almost all Third Party students had experience with international travel, many having already studied abroad, whether for short courses or even a full year. This situates them as much more advanced than their American program peers. If study abroad programs were on a continuum, the Third Party students were the American program students just a few years in the future. They had already lived the eager ‘I want to see it all!’ phase and had now targeted one specific culture for further exploration.

Likely because of their many prior international experiences Third Party students came into the program with many existing intercultural relationships and, while abroad, developed more relationships which they expected to be able to continue once they returned home. These students also showed a more nuanced understanding of what intercultural was—more than just race or language—which is reflective of their greater development, age, and sense of direction in their academic work.

Due to their academic interests, previous travel, and study Third Party students felt much more confident in their Spanish prior to their study abroad in Spain. It is likely this very confidence that led them to select a Third Party program to enroll in. While abroad, unsurprisingly, they used their language skills much more often and actively than the students in the American programs. While pre study they spoke in Spanish on a monthly basis, in Spain they were having in depth conversations more than 5 days a week, compared to the American program participants’ less than 3 days a week. With this level of consistency it is clear that they were using the language in a functional way in daily life, either solving their own problems, getting to know the culture, or making friends.

The overall intercultural development of these students was also greater than that of the American cohort. They reported very strong beginning levels in all categories, which is another potential byproduct of their previous experiences. Because their starting attitudes were so positive it was not possible for them to grow much, but it is important to note that they did not fall, meaning the challenges they faced from having less of the traditional U.S student affairs support were all surmountable, not leaving them feeling defeated or not up to the task.

They were less confident in their cultural knowledge, specifically their knowledge of Spain, but by the end of their semester abroad this had increased dramatically. Where the American students were keen to have weekends away all over Europe, the Third Party students tended to stay in Spain or even locally in their host cities, allowing them to gain that specific cultural experience that led them to select their program.

Third Party students began their study abroad believing their intercultural skills were quite strong. Their firm grasp on the reality that they would play a major role in their intercultural interactions while in Spain shows their experience and suitability for a program that required them to take an active role in their social life while abroad. In such a short period it was never likely for these students to experience even more growth in these skills. What this study did not report is how, after their return to the U.S., these skills would continue to grow with the study abroad experience as a catalyst.

These findings support those of previous studies that found Third Party students demonstrated an increased interest in the culture of their host country (Norris & Dwyer, 2005). They were highly comfortable with new and unknown experiences because their interest was sincere.

The Third Party programs offer a balance between the full support of the U.S. student affairs professionals and taking a step back to let the students navigate any obstacles that may arise (Vande Berg, 2007). If anything severe were to happen trained professionals would be on hand to take the necessary steps, but not until the point that they were necessary. This allows these students to truly own their study abroad experience and live the local life in a way not possible in the American program model.

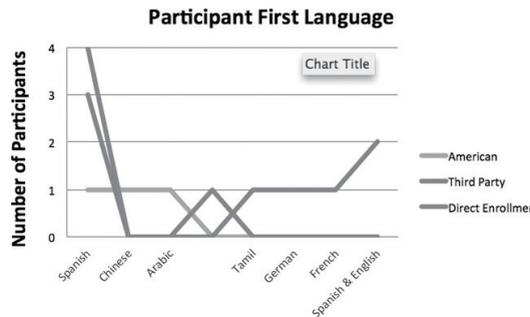


Figure 3. Participant First Language

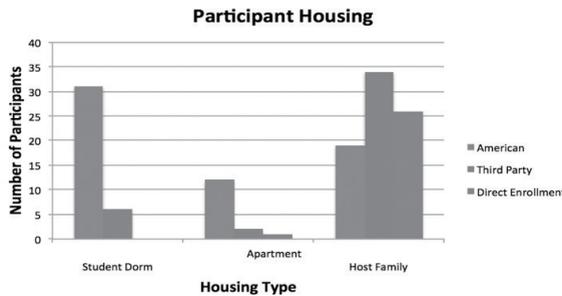


Figure 4. Participant Housing

*It is important to note that housing questions were not asked until the post questionnaire, as many students had not finalized their housing plans at the time of administration of the pre questionnaire and, due to lower response rates, some pre and post response rates are not equal.

