The road less traveled and the difference it makes:
Approaches to studying abroad in Brazil and their effects on language learning and
intercultural contact

by

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Abstract

Even though student mobility is more frequent than ever before, the predominant direction is mainly from countries considered peripheral to those that have more economic and political representation (Altbach, 2004; OECD, 2015). The present study investigated the reasons why students take part in programs in Brazil, the composition of their social networks and participation in peer programs while abroad, and their implications for learning Portuguese as a foreign language. This research had a mixed methods longitudinal design, in which 97 participants completed questionnaires at two time points, first in August and then in December 2016 --once shortly after they arrived and again shortly before they left Brazil. A thematic analysis of the reasons that participants presented for going to Brazil resulted in three general "approaches": Actors, who were interested in idiosyncrasies of SA in Brazil; Observers, who were interested in having an experience abroad; and Riders, who had SA in Brazil as a convenient choice. This classification was then incorporated in the quantitative analyses and, although participants' approaches did not predict their social networks, as all students reported interacting mostly with co-nationals, they did predict Portuguese language levels and how much the participants benefited from peer programs in language learning. Moreover, classification into approach groups was related to their countries of origin, supporting an articulation of study abroad in terms of core-periphery relations (Wallerstein, 2004), which might be explained by the fact that students from core countries see Brazil as an "exotic" destination. Results indicate that participation in a SA program does not lead indiscriminately to intercultural contact and language learning.

Preface

This thesis is an original work by Gabriela Loires Diniz. The research project, of which this thesis is a part, received research ethics approval from the University of Alberta Research Ethics Board, Project Name "STUDYING ABROAD IN BRAZIL: MOTIVATION, LANGUAGE LEARNING AND INTERCULTURAL CONTACT", No. 64178, August 18, 2016.

To Axel, for sharing with me his love for writing and his love for life.

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Table of contents

List of tables

List of figures

The road less traveled and the difference it makes:
Approaches to studying abroad in Brazil and their effects on language learning and
intercultural contact

Introduction

In the last decades, higher education institutions have been offering a greater variety of

study abroad (SA) programs. The expansion of these programs has resulted in a wider range

of program durations (Hoffa & DePaul, 2010), languages of instruction (including both the

host country's language and English; Jackson, 2008), and new destinations (Twombly,

Salisbury, Tumanut, & Klute, 2012). Even though student mobility is more frequent than ever

before (Altbach, 2004), the predominant flow in student mobility is mainly from countries

with less economic and political representation to those that are considered to be more

"developed" (Altbach, 2004; OECD, 2015). Accordingly, most research studies that focus on

SA take place mostly in economically and politically powerful countries where English is the

official language (Block, 2007).

The present study investigated the reasons that lead students to select SA programs in a

country that is not among the "central" OECD countries, Brazil. Among the countries that are

not traditional SA destinations, Brazil is unique because it is the fifth country in the world in

number of students in higher education (Altbach, Androushchak, Kuzminov, Yudkevich, &

Reisberg, 2013) and it is consistently gaining economic influence in Latin America and the

world. The number of foreigners studying in Brazil more than doubled between 2007 and

2015 (Lima, 2015). Apart from these demographic shifts, increasing the importance of

understanding SA for educational, political and economic reasons, I have been personally

interested in understanding the experience of SA in Brazil since my professional practice in

this field from 2010 to 2016. Having coordinated a peer program in one of the universities

where this study took place, it became clear that not all participants benefited from the program, both in regards to language learning and integration in the host city. During orientation sessions and informal events, I observed that students had varied expectations, and that European and North American students showed less interest in Brazilian culture than their Latin American counterparts. Additionally, not only did they arrive in Brazil with lower levels of Portuguese, but they also left the country without having learned much of the language. To that end, this study was designed to be longitudinal, so as to target the reasons why students went to Brazil and the difference between their levels in Portuguese at the beginning and end of their SA programs.

This introduction outlines the theoretical background that guides this study, i.e. SA as necessarily embedded in world-system relations in which nations are considered core or peripheral depending on their relative economic power. The following section then defines SA and sheds light on the current importance of these programs in the world and in Brazil. Next, the main variables of investigation are explained: reasons to study abroad, foreign language learning and intercultural contact, followed by the research questions that guided this study.

World-System Model and Study-Abroad Imaginary

In a global context, different nation-states constitute a core-periphery system (Wallerstein, 2004). Core nations hold economic power and exploit the resources of peripheral countries, both their natural resources and human capital. In this system, the United States, Japan, and countries in Europe such as Germany and France are considered core nations, whilst most countries in Latin America, Asia, and Africa are considered peripheral (Chase-Dunn, Kawano, & Brewer, 2000). There is also a third a group considered semi-peripheral with intermediate levels of economic power that consists of nations such as Brazil, Mexico,

and India (Chase-Dunn, Kawano, & Brewer, 2000). Core countries do not simply accumulate more economic power, but also shape the production of science and research around the world.

Broadly speaking, knowledge is constructed so as to favor the values and interests of core nations (e.g., Mignolo, 2011; Santos, 2007b). As a consequence, approximately 80% of the world's international students come from developing nations and travel to large metropolitan academic systems (Altbach, 2004). This well-trodden, usually unidirectional educational path reflects the economic and commercial influence of a specific group of core nation-states. Given the concentrated influence of economic power in the relations between countries, neoliberalism has become a significant factor in the organization of societies.

Neoliberal globalization is considered by Boaventura de Sousa Santos (2007a) to be an economic context that, among other things, seeks to "subject society as a whole to the market law of value, under the presupposition that all social activity is better organized when organized under the aegis of the market" (p. vi). Neoliberalism pressures individuals and societies to orient their efforts and actions to market values, thus making capitalism the basis of all interactions. In this context, the neoliberal subject is predisposed to make decisions in accordance to what is considered economically valuable. Students considering SA adopt a neoliberal perspective when emphasizing its possible benefits.

The benefits from studying abroad are believed to range from language learning and career opportunities, to intercultural competence and global citizenship. These alleged benefits form part of what Kubota (2016) terms as the study-abroad imaginary. She draws from the concept of social imaginary coined by Rizvi and Lingard (2010), defined as "a way of thinking shared in a society by ordinary people" (p. 34). This study-abroad imaginary supports

the notion of a neoliberal subject that is equipped with communication skills, a global mindset, and intercultural competence, all of these deemed necessary to be successful in a global economic market.

In a world-system model where knowledge is assumed to be produced in core countries, the equipping of the neoliberal subject through SA programs functions differently depending on the students' countries of origin. Students from core countries invest in the alleged benefits of SA independently of their destination, whereas students from peripheral countries are more likely to consider their country of destination when making their decision to go abroad. My research is based on this critical understanding of student mobility, taking into account the power structures between core and periphery states that shape SA.

Defining "Study Abroad"

Study abroad (SA) is the general term to refer to programs that combine content and language learning in formal classroom settings, whilst also immersing students in the host community (Collentine & Freed, 2004; Freed, 1995). For the purpose of this study, SA is defined as a temporary mobility program of a pre-defined duration undertaken for educational purposes (Kinginger, 2009). SA is the term most often preferred in North American scholarship (Freed, 1995), although it has in many cases been used interchangeably with terms such as "sojourn" and "exchange programs." SA is generally considered to be a subcategory of "international education," a term that also encompasses cases when students pursue a full degree in a country that is not their country of origin. For a more comprehensive explanation of terms please refer to The Forum on Education Abroad (2001).