4.3. Direct Enrollment

The demographics of the Direct Enrollment cohort were quite similar to those of the Third Party program. Of the 29 students 20 were female and most were in their junior year with an average age of 20.448. Most of the students were native English speakers, 24 or 82.758%, while Spanish was the first language of 4 students for 13.793%, and just one student, or 3.448%, spoke Portuguese as a first language. The vast majority, 26, of these students stayed with host families while in Spain and just one chose to live in a private apartment.

4.3.1. International and Intercultural Experience

Almost all of the participants, 25 of 29, had previous international travel experience. Three students were born outside of the United States—one lived in Mexico until the age of 8 while another is Costa Rican and just living in the U.S. while they complete their college education. The third was born and raised in Brasil and regularly returns to visit family and friends still living there. Many of the direct enrollment students had previously been abroad for academic purposes including international research projects and lab work and to improve their Spanish language skills.

A majority, 24 of 29, identified existing intercultural relationships. Many students identified friends and family, though most of them provided significant detail as to why they consider them to be intercultural relationships. These students took into account the differences in the backgrounds of other American friends, “A lot of my friends from...college are from all over the world, or very distinct backgrounds in the USA.” Another student said, “...my closest friends are very diverse and include: Mexican-Americans, East Asian-Americans, South Asian-Americans, Southwest Asian-Americans, North African-Americans. They practice a variety of religions including Catholicism, Christianity, Islam and Hinduism.” Several other students cited relationships with friends from different religious backgrounds than their own, “I am not religious at all and some of my best friends are. However, it never really presents a problem.” These comments show a deeper understanding and appreciation of differences within their peer groups. In addition, several students had family living in the Philippines, Vietnam, and England while another student’s grandmother is Mexican.

A large majority of directly enrolled students did develop significant intercultural relationships while abroad. Only 4 students did not report developing such relationships and of the 23 students who did develop relationships 16 believed that they would continue after their return to the United States.

4.3.2. Intercultural Development

Students studying in Spain through Direct Enrollment programs reported generally high attitudes toward intercultural issues at the beginning of their time abroad with an average of 4.551. Very interesting is the slightly lower average gathered in post study responses of 4.407. This is the only cohort to have lower attitude scores in the post questionnaire. This may be a sign of additional struggles they would have experienced due to the lack of the U.S. model of student support to help them in their adaptation to life in Spain.

Students in Direct Enrollment programs were more confident in their knowledge of various characteristics of Spanish culture such as values, norms, and taboos as well as characteristics of their

own culture with a pre study average of 3.781. Overall, their post responses were higher with an average of 4.123 but one question did receive a slightly lower score. The statement asking students whether they felt able to contrast their own culture with Spanish culture received a lower score of 4.407 in the post responses compared to 4.448 in the pre, possibly a sign that they knew they had experienced Spanish culture, and it was different from what they originally anticipated, but were still in the process of working out how it fit with what they knew from their own lives.

Overall, Direct Enrollment students had a pre average of 3.919 in their intercultural skills. There was more than a .5 difference in the average for students' observation of their own behavior and its impact, 4.172, and their willingness to alter their behaviors when a cross-cultural situation required , 3.655. This shows a strong analytical mindset when thinking about their own learning but a lack of operationalizing that knowledge. In the post responses the overall average grew to 4.074 but students' attention to their own behaviors fell to 4.148 and their willingness to change their action to suit a situation rose to 4.074. This shows a greater ability to put into action their attitudes and knowledge as well as a switch to considering others more readily instead of such a great focus on themselves.

Direct Enrollment students self-reported their average pre study awareness of intercultural issues at 4.465, just .115 lower than the Third Party participants. Again, their post responses were lower at 4.333, not a large decrease but still worth noting. This may show a true appreciation of living in a globalizing world but slight uncertainty on how they are to adapt, on an individual level, to fit within it.

4.3.3. Discussion

Participants in the Direct Enrollment program were, again, majority female with an average age just slightly older than those in the Third Party program. Most students were native English speakers, though a few listed both Spanish and Portuguese as first languages. Their majors or minors were not as directly related to study in Spain as in the Third Party program but were more relevant than with the American programs. Almost all Direct Enrollment students lived in homestays, meaning they were integrated in classes and in their home life.