Broadly speaking, there has been a substantial growth in international students. In 2015 the number of students enrolled in university-level education outside their home country

reached the mark of 4.6 million (OECD, 2017), which is more than three times larger than in 1990 (Canadian Bureau for International Education, 2014). Given the increasing importance of international students in higher education, universities across the globe are investing more in their internationalization strategies so as to attract a larger number of international students and gain, among other advantages, a positive impact on revenue (Altbach & Knight, 2007).

However, the flow of students to universities in countries other than their own is not indiscriminate. Countries that have English as an official language (Australia, New Zealand, South Africa, the UK, and the USA) have a ratio of incoming international students per national students studying abroad that is 6:1 or higher (OECD, 2015). In comparison, Brazil sends twice as many national students abroad than it receives international students (OECD, 2017). According to the OECD 2015 report, this trend may be due to the "progressive adoption of English as a global language" (p. 356). Even more striking is the fact that Australia, Canada, France, Germany, Japan, the UK and the US together received more than 50% of all international students worldwide in 2013 (OECD, 2015). Not surprisingly, these countries constitute the core economic power of the world known as the G8 (except for Australia). This overlapping of economic power and the English language is significant in shaping the SA imaginary. Both are linked because those countries that currently hold the economic power are also the advocates of a neoliberal global citizenship, based in English as the *lingua franca*. By analyzing SA in Brazil, the correlation between economic power, neoliberal global citizenship, and the English language become all the more manifest, for a non-central country serves as a mirror on which to reflect the power dynamics of the world system.

Consistent with the fact that countries that have English as their official language welcome the majority of international students, much of the research on SA has targeted participants in core countries (Gareis, 2012; Jackson, 2008; Kim & McKay-Semmler, 2013; McFaul, 2016), perhaps over-representing the experiences of these students (Block, 2007). Although some recent published studies focus on programs that take place in non-core countries in Europe (Kinginger, 2008; Motos, 2016), the Middle East (Dewey, Ring, Gardner, &Belnap, 2013), and South America (particularly Argentina; Hendrickson, 2015; Isabelli-Garcia, 2006), research on the experience of SA students in Brazil remains scarce.

Brazilian universities have recently invested considerable effort into internationalization. The number of inbound students in Brazil is tiny when compared to OECD countries–according to the British Council (2016), of the more than 600,000 higher education students enrolled in Brazil in 2016, less than 10,000 were international (i.e. approximately 1.5%)–but between 2007 and 2015 the number of foreign students in Brazil more than doubled (Lima, 2015)[1]. As well, between 2011 and 2013, over 22,000 students were sent abroad with the national government program *Ciência sem Fronteiras*- "Science without Borders" (Brasil, 2017).

International relations offices have expanded so as to respond to the new demands of adopting foreign internationalization practices, including the establishment of bilateral agreements, the offering of academic courses in English, and the peer-pairing local and incoming students. These practices, however, were developed in countries that have received international students for decades, whose contexts differ from the situation in Brazil. For example, in countries such as France and the UK, the expectation that students have to learn

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[1] No data are available on how many of these students are pursuing a full degree in Brazil and how many are temporarily enrolled due to an exchange program.

the local language goes largely unquestioned, whereas in Brazil, it cannot be assumed that every incoming student wants to learn Portuguese. As Brazilian universities implement their internationalization policies, adopting foreign practices disregards the possibility that power dynamics between countries might affect students' expectations and motivations for going abroad.

The issue of internationalization hinges on two aspects. On the one hand, universities consider inbound and outbound mobility to be an important piece of their success in a global context (Kubota, 2016). On the other hand, students often believe that by studying abroad they will become more global citizens and earn more competitive international degrees. Therefore, both universities and students shape internationalization strategies. For instance, the Brazilian Educational & Language Travel Association (BELTA) attributes the recent growth of inbound international students to Brazil to higher education institutions' interest in gaining more international presence (Lima, 2015). According to BELTA, universities that are better prepared and more accommodating to international students in turn attract a larger number of foreign students who value the career and professional opportunities available in the country. However, few studies have focused on whether such goals are the reasons that draw students to Brazil.

Reasons to Study Abroad

The main variable this study examines closely is students' reasons for studying abroad in Brazil. In her article, Kubota (2016) suggests that the social imaginary of SA dismisses the context in which the exchange takes place. As "global citizens," students supposedly partake in a homogenous community that is not linked to any particular geopolitical context. Even though Kubota's concept is essential to a critical understanding of SA, I argue that

investigating the reasons why students go to non-core countries reveals a more diverse study-abroad imaginary. The outcomes students obtain from a SA program are related to their expectations; that is, the experience in a country affects and is affected by the reasons for choosing that SA destination. Not only is any experience of SA necessarily limited by the context in which it takes place, but also by the imaginary that each student creates of what they expect their experience to be (Jackson, 2008). I propose an exploratory analysis of the reasons for choosing Brazil as an SA destination, so as to better understand the expectations of students as they pertain to choosing Brazil as the host country for their studies. By targeting their reasons, I continue in the vein of Kubota (2016) in attempting to understand SA in a more contextualized manner, focusing not on why the students chose to study abroad generally, but rather on why they chose to study abroad in the specific country of Brazil. Perhaps the expected benefits of SA that are often present in the social imaginary of SA do not figure into the idiosyncratic decisions made by individual exchange students. Although competence in the local language may be part of the social imaginary for a given country, the individual student may not be interested in learning that language. In order to elaborate a more nuanced understanding of SA, especially in semi-peripheral and peripheral countries, it is important to take into consideration the personal reasons of students in regard to their choice to participate in an exchange experience in a particular country.

Foreign Language Learning (FLL)

Past research has implicitly linked SA to foreign language learning (FLL) initiatives (Allen, 2010). For example, departments in Modern Languages tend to publicize SA as a way to catalyze students' competency in a foreign language. It is commonly believed that the more contact students have with native speakers of a particular language, the greater their language

competence gains will be, and vice versa. This assumption of SA and foreign language learning can be formulated as follows:

$$SA \rightarrow Contact \leftrightarrow FLL$$

SA would be a means to insert foreign language learners in a context in which they will be afforded a greater number of opportunities to communicate in the target language, which in turn would be correlated with greater linguistic competence.

Most research examining the language outcomes of SA does indeed suggest that these students on average learn more than their counterparts who stayed in their home country, and an important reason for this difference lies in the opportunity for contact with native speakers. SA has been shown to improve students' speech rate and fluency (Kinginger, 2009; Segalowitz & Freed, 2004), and the number of times that SA learners interact with speakers of the local language affects how they perceive their proficiency in that language, as well as the levels of anxiety experienced when using it (Dewaele, & Al-Saraj, 2015). Kinginger's (2011) research on North American students abroad in France showed that those who used French more frequently advanced much more in the foreign language than those who only used French sparingly during their SA program. However, research also shows that not all students immersed in a foreign language community take advantage of the opportunity to communicate and establish contact with native speakers. Approximately a third of international students do not establish close relationships with locals and may have as little as 10 minutes of conversation in the local language each day (Gareis, 2017; Ranta and Meckelborg, 2013).