Like the American program participants, many Direct Enrollment students chose their program to be able to travel around Europe. An equal amount cited picking the location to satisfy their interest in Spanish culture. It is interesting that students who wished to travel would enroll in direct programs because the difficulty of their coursework—all conducted in the Spanish language at a pace set for native speakers—would seemingly reduce their ability to get substantial time away to travel. On the other hand, for those who were interested in culture, there are few better ways to understand exactly what Spanish student life is like than to live it.

Almost all Direct Enrollment students had traveled internationally, a few were born outside the U.S., and many had previous study or internships in international locations. When reporting existing intercultural relationships Direct Enrollment students provided the greatest level of detail in explaining how, exactly, they were intercultural relationships. This shows them as dedicated students, responding to a prompt in meaningful detail. In Spain, most of these students made new intercultural relationships and, uniquely, overwhelmingly believed they would continue after they left the country. This may be due to the fact that these Americans became a regular part of the Spaniard's everyday life in their same classes and, often, living in the same apartment blocks whereas in the other study abroad types interaction with Spaniards was usually more of a planned and programmed interaction, so the

relationships formed were less likely to be sincere.

Direct Enrollment students were more confident in their Spanish than the American program students but less than Third Party students. As their coursework was almost always in Spanish that is a concern, but the logic does follow when their academic majors are considered, especially when compared with those of the Third Party students. Their language usage in Spain was similar to that of the Third Party students, showing that although they were not as confident with the language they were still willing to put themselves in a potentially uncomfortable position and use Spanish as necessary. Sticking with the theme of them experiencing the truly authentic Spanish culture, these students were most likely to use Spanish language media—a typical aspect of everyday life.

The intercultural development of Direct Enrollment students had very strong starting attitudes, almost identical to those in Third Party programs. The difference came in their post responses. These students had lower attitudes regarding understanding differences in behavior and, importantly, in interacting with individuals from a different culture. This is the sort of withdrawal from the study abroad experience that the American and Third Party programs were created to try to prevent. This is demonstrative of the extreme stress these students can face from daily life in Spain without the support they had grown accustomed to in the United States higher education system (Vande Berg, 2007).

In their knowledge, the Direct Enrollment students were the most confident in their knowledge of Spanish culture, showing they had researched and prepared for the experience. Again, though, there was a slight decrease in their perception of their ability to contrast aspects of their host culture with their own. With one of the specially designed courses that facilitates cultural understanding from the Third Party and American programs it may have been possible to mediate any negative affects of the stress of the program. Importantly, despite this negative, most categories did show growth in knowledge, situating Direct Enrollment as valuable, just not necessarily reaching its full potential.

Intercultural skills were another area of confidence for the Direct Enrollment students. However, a similar story of post study declines exists. This reinforces the point that a more structured system is ideal for most American undergraduates. No matter how competent or confident the student is they are still coming from a higher education system with a massive student affairs component. On their home campuses, often without their knowledge, administrators, faculty, and staff solve their problems for them. Thus, the stark difference when they get to their study abroad site is very easily overwhelming.

Because of the lack of programs designed specifically for them, Direct Enrollment students do not have clearly defined learning goals for their study abroad experience (Engle & Engle, 2003). They have these goals for their individual courses but not for the program as a whole. This lack of an overarching goal may leave the academically minded student who seems to opt for Direct Enrollment at a slight loss. Instead of being fed a directive they are left to determine this on their own. In just a one-semester study abroad program it is very possible time just does not allow for them to come to these conclusions.

Direct Enrollment attracts the most motivated of an already motivated group of students—those willing to not only leave their home comforts but to do so in a completely immersive environment (Norris & Dwyer, 2005). They came confident in their language, knowledge, and choice to study abroad. This confidence might be a negative as well as a positive. They may be so secure in themselves they are unwilling to accept they do not already know something, causing them to close off to actual intercultural interactions when they face a challenge.

5. Conclusion

To review, this paper discusses the data collected to respond to the research question, “*Does students’ development, as determined via results of pre and post self-reported questionnaires, differ across each program type with respect to their stated previous exposure to the Spanish language and culture?*” The findings from each of the three programs sites were presented followed by a discussion of each. The differences in the overall study abroad experience in each type are clear to see. While each program provided students with a valuable and exciting semester, some program elements provide an additional level of cultural understanding and skill development.