My research primarily engages with this latter aspect of these research findings, targeting the fact that SA might not necessarily result in greater competency in the target language. This fact raises the question of whether the reasons for studying abroad interact with

contact in predicting FLL. In other words, students with different reasons might make use of their contacts in the foreign language community in different ways because they are geared toward different outcomes. I anticipate that the SA and FLL assumption is better formulated as follows:

Reasons for SA → SA → Contact ↔ FLL
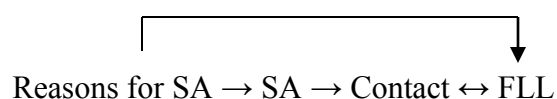
It is important to emphasize that, with regards to the notion of "reasons," I am drawing to a large extent from Gardner's (1982) construct of "orientations," which he discusses most often in terms of integrative and instrumental orientations. An integrative orientation refers to reasons for learning a foreign language that are based on wanting to be a part of the community of speakers, whereas an instrumental orientation refers to reasons that focus on practical goals. Although not exclusive (Gardner, 1985), these orientations are qualitatively different, and an integrative orientation has been linked to better language learning outcomes in cases when attitudes towards the foreign language community are relevant (Clément and Kruidenier, 1983). I focus on SA students in Brazil, analyzing how their reasons affect their contact with Brazilians and their learning of Portuguese. Because SA in Brazil is a new context, and research on this subject is still scarce, my goal was to look at how students expressed their reasons. Rather than taking for granted the assumption that SA automatically leads to FLL, I consider how exchange students' initial orientations prior to engaging in SA might impact this relation.

Another important aspect to consider is that FLL is also affected by the status of the target language. According to Kinginger (2009), Anglophone students often enrol in exchange programs in countries where their mother tongue is preferred for both social and classroom

communication. Consistent with this claim, English-speaking students are less inclined to learn Portuguese, presumably because of its relatively low status of as a language in the current global context. It is not only a question of contact with speakers of the target language, but also the reasons that lead students to learn that particular language abroad. Even if there are 193 million of Lusophones in the world, making Portuguese the eighth most spoken L1 (Gordon, 2005), it does not have the same presence in the academic, socio-political, and economic spheres as English. According to the Brazilian Constitution, Portuguese is the country's only official language. Other than Brazil, only Portugal recognizes Portuguese as their sole official language. Seven other countries also include Portuguese as an official language, but concomitantly encourage the study and use of their national languages: Angola, Mozambique, East Timor, Cape Verde, Guinea-Bissau, Equatorial Guinea, Sao Tome and Principe. Macau still recognizes Portuguese as an official language in conjunction with Cantonese, but less than 1% of the population speaks Portuguese at home. As can be noticed by the list of countries that speak Portuguese, only one of them belongs to the G20 economic group–Brazil. Thus in the global context, Portuguese is relatively peripheral in comparison with other languages, such as English, Spanish, and Mandarin.

Brazilians generally speak Portuguese as their first language, and only 5% of the population claim to be able to speak English (ICEF, 2015). In higher education, instruction is primarily in Portuguese, with only 45 of 2,368 institutions offering isolated courses in English (British Council, 2016). This statistic means that exchange students in Brazil are immersed in Portuguese with few options to speak in other foreign languages in their day-to-day lives, a fact that distinguishes SA in Brazil from Northern contexts. For example, an exchange student might be able to communicate with Germans in English when unable to express himself or

herself in the target language, whereas in Brazil, exchange students are often obliged to communicate with Brazilians in Portuguese.

The participants of this study were enrolled in universities that are among those few that offer courses in English. Even if not representative of Brazilian universities, those universities that offer courses in English are among the larger and more research-oriented institutions, and they tend to receive more international and exchange students (British Council, 2016). In one of the universities, students can opt to take an entire semester course load exclusively in English. Accordingly, the choice of enrolling in courses in English might be related to expectations about the program, reasons for learning Portuguese, and the amount of intercultural contact.

Intercultural Contact

Among other things, SA provides an opportunity for intercultural contact. When in another country, students are likely to create bonds with people from various backgrounds: (1) people from their own country (co-nationals), (2) from the country where they currently are (host nationals) and (3) from other countries (multi-nationals). This categorization, developed by Bochner, McLeod, and Lin (1977), allows for a nuanced understanding of the network of contacts that are established by exchange students. The relations established with different types of contacts–co-nationals, host nationals, or multi-nationals–serve different psychological and social functions (Bochner et al., 1977).

More recent research (Geeraert, Demoulin, & Demes, 2014) has analyzed how students profit from these relationships throughout their exchange: all good, close contact is positive in the beginning of the program, but having more co-nationals among close contacts was associated with less adjustment at the end of the program. Not only have interactions with

host nationals been linked to adaptation in various settings, but also with satisfaction with the program (Gareis, 2012; Geeraert et. al., 2014; Hendrickson et al., 2011), communication competence (Zimmermann, 1995) and general adaptation to life when abroad (Ward, Bochner & Furnham, 2001). In their review of social support and acculturation studies, Smith and Khawaja (2011) found that social ties with hosts were consistent predictors of overall adjustment of international students. Engagement in socio-communicative activities in the host society is a way for students to gain the necessary skills to function well in the host environment (Kim,1988; 2001; 2005).

However, higher education students tend to maintain scarce contact with locals in their exchange programs (Bochner, Hutnik, & Furnham, 1985). Several research studies indicate that the contact networks of international students are primarily composed of co-national friends (Bochner et al., 1977; Furnham & Alibhai, 1985; Maundeni, 2001; Neri & Ville, 2008; Sudweeks, Gudykunst, Ting-Toomey, & Nishida, 1990; Trice & Elliot, 1993). Even though most students seek contact with host nationals, a significant percentage of exchange students ends up unsatisfied with the number of their host national friends (Gareis, 2012). If exchange students are not interacting with host nationals, then the supposed benefits that accompany intercultural contact are not necessarily being obtained. It is thus important to delineate how exchange students build their social networks, gauging what factors impede the incorporation of host nationals into their networks.

One way in which institutions provide support for the establishment of social networks is through peer programs, a practice that is becoming more common in universities throughout the world, and also in Brazil. More specifically, these programs facilitate language learning and intercultural contact by pairing exchange and local students so as to mutually support their

FLL goals and help the exchange student become better integrated into the host community. Two peer programs present at the universities where this study took place are the buddy and Tandem programs.

Buddy programs (or "mentor programs") are those that connect pairs of students for social and academic support, designed such that the local student is usually responsible for guiding the newcomer in his or her first weeks in the host country. Meetings throughout the program are usually optional and scheduled by participants at their initiative. No academic credits are awarded to students for participating. Language is not the focus of these partnerships, and participants can interact in the language they feel most comfortable with, which might be the foreign student's, the host's, or even a third language (e.g. English).

Tandem involves a somewhat different design. Partnerships between an international student and a local student are designed to offer opportunities for bilingual conversation, so as to help each student to understand the other's native language and culture (Telles & Vassallo, 2006). For example, a Canadian student going to Brazil would have a Brazilian Tandem partner with whom she or he could practice Portuguese and have conversations about Brazilian culture. In exchange, the Brazilian student would be offered support in practicing English and learning about Canadian culture. Although language learning constitutes an important part of Tandem, the program goes beyond language practice, for it also aims at facilitating social integration into the local community. The Tandem program has been operating systematically for the past six decades in several different countries, being most popular in European countries, such as Germany and France.

Even though other programs that require exchange students to speak with locals in a less structured format also yield positive results (Dewey et al., 2013), peer programs have

been considered particularly effective at increasing exchange-host interactions (Ward, Bochner & Furnham, 2001;Westwood and Barker, 1990). Participation in these pairing schemes requires international students to use their social adaptation and negotiation skills, thereby facilitating their process of adaptation (Abe, Talbot, & Geelhoed, 1998; Berry, 2005; Ward, Bochner & Furnham, 2001). Moreover, these programs overall meet several of Allport's (1954) conditions for positive intergroup contact, including common goals, intergroup cooperation, and equal status between groups (Pettigrew & Tropp, 2011).

In summary, past research has thoroughly investigated the experiences of students abroad by considering their motivations, language learning, social networks and participation in peer programs. However, there is a lack of studies that consider all these variables, and even fewer that do so longitudinally. Most importantly, research on these aspects of SA in peripheral or semi-peripheral countries is extremely scarce.

Research Questions

The preceding review of literature discussed a number of critical issues related to the research of SA: namely, the question of reasons for going abroad, foreign language learning and intercultural contact. Much has been investigated about the relationship among these issues, but a longitudinal study that focuses on a context different from that of Anglophone countries can contribute to understanding of students' experiences while abroad (Jackson, 2008; Smith & Khawaja, 2011). Measuring the main variables at the beginning and end of program enables us to gain a better understanding of these variables' development over time.

More specifically, this study seeks to address the following three research questions:
1. What are the reasons students have to SA in Brazil? How do these reasons relate to a) the contact network that they develop while in Brazil, b) levels of Portuguese language at the

beginning of the semester, at the end of the semester, and learning scores, c) students'

nationalities, and d) their choice on academic courses, regarding language of instruction

(Portuguese vs. English).

2. Does participation in peer programs relate to intercultural contact and language learning?

3. How do the reasons for going to Brazil relate to their satisfaction and outcomes in peer

programs?

Method

Research purpose and choice of method

      The main purpose of this study is to understand and describe the motivational aspects

of study abroad in Brazil and how they relate to other elements of this experience, more

specifically, language learning, intercultural contact, and participation in peer programs. The

research design had to enable a test of hypotheses based on previous research but also

incorporate elements derived from its particular context. Additionally, because the elements of

interest occur across the time of SA, there was the need to collect data at students' arrival in

Brazil and at the end of the semester[2].

      The research design of choice was a longitudinal mixed methods study. More

specifically, it was conceived as a concurrent nested design in which a qualitative element was

embedded within a predominantly quantitative method (Creswell et al., 2003). This method

allows the researcher to explore a phenomenon but also expand his or her findings, thereby

increasing the scope and comprehensiveness of the study (Morse, 2003). As explained in more

detail in the Results section, quantitative and qualitative data were collected simultaneously

and mixed during the analysis phase.

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[2] The original design included data collection at the midway point of the academic semester (October, 2016), but due to the low number of respondents (n=39), the data was not included in the analyses.

Participants and procedures

We recruited 98 students at two universities in Curitiba, Brazil (58 at one university and 40 at the other). These universities were selected not only because they are the largest in Curitiba in terms of the total number of students, with over 30,000 students enrolled, but also for reporting the highest presence of foreign students, of an average of 200 international students per year each (British Council, 2016). To participate in the research, students had to be registered at a university in their home country and enrolled in a Portuguese as a Foreign Language (PFL) course, which is offered at the Brazilian institutions as part of their SA program.

Participants ranged in age from 19 to 38 years (M_{age}=22.69, SD=2.88) and from those 56 were female and 42 were male. As for the level of education, 73 were undergraduate and 25 were graduate students in their home institutions. They originated from 23 different countries, the most common being France (N=23), Germany (N=12), Argentina (N=10) and Mexico (N=9). Participants' language backgrounds were diverse, consisting of 13 different first languages; the most commonly reported was Spanish (N=42), followed by French (N=25) and German (N=11). Nine participants reported having more than one first language, in which case both were accounted when relevant. All participants were proficient in the language in which they responded to the questionnaires, which were available in English, French or Spanish.

Participants were recruited in person at both institutions in August, 2016. After receiving an explanation about the study by the primary investigator, they were asked to complete paper copies of the first questionnaire (Wave 1). Students who could not participate at the time of recruitment but were interested in doing so in the following 2 weeks provided

their email addresses and were contacted by email and given access to the online survey on

Qualtrics. All students gave consent to participate and only those who gave authorization

were contacted for the further stages of the research. At Wave 1 they were also given the

option of indicating if we could contact them for follow-up interviews and/or focus groups.

Approximately two weeks before the academic semester ended (November 2016),

participants received the link to a questionnaire on *Qualtrics* via email (Wave 2), which

included many of the sections previously addressed but focused on their contact networks,

possible changes in participants' motivations, and satisfaction with the experience. Due to the

fact that I was in Brazil during the period of data collection, participants were also given the

option to complete paper questionnaires, made available at both language centers.

Of the 98 students who participated in the study, 61 also completed questionnaires for

Wave 2. Importantly, attrition was not statistically different across age, $t(92)=.931$, $p=.354$; or

sex, $\chi2\ (1) = .814$, $p =.405$. There was no systematic difference in attrition for the study's

major variables, such as confidence in Portuguese, $t(96)=.557$, $p=.579$; overall competence in

Portuguese, $t(96)=.949$, $p=.345$; proportion of contact with host nationals, $t(92)=.409$, $p=.684$;

proportion of contact with co nationals, $t(92)=1.19$, $p=.237$; enrolment in academic courses in

English vs. in Portuguese, $\chi2\ (2) = .539$, $p =.836$; country of origin according to classification

into core, semi-peripheral and peripheral countries, $\chi2\ (2) = 2.70$, $p =.259$; satisfaction with

their experience in Brazil, $t(95)=-.943$, $p=.348$; or planned duration of stay in Brazil,

$t(94)=.802$, $p=.425$. Thus, the final sample is comparable across the variables of interest.

During Wave 2 (in November, 2016), I considered it useful to increase my qualitative

data—which would in turn bolster my mixed methods approach—by including the interviews

of participants, so as to clarify and expand the answers given in the questionnaires. Due to

time constraints, group interviews were pre-scheduled at both universities. Every student that completed the first questionnaire and gave consent to being contacted received an email to ascertain their availability and interest in participating in the interviews. These interviews were semi-structured: no other script was followed other than the questions that appeared in questionnaires. The participants were told that their interviews would be recorded for research purposes. Moreover, each interview was completed according to the language preference of the participants.