Through analysis of the data collected, Deardorff’s model of Intercultural Competence proved to be quite appropriate as a foundation for the creation of the research instruments as it helped to reveal plentiful insight into student experiences and perceptions. Irrelevant to this paper but important for future investigation into this area of development, it is important to note that while this model was well suited to questionnaire development, the data collected highlighted a need for additional aspects of the abroad experience to be incorporated into the framework when used to design the one-to-one interview schedule to accurately represent these students’ experiences. These include a specific focus on communication in an intercultural context, the role students’ motivations for international travel had in influencing their development, and attention to the influence of diverse living situations.

The most obvious finding of these results is the importance of finding a balance. Students need some sort of a structured environment that allows them the flexibility to make their own choices and own the study abroad experience but also to guard them in case of anything going wrong (Hadis, 2005). This facilitated learning contradicts the assumptions that immersion in a culture always leads to full learning (Wilkinson, 1998). In practice here, the support from the American and Third Party programs allows the students to go deeper into their learning, especially in the culturally oriented courses (Talbert & Stewart, 1999). While the Direct Enrollment students may get an opportunity to live an authentic Spanish student life while abroad they are, at times, overwhelmed by the multitude of real life responsibilities they must navigate to live that daily life. With the support allowed them by their program design, students in the other two program types may make their own decisions about when, where, and in what manner they may test themselves. They know that, as at home, if any of these decisions resulted in them taking on more than they could handle they would always have their study abroad program administrators on hand to assist.

Practically, most Direct Enrollment options do not have the resources to always provide such a cultural facilitator. On the other side, the American programs have greater resources but they are also more constricted by the academic requirements of the American university and have to meet those guidelines before they can be concerned with the wider growth of intercultural competence (Anderson et al., 2006). As intentionally designed programs, as opposed to a working local university that simply enrolls visiting students into already running programs, these sites must explicitly meet the agreed upon learning objectives for study abroad. Their curriculum must touch on things such as developing global citizens and other intercultural competencies (Anderson et al., 2006; Deardorff, 2006; Vande Berg, 2007).

This initial exploration of the pre and post questionnaire findings begins to suggest that the conventional wisdom of Direct Enrollment offering students a more complete and life changing experience abroad may not actually hold true, as other scholars have also begun to suggest (Gillespie,

2002; Gillespie, Braskamp, & Braskamp, 1999; Norris & Dwyer, 2005; Vande Berg, 2007; Wilkinson, 1998). Between American Study Centers and Third Party Programs there is a significant difference in the demographic make up, showing that these two program types offer very valuable study periods but may be best suited to a different stage of student. Younger students with less experience dealing with very different international and cultural situations may thrive with the close support of the American programs while those with slightly more experience in both college life and travel may benefit from the challenges of a less structured environment such as that offered by Third Party Programs.

Table 2. Questionnaire Overall Averages

	American		Third Party		Direct	
	Pre	Post	Pre	Post	Pre	Post
Attitude	4.351	4.403	4.607	4.682	4.551	4.407
Knowledge	3.301	3.779	3.72	4.333	3.781	4.123
Skills	3.662	3.903	3.994	4.252	3.919	4.074
Awareness	4.189	4.323	4.58	4.476	4.465	4.333

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Author Note

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Appendix 1. Pre Study Language Contact Profile

The responses that you provide in this questionnaire will be kept confidential. The information you provide will help us to understand the backgrounds of students who are studying abroad in various contexts.

Name: _____

1. Gender: Male Female

2. Age: _____

3. Place of birth: _____

4. What is your major? _____

5. What program are you participating in? _____

6. Where do you take your courses? _____

7. Would you be willing to be interviewed on your study abroad experience?

Yes; Please provide your email for contact: _____

No

8. What year are you in school? _____

9. What is your first language?

English Spanish Other _____

10. Have you ever traveled or lived internationally prior to this semester?

No

Yes

If yes, when? _____ • Where? _____

11. Have you ever been to a Spanish-speaking region for the purpose of studying Spanish?

No

Yes

If yes, when? _____ • Where? _____

 For how long? 1 semester or less 2 semesters more than 2 semesters

12. In the boxes below, rate your ability in the Spanish language. Use the following ratings:

Poor, Good, Very good, Native/Native like.