In total, I completed 3 individual interviews, with participants from Argentina, United States and Germany, and they preferred to speak in a mixture of Spanish and Portuguese, English and Portuguese, and only English, respectively. I also completed 4 group interviews, each with 3 participants; Group 1 had two participants from Mexico and one from France, Group 2 had two from Mexico and one from Belgium, Group 3 had two from the United States and one from Argentina, and Group 4 had all three participants from Argentina. In all group interviews Portuguese was their language of choice, possibly due to their confidence in Portuguese and to the diversity of their first languages. In the case of the last group, one of the students opted to speak in Spanish. All interviews and focus groups happened at the language centers where participants attended the course of Portuguese as a Foreign Language, and the setting might also have encouraged students to speak Portuguese at the interviews and focus groups.

Students received as an honorarium the value of $5 (Canadian dollars) for each of the first two questionnaires and another $10 for the last questionnaire, equalling the value of $20 for their overall participation. The incentive was paid in the form of a giftcard from a popular bookstore in Brazil. There were no extra incentives for participating in the interviews.

Materials

The present study was designed as a mixed methods longitudinal study, composed of questionnaires and interviews. The questionnaires were distributed to the participants across two waves, and collected both quantitative data, via scales and closed-ended questions, and qualitative data, via open-ended questions. Individual and group interviews followed up the questionnaires and aimed at expanding the collection of qualitative information. The questionnaires were originally elaborated in English and subsequently translated to Spanish and French by trained translators. The three languages in which they were made available to participants are the ones the primary researcher is proficient in, but also the common languages among this population. By having the questionnaires available in three languages, we could maintain some diversity among respondents and ensure they were comfortable reading and writing in one of those languages.

The first questionnaire started with questions that related to the students' demographics and to their study abroad experience, such as language background, area of study, home institution, previous visits to Brazil, and previous traveling experiences. Then students were asked to respond to existing validated scales and a few original questions that address specific issues for the study. Below I describe the instruments that were the focus of the analyses, in the order in which the measures were presented to students. For the complete questionnaires refer to Appendices A (Wave 1) and B (Wave 2); for a complete list of the measures included in each wave please refer to Appendix C.

Motivation and Expectations. The first questionnaire had an extensive section on reasons to go to Brazil. Students filled out open-ended questions on why Brazil was their country of choice, how they imagined the country, what they expected to happen during their

programs and what they hoped to accomplish, and how this experience could help them in the future. The second questionnaire had questions on how they would describe Brazil, if they achieved what they were expecting, and if anything that they had not anticipated happened. The decision to approach these questions in a qualitative manner derived from the lack of research on this specific population, justifying a more exploratory inquiry.

Knowledge of Portuguese. Participants were questioned about their previous Portuguese knowledge, whether they had studied Portuguese before their arrival in Brazil and, if so, the context of learning (e.g. "Heritage speaker," "Studied at home institution"). Knowledge of Portuguese was measured in all questionnaires through self-assessment. Students rated their language competence skills on a 5-point scale regarding speaking, writing, listening comprehension, and reading comprehension. Language confidence was measured using a 13-item adapted version of Clément and Baker's (2001) English Anxiety and Confidence scale. Sample items include "I get nervous every time I have to speak in Portuguese to a salesclerk," and "I never feel quite sure of myself when I am speaking in my Portuguese class." Reasons for learning Portuguese were assessed via open-ended questions plus a scale containing items collected in a pilot study (for details of this study, see Appendix D). This scale comprised 25 items (e.g. "To solve everyday problems," "Because I enjoy learning languages in general," and "Because I want to be able to write academic papers in Portuguese").

Social relationships. Participants filled in a table with information about the 10 people they spent the most time with during the previous two weeks, both in person and online. For each person they nominated, they were asked to write: 1) the first letter of the person's name; 2) the person's relationship to them; 3) the person's nationality; 4) the language or languages

they communicated in; 5) the purpose of the interactions; 6) where this person was living (Curitiba, Brazil or another location); 7) if the contact was mostly face-to-face, where they generally met this person; 8) if the contact was mostly online, how they generally had contact with this person (through Skype, Facetime, Facebook, etc.); 9) whether they knew this person from before coming to Brazil; 10) how often they met with this person, on a scale from 1 to 5; 11) how close they felt to this person, on a scale from 1 to 5. As an additional open-ended component, participants wrote which one of these relationships was the most important to them and why. Finally, participants were asked whether they were living with Brazilians or not and to describe their relationship with their roommate (in an open-ended manner, i.e. "Please describe how many people live with you and what is your relationship with them"). This table was presented in both waves.

Tandem and Buddy programs. Wave 1 had one item asking whether participants had already engaged in a peer program before. Wave 2 had 10 items to explore their experiences with peer programs while on SA in Brazil, particularly the language(s) students would speak with their Tandem partners or buddies, why they would choose to speak those languages, how helpful the peer programs had been for learning Portuguese and integrating them in the city of Curitiba, and how enjoyable these interactions were. Participants were also asked to describe in more depth their Tandem/buddy experience.

Results

As a mixed methods research design, my research used multiple analytic strategies to explore the data. First, in order to understand the reasons driving students to Brazil, I coded the qualitative data concerning the reasons for pursuing SA, and this coding was utilized in the quantitative analyses. To answer the other research questions, I conducted mainly mixed

model analyses and analysis of variance on the variables collected in the two waves of questionnaires. This section is structured so as to address research questions 1 and 3, according to this paper's Introduction. Research question 1 is the following:

RQ 1. What are the reasons students have to SA in Brazil? How do these reasons relate to a) the contact network that they develop while in Brazil, b) levels of Portuguese language at the beginning of the semester, at the end of the semester, and learning scores, c) students' nationalities, and d) their choice on academic courses, regarding language of instruction (Portuguese vs. English).

Preliminary analyses showed that there was no difference between students according to institution of registration; therefore the full sample was analyzed together[3]. However, host universities differed in their academic and support practices mainly in two domains: whereas the first offered the option of taking courses exclusively in English, in Portuguese, or in both languages, the second only offered courses exclusively in Portuguese; and whereas the first made available only a buddy program, the second supported a buddy and a Tandem program. Therefore, these variables were accounted for in my analyses and interpretation.

Textual analysis of the reasons for pursuing study abroad in Brazil

NVivo 11 Pro, a qualitative software program, facilitated the organization, coding, and triangulation of the quantitative and qualitative data. It also provided an integrated space for the inclusion of a research journal where I wrote impressions of the data, insights and ideas, a practice that is encouraged by many scholars in the field of qualitative analysis (Bazeley & Jackson, 2013).

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[3]One exception is the case of intercultural contact, in which students had different ratios of interaction with host nationals depending on the university they were enrolled. This case is explained in more detail in this Results section and in the Discussion section.

To better understand students' reasons for going to Brazil, answers to the open-ended question "Why did you choose Brazil?" that was included in Wave 1 were subjected to thematic analysis. Although the answers were restricted due to limited space within the questionnaire, it allowed me to look into motivations and expectations of all the participants. First, answers were open-coded without preconceived themes or categories, but instead were drawn from the data (Bazeley & Jackson, 2013). After reading all answers several times, I created 21 thematic categories (please refer to Appendix E for the complete list). As a standard practice in qualitative methods (Gibbs, 2007), in the process of coding I went back and forth from the themes that were emerging and other sources, mainly previous literature in the area and my research journal.

Among the most apparent contradictions was the fact that, whereas some participants listed aspects regarding Brazil to answer the question of why they chose this country, others did not mention any specific characteristic of Brazil that would make it a better option than another country. For instance, some students would refer to the country's current economic situation, their field's academic standards, or Brazilian culture, as illustrated in the examples below:

"Its ability to develop and its economic situation."("Sa capacité d'évolution et sa
   situation économique.") S3

"Because in the field of Dentristry, Brazil is very advanced in technology, procedures and
   techniques. And learn all of this makes me a better professional."("Porque para el
   área de Odontología, Brasil está muy avanzado en tecnología, pasos y técnicas. Y
   aprender todo eso me hace un mejor profesional.") S10

"To live in Curitiba, learn more Portuguese, be among friends, learn from this culture."

> *("Vivir en Curitiba, aprender más portugués, estar cerca de amigos, aprender de esta*

> *cultura.") S38*

In contrast, other participants would not mention any reasons for why they went specifically to Brazil, but rather, listed general reasons for going abroad:

"I wanted to go abroad again and far from Europe." S69

"Exoticism - Reputation (warm/friendly country) - Climate - Language - Willingness to be

> *distant from France"("Exotisme - Réputation (pays chaleureux) - Climat - Langue -*

> *Désir de s'éloigner de la France") S82*

"To get to know another culture"("Conocer otra cultura.") S76

Differently from the two previous groups, some participants claimed that their choice to go to Brazil was due to project requirements, or that it was the only country partnered with their home institutions, as in the cases below:

"My project required me to go."S95

"I got a scholarship from my university." S92

A research assistant independently did the same process of categorizing the answers and keeping a record of her impressions. She created a total of 17 categories that were generally similar to the ones I had created (complete list in Appendix E). She also reported feeling particularly affected by the answers that referred to Brazil as "exotic." Engaging with her in extended discussions about the data, the categories we both created and our personal responsiveness was one of the strategies to assure rigor in the qualitative outcomes (Mayan, 2016).

I then established a classification system using three contrasting sets of reasons. A reason is the verbalization of a specific response to a question regarding what or why. Thus when a participant responded "I got a scholarship from my university," I considered such answer as a reason. When expressing his or her reason for studying abroad in Brazil, a student is positioning himself or herself in regard to the action of studying abroad in that particular country. A set of reasons that shared a common theme that defined the class I labeled an "approach." An approach is a dynamic predisposition toward an activity or object that shapes the expectations of the individual. I decided on this nomenclature because the term "approach" was similar to that of orientation in language learning theories (Gardner, 1985; Noels, 2001). In addition, however, the concept of approach takes into account the procedural and dynamic aspect that underlies the decisions that exchange students make in regard to SA. The three categories of approach included Actors, Observers and Riders, as follows:

1 – Actors

These participants answered that they went to Brazil because there is something about the country that interests them: it might be because of some aspect of the Brazilian culture, because they can profit academically, because they have friends or family in Brazil, because they want to immigrate, among others. Overall they answer this question by pointing out why they did indeed choose Brazil–which was the actual question. They tended to use definite articles ('the' culture or 'the' language, as opposed to 'a' culture or 'a' language) and possessive pronouns ('their' culture/language) in their responses.

2 - Observers

These participants wrote that they went to Brazil to pursue an experience abroad and do not mention the reason why going to Brazil would be different from going elsewhere. They

use adjectives such as 'exotic,' 'beautiful,' 'attractive,' and 'relaxed' to describe what they were expecting to see, mentioning their desire to 'discover,' 'travel,' and 'explore' the 'nature' or the 'landscape,' and may list as the reason for choosing Brazil the fact that it is 'far from home,' or 'different,' or 'underdeveloped.' They use more indefinite articles ('a' culture or 'a' language, as opposed to 'the' culture or 'the' language) in their responses.

3 - Riders

These participants stated that they went to Brazil because it was a convenient choice: it might be that their home university had a partnership with the university in Brazil, that it was the only chance to get a scholarship, that it seemed like it was a cheap place to live, or that they didn't think they had any choice.

The research assistant received this document and suggested that it summarized our observations well and then coded all participants' responses based on this classification. A second research assistant was involved in the project and was asked to code participants' responses based only on these descriptions, without further discussing what the categories entailed. Interrater reliability between the second research assistant and me was substantial (kappa = .68;Landis& Koch, 1977), and therefore my original coding was used for the following analyses.

In sum, the most prominent aspect of what differentiated Actors, Observers and Riders was whether their responses concerned reasons to study abroad generally (Observers) or reasons to study abroad specifically in Brazil (Actors). In the case of Riders, their responses addressed the convenience of their choice, and no other particular reason.

Quantitative analyses

The quantitative analyses were designed to examine the implications of different study abroad approaches for patterns of social contact and language learning.

Analyses of the patterns of social contact

To assess patterns of social contact during their study abroad experience, participants were asked to list a maximum of 10 people with whom they interacted the most, although they commonly listed less than 10 contacts in total. In order to obtain ratio scores that could be translated in percentages, a host national ratio score was calculated by dividing the number of host nationals by the total number of contacts listed, and a co-national ratio score was calculated dividing the number of co-nationals by the total number of contacts listed.

As expected, most contacts listed at the beginning of the program (i.e., Wave 1) were co-nationals, accounting for 52.3% of the contacts (*SD*=.269), whereas 23.1% were host nationals (*SD*=.199; the remainder were other nationals). Even though at the end of the program (i.e., Wave 2) contact with co-nationals was overall lower (46.5%, *SD*=.257) and with host nationals overall higher (25.2%, *SD*=.158), the results of a repeated measures ANOVA on these two variables indicated that they did not significantly change over time (Co-nationals: $F_{(1,59)}$ = 1.143, p = .289; Host nationals: $F_{(1,59)}$ = 1.228, p = .272). On average, even though there might be a trend suggesting students had more contacts with Brazilians after they settled, this change on the ratio of interaction was not significant.

To further investigate which variables might relate to the composition of students' social networks, two 3 X 2 mixed model analyses were computed considering approach as a between subjects factor (that is, participants classified as 1) Actors, 2) Observers, and 3) Riders) and time as the within-subjects factor (Wave 1 vs. Wave 2). The dependent variable of

the first analysis was the ratio of host contact, i.e. the number of Brazilians listed in the

contact table divided by the total number of people, and of the second analyses the ratio of co-

national contact, i.e. the number of people from their own country listed in the contact table

divided by the total number of people. For descriptive statistics, see Table 1. The analysis in

which the dependent variable was the amount of host contact showed no main or interaction

effects for any of the terms. However, the analysis in which the dependent variable was the

amount of co-national contact indicated that approach predicted co-national contact ($F_{(2,89)}=$

4.108, p= .019). None of the other terms were significant. Pairwise comparisons indicated that

in Wave 1 the significant difference was in that Riders reported more contact with co-

nationals than Observers (Mean difference=.201, p=.020). In Wave 2, Riders reported more

contact with co-nationals than both Observers (Mean difference=.317, p=.014) and Actors

(Mean difference=.237, p=.047).