	Listening	Speaking	Writing	Writing	Number of years of study
Spanish					

13. Do you currently have any significant intercultural relationships? (ex. Friends/family/ coworkers from another country, religion or ethnic group)
- No
 - Yes: What is their connection to you?: _____
14. What is your primary motivation for participating in this study abroad program?
- Interest in Spanish culture
 - Fulfilling foreign language requirement
 - Opportunities to travel
 - Improve future employability
 - Other: _____
15. In the year prior to the start of this semester, on average, how often did you try to communicate with native or fluent Spanish speakers in Spanish:
- never a few times a year monthly weekly daily
16. In the year prior to the start of this semester, on average, how often did you try to speak Spanish to:
- a. instructor/ classmates outside of class
never a few times a year monthly weekly daily
 - b. friends who are native or fluent speakers of Spanish
never a few times a year monthly weekly daily
 - c. service personnel (e.g. bank clerk, cashier)
never a few times a year monthly weekly daily
17. In the year prior to the start of this semester, on average, how often do you estimate you did each of the following activities:
- a. watch Spanish language television or movies
never a few times a year monthly weekly daily
 - b. read Spanish language newspapers, magazines, or novels
never a few times a year monthly weekly daily
 - c. listen to songs in Spanish
never a few times a year monthly weekly daily
18. For each of the following groups of people you have had an intercultural experience with please rate those experiences as neutral, positive or negative:
- d. Friends: N/A Neutral Positive Negative
 - e. Classmates: N/A Neutral Positive Negative
 - f. Professors: N/A Neutral Positive Negative
 - g. Other university members (ex. Administrators):
 N/A Neutral Positive Negative
 - h. Roommates: N/A Neutral Positive Negative
 - i. Spaniards: N/A Neutral Positive Negative

19. Please rank each of the following statements as they apply to you with 0 meaning it does not apply at all and 5 meaning it applies very closely:
- a. It is important to me to be able to interact with and learn from different languages and cultures
0 1 2 3 4 5
 - b. I try to understand differences in behaviour, values, and attitude between myself and others of different backgrounds
0 1 2 3 4 5
 - c. I enjoy interacting with individuals from a culture that is unfamiliar to me
0 1 2 3 4 5
 - d. I know the cultural values, norms, and taboos of the Spanish culture
0 1 2 3 4 5
 - e. I am able to contrast aspects of the Spanish language and culture with my own
0 1 2 3 4 5
 - f. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds
0 1 2 3 4 5
 - g. I change my verbal (eg accent, tone) and non-verbal behaviour when a cross-cultural interaction requires it
0 1 2 3 4 5
 - h. I monitor my own behaviour and its impact on my learning, growth and on others
0 1 2 3 4 5
 - i. I feel comfortable interacting in a variety of different social situations
0 1 2 3 4 5
 - j. I realise how varied situations require me to adapt my interactions with others
0 1 2 3 4 5
 - k. I feel differences and similarities in all languages and cultures are important
0 1 2 3 4 5
 - l. I want to become as bicultural as possible
0 1 2 3 4 5
 - m. I want to become as bilingual as possible
0 1 2 3 4 5
20. How do you define Spanish culture? How does it differ from American culture?

21. Please list all the Spanish courses you will be taking this semester (the semester you are abroad). (This includes Spanish language courses as well as content area courses).
- | Course name | Brief description | Language taught in |
|-------------|-------------------|--------------------|
|-------------|-------------------|--------------------|

Appendix 2. Post Study Language Contact Profile

The responses that you provide in this questionnaire will be kept confidential. The information you provide will help us to understand the backgrounds of students who are studying abroad in various contexts.

Name: _____

Email: _____

2. Which situation best describes your living arrangements in Spain during the last semester?

Tick one box.

◦ I lived in the home of a Spanish-speaking host family

a. List the members of the family (ex. Mother, father, brother etc.)

1. _____ Did they speak English? Yes No

2. _____ Did they speak English? Yes No

3. _____ Did they speak English? Yes No

4. _____ Did they speak English? Yes No

b. Were there other nonnative speakers of Spanish living with your host family?
(i.e. other study abroad students)

Circle one: Yes No

◦ I lived in the student dormitory.

a. I had a private room.

b. I had a roommate who was a native or fluent Spanish speaker.

c. I lived with others who are NOT native or fluent Spanish speakers.