Table 1

Host and Co-national Contact By Motivational Approach

		Wave 1		Wave 2	
		M	SD	M	SD
Actors	Host	.228	.186	.258	.167
	Co	.545	.250	.453	.253
Observers	Host	.207	.173	.224	.156
	Co	.445	.270	.416	.291
Riders	Host	.290	.287	.292	.127
	Co	.638	.301	.616	.118

Another factor that was investigated in the analysis of students' social networks was their academic courses language of instruction. For that purpose, a 2 X 3 mixed model analysis was computed considering the language of instruction as a between subjects factor (that is, participants attending classes 1) exclusively in English, 2) in English and in Portuguese, 3) exclusively in Portuguese) and time as the within-subjects factor (Wave 1 vs. Wave 2). The dependent variable was the ratio of host contact, i.e. the number of Brazilians listed in the contact table divided by the total number of people. The amount of contact with host nationals varied among the 3 groups that had different languages of instruction ($F_{(2,89)}$ =9.118, p< .001), see Table 2. Students taking courses only in Portuguese reported an average of 30% of their contacts to be Brazilians, whereas those taking courses only in English reported an average of 15%, and those taking courses in both languages reported an average of 11%. Neither time ($F_{(1,44)}$ =.600, p= .443) nor the interaction between language of instruction and time ($F_{(2,44)}$ =1.262, p=.293) predicted the amount of contact with Brazilian students.

Table 2

Host National Contact By Language of Course Instruction

	Wave 1		Wave 2	
	M	SD	M	SD
Portuguese only	.270	.210	.330	.124
English only	.185	.155	.108	.095
Both languages	.119	.157	.101	.119

Pairwise comparisons indicated that in Wave 1 students taking only courses in Portuguese had significantly more contact with Brazilians than those taking courses in both

languages (Mean difference=.155, p=.007), and marginally significantly more contact with Brazilians than those taking only courses in English (Mean difference=.085, p=.072). In Wave 2, students taking only courses in Portuguese had significantly more contact with Brazilians than those taking courses in both languages (Mean difference=.231, p=.001), and than those taking only courses in English (Mean difference=.200, p=.013).

The same format of 2 X 3 mixed model analysis was then computed with ratio of co-national contact as the dependent variable; language of instruction was the between subjects factor (that is, participants attending classes 1) exclusively in English, 2) in English and in Portuguese, 3) exclusively in Portuguese) and time as the within-subjects factor (Wave 1 vs. Wave 2). For means and standard deviations of co-national contact see Table 3. In the case of contact with co-nationals, neither language of instruction ($F_{(2,98)}$ =.067, p= .936) nor time ($F_{(1,39)}$ =.003, p= .953) predicted contact, but the interaction between language of instruction and time did ($F_{(2,39)}$ =3.911, p=.028).

Table 3

Co-national Contact By Language of Course Instruction

	Wave 1		Wave 2	
	M	SD	M	SD
Portuguese only	.557	.262	.429	.208
English only	.469	.275	.560	.321
Both languages	.539	.278	.513	.340

Follow up pairwise comparisons indicated that the interaction between language of instruction and time was statistically significant only in the case of students taking courses in

Portuguese only (Mean difference=.111, p=.006). For this group, the number of co-national contacts they listed decreased during the program, which was not the case for the other groups. At the beginning of the semester (Wave 1) those students taking only courses in Portuguese were the group that had the highest ratio of contact with people that had the same nationality as them, but had similar ratios to those taking courses in both languages; students taking only courses in English had the lowest ratios of co-national contact. At the end of the semester (Wave 2), however, students taking only courses in Portuguese became the group that had the lowest ratio of co-national contact.

Only one of the universities offered courses in English, so it would be expected that the average amount of intercultural contact varied between students attending either institution across both waves. A 2 X2 mixed model analysis was computed considering the university of enrollment as a between subjects factor (that is, participants attending classes at the university that offered courses 1) exclusively in Portuguese, 2) in English and in Portuguese) and time as the within-subjects factor (Wave 1 vs. Wave 2). The dependent variable was the ratio of host contact. The amount of contact with host nationals varied between students enrolled at each university ($F_{(1,93)}$ =25.632, p< .001), see Table 4. Students enrolled at the university that offers courses only in Portuguese reported an average of 34% of their contacts to be Brazilians, whereas those enrolled at the university that offers courses in both languages reported an average of 18%. Neither time ($F_{(1,47)}$ =2.291, p= .137) nor the interaction between university and time ($F_{(1,47)}$ =2.335, p=.133) predicted the amount of contact with Brazilian students.

Table 4

Host-national Contact By University of Enrollment

	Wave 1		Wave 2	
	M	SD	M	SD
University offering courses only in Portuguese	.317	.223	.365	.103
University offering courses in Portuguese and English	.173	.157	.186	.146

Consistent with the original expectation, students at the university that offers only courses in Portuguese listed interacting with more host nationals than their counterparts at both waves. Those people who took courses in Portuguese had more host national contact than those who took courses in both languages, regardless of the wave.

As to understand whether university of enrollment or language of course instruction played a role in better predicting the amount of contact with Brazilians, a linear regression model was computed inserting both variables with the university and language of course instruction as predictor variables and contact as the criterion variables. Results indicated that the university in which students were enrolled predicted their amount of contact with host nationals at both waves. At Wave 1, university contributed to the model (β=.409, t(88)=3.24, p=.002) whereas language of instruction did not (β=-.039, t(56)=-.313, p=.755). At Wave 2, university (β=.312, t(56)=2.71, p=.009) and language of instruction (β=.468, t(56)=4.07, p<.001) contributed to the model.

In summary, students generally interacted with people from their own country more than they interacted with Brazilians, both at the beginning and at the end of the semester. Participants taking only academic courses in Portuguese reported having more contact with

host nationals at the beginning and at the end of the semester than those that were taking academic courses in English. Additionally, they were the group that experienced a decrease in the ratio of co-national contact during the program. The university where students were enrolled also predicted the amount of contact with Brazilians they reported, such that those in the university offering only courses in Portuguese had more contact with Brazilians than those in the university that also offer courses in English.

Does approach relate to Portuguese competence levels at the beginning and end of study abroad program?

A 3x2 mixed model ANOVA was conducted to compare the effect of motivational approach (Actor vs. Observer vs. Rider; i.e., the between subjects factor) on Portuguese language learning over time (i.e., Wave 1 vs. Wave 2 ; i.e., the within-subjects factor). The dependent variable (Portuguese language learning) was defined as their competence scores in both waves; i.e., the mean of the 5-point scales regarding speaking, writing, listening comprehension, and reading comprehension. For descriptive statistics, see Table 5. The results indicated that main effects for motivational approach ($F_{(2,97)}=4.082$, $p=.02$) and time ($F_{(1,66)}=49.841$, $p<.001$) were significant, but the interaction effect was not ($F_{(2,66)}=.636$, $p=.532$). That is, there is a difference in Portuguese competence levels among approach groups and there is a difference in Portuguese competence levels from Wave 1 to Wave 2, but the amount of Portuguese that students learned during the semester did not vary depending on their approach.

Table 5

Portuguese Language Competence By Motivational Approach

	Wave 1		Wave 2	
	M	SD	M	SD
Actors	2.55	.601	3.16	.440
Observers	2.07	.750	2.68	.761
Riders	2.42	.789	3.06	.635

Pairwise comparisons indicated that the main effects for motivational approach on Portuguese language levels are only significant in Wave 1, and between the groups of Actors and Observers (Mean difference=.486, p=.001). That is, Actors had higher levels of Portuguese at the beginning of the program than Observers. In Wave 2, Actors and Observers have marginally different scores (Mean difference=.309, p=.077). No other groups differed significantly.

In summary, the difference between students' Portuguese competence in Wave 2 and Wave 1 (i.e. how much they learned during the semester) did not vary according to their motivational approach group. However, Actors knew more Portuguese than Observers at the beginning of the program.

Does approach vary between students that come from core countries and peripheral countries?

Participants were grouped according to Wallerstein's framework or, more precisely, to Chase-Dunn, Kawano and Brewer's (2000) list of core, peripheral and semi-peripheral countries. A chi-square analysis suggests that the percentage of participants that were

classified as Actors, Observers and Riders differed by their country of origin ($\chi2$ (4) = 12.92, p =.012).

Table 6

Cross-tabulation of Participants by Nationality Groups and Motivational Approach

	Nationality groups			Total
Approach	Core	Semi-periphery	Periphery	
Actors	**19**	13	**15**	47
	(-3.2)	(1.0)	**(2.9)**	
Observers	**26**	5	**3**	34
	(2.9)	(-1.5)	**(-2.0)**	
Riders	9	4	1	14
	(.6)	(.5)	(-1.3)	
Total	54	22	19	95

Note. Adjusted standardized residuals appear in parentheses below group frequencies.

An examination of the distribution suggests that relatively few participants were likely to be Riders compared to Actors or Observers. The adjusted standardized residuals indicated a significant difference between the number of expected cases and observed cases were for Actors, who came less frequently from core countries and more frequently from peripheral countries, and for Observers, who came more frequently from core countries and less frequently from peripheral countries.

Is approach related to the language in which their academic courses are taught?

Regarding the language in which their academic courses were taught, students can be divided into 3 groups: 1) attending exclusively classes in English, 2) attending classes in English and in Portuguese, 3) attending exclusively classes in Portuguese. A chi-square analysis indicates that the percentage of participants that were taking courses in English, Portuguese, or in the two languages differed by motivational approach ($\chi2$ (4) = 25.66, p <.0001).

Table 7

Cross-tabulation of Participants by Motivational Approach and Language of Course Instruction

Approach	Academic courses - language of instruction			Total
	English only	English and Portuguese	Portuguese only	
Actors	**6** **(-2.2)**	**12** **(2.7)**	27 (-.1)	45
Observers	**16** **(4.1)**	3 (-1.4)	**15** **(-2.5)**	34
Riders	**0** **(-2.3)**	0 (-1.8)	**15** **(3.4)**	15
Total	22	15	57	94

Note. Adjusted standardized residuals appear in parentheses below group frequencies.

An analysis of the adjusted standardized residuals indicates that the significant differences between the number of expected cases and observed cases were 1) for Actors, who were less likely than Observers to only take courses in English and more likely than Observers and Riders to take courses in both languages; 2) for Observers, who were more likely than the

other groups to take courses exclusively in English and less likely to take courses exclusively in Portuguese; 3) for Riders, who were less likely to take courses only in English than Observers and more likely to take only courses in Portuguese than the two other groups.

In summary, Actors were less likely to take courses in English, and more likely to take courses in both languages, Observers were more likely to take courses in English and less likely to take courses in Portuguese and Riders were all taking courses only in Portuguese.

Analyses of the impact of peer programs on language contact and language learning

The second set of analyses concerned the question of whether participation in peer programs relates to intercultural contact and language learning, and whether participants' different approaches to SA related to their satisfaction and outcomes in peer programs. Based on previous research, I hypothesized that students who participated in the Tandem/Buddy programs would have more intercultural contact and higher levels of language learning than those who did not participate.

Two 2x2 mixed model analyses were conducted to compare the effect of participation in peer programs (whether students reported 1) participating on the Tandem program, the Buddy program or in both, 2) not participating in either the Tandem or the Buddy program; i.e., the between subjects factor) over time (i.e., Wave 1 vs. Wave 2 ; i.e., the within-subjects factor) on their social networks. The dependent variable of the first analysis was contact with Brazilians and the dependent variable of the second analysis was contact with co-nationals. Both in the case of contact with Brazilians and in the case of contact with co-nationals, the results indicated that none of the factors nor their interaction had significant effects on contact.

Table 8

Fixed Effects of Participation in Peer Programs and Time on Host National Contact and Co-national Contact

	Host-national contact		Co-national contact	
Source	F	p	F	p
Participation in peer program	3.454	.067	3.754	.057
Time	3.390	.074	1.859	.183
Participation in peer program * Time	1.379	.284	2.278	.141

However, results are different when considering students who participated in Tandem (independently of participating in Buddy) vs. those that did not participate in Tandem, and when considering students who participated in Buddy (independently of participating in Tandem) vs. those that did not participate in Buddy.

In the case of Tandem, two 2 X 2 mixed model analysis were computed, the first having as dependent variable the ratio of host contact and the second the ratio of co-national contact. The between subjects factor was therefore whether students 1) participated in Tandem, 2) did not participate in Tandem, and the within-subjects factor was time (i.e., Wave 1 vs. Wave 2). For descriptive statistics, see Table 9. The amount of contact with host nationals varied between the group that participated in Tandem and the group that did not ($F_{(1,50)}$ =6.003, p= .018). Neither time ($F_{(1,31)}$ =1.470, p= .234) nor the interaction between participation in Tandem and time ($F_{(1,31)}$ =.290, p=.594) predicted the amount of contact with Brazilians. In summary, students participating in Tandem had more contact with Brazilians at both the beginning and the end of their SA program.

Table 9

Host-national Contact by Participation in Tandem

	Wave 1			Wave 2	
	M	SD		M	SD
Participated in Tandem	.317	.161		.350	.100
Did not participate in Tandem	.201	.200		.227	.161

Regarding the amount of contact with co-nationals, there was no effect for participation in Tandem ($F_{(1,53)}$ =2.927, p= .093), time ($F_{(1,29)}$ =.857, p= .362) or the interaction between Tandem and time ($F_{(1,29)}$ =.671, p= .419).

In the case of Buddy, two 2 X 2 mixed model analysis were also computed, the first having as dependent variable the ratio of host contact and the second the ratio of co-national contact. The between subjects factor was therefore whether students 1) participated in Buddy, 2) did not participate in Buddy, and the within-subjects factor was time (i.e., Wave 1 vs. Wave 2). For descriptive statistics, see Table 10. The amount of contact with host nationals varied between the group that participated in Buddy and the group that did not ($F_{(1,55)}$ =13.447, p= .001), such that those people who participated in the Buddy program had less host-national contact