◦ I lived in a room or an apartment.

a. Alone

b. With native or fluent Spanish speakers.

c. With others who are NOT native or fluent Spanish speakers.

◦ Other- Please specify:

For the following items, please specify: How many days per week you typically used each language in the situation indicated. **Circle the appropriate number.**

3. This semester, outside of class, how often did you speak in **English**?

None Less than 1 hr/day 1 hr/day 2-3 hrs/day 3-4 hrs/day More than 4 hrs/day

4. This semester, outside of class, how often did you use **Spanish** for each of the following purposes?

a. For superficial or brief exchanges e.g., greetings, directions, “What time is the train?”, “Please pass the salt,” “I’m leaving,” ordering in a restaurant

Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days

b. Extended conversations with my host family, Spanish roommate, friends, or native speakers of English with whom I speak Spanish.

Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days

5. This semester, outside of class, how often did you try to speak **Spanish** to:

a. Instructors

Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days

b. Friends/classmates who are native or fluent Spanish speakers

- Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days
- c. Friends/classmates who are native or fluent speakers of English
- Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days
- d. Host family, Spanish roommate, or other Spanish speakers in the dormitory
- Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days
- e. Service personnel (in stores, restaurants, bars, etc.)
- Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days
6. This semester, outside of class, how much time did you spend doing each of the following activities in **Spanish**?
- a. Watching Spanish language television or movies
- Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days
- b. Reading Spanish language newspapers, magazines, or novels
- Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days
- c. Listening to songs in Spanish
- Never 1 day 2 days 3 days 4 days 5 days 6 days 7 days
7. Have you developed any significant intercultural relationships during your time in Spain? Do you expect to continue these relationships after your return to the U.S.?
- No
 - Yes, but I do not expect them to continue
 - Yes, I do expect them to continue
8. Please rate (neutral, positive or negative) the intercultural experiences you have had with the following groups of people while in Spain:
- a. Friends: N/A Neutral Positive Negative
- b. Roommates: N/A Neutral Positive Negative
- c. Host family: N/A Neutral Positive Negative
- d. Classmates: N/A Neutral Positive Negative
- e. Professors: N/A Neutral Positive Negative
- f. Other university members (ex. Administrators):
N/A Neutral Positive Negative
- g. Other Spaniards not directly related to program:
N/A Neutral Positive Negative
9. Please rank each of the following statements as they apply to you with 0 meaning it does not apply not at all and 5 meaning it applies very closely:
- a. It is important to me to be able to interact with and learn from different languages and cultures
- 0 1 2 3 4 5
- b. I try to understand differences in behaviour, values, and attitude between myself and Spanish culture
- 0 1 2 3 4 5
- c. I enjoy interacting with locals from a culture that is unfamiliar to me

- 0 1 2 3 4 5
- d. I know the cultural values, norms, and taboos of the Spanish culture
0 1 2 3 4 5
- e. I am able to contrast important aspects of the Spanish language and culture with my own
0 1 2 3 4 5
- f. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds
0 1 2 3 4 5
- g. I change my verbal (eg accent, tone) and non-verbal behaviour when a cross-cultural interaction requires it
0 1 2 3 4 5
- h. I monitor my own behaviour and its impact on my learning, growth and on my hosts
0 1 2 3 4 5
- i. I feel comfortable interacting in a variety of different social situations
0 1 2 3 4 5
- j. I am conscious of the importance of adjusting my behaviour to correspond with the expectations of varied cultural and social situations
0 1 2 3 4 5
- k. I feel it is important to value the many differences and similarities in all languages and cultures
0 1 2 3 4 5
- l. I want to become as bicultural as possible
0 1 2 3 4 5
- m. I want to become as bilingual as possible
0 1 2 3 4 5
- n. I often wanted to return home
0 1 2 3 4 5
- o. I felt I was not learning much
0 1 2 3 4 5
10. How would you describe Spanish culture? Does it differ from American culture?
11. Please list all the courses you have taken this semester.
(This includes Spanish language courses as well as content area courses).
Course name Language taught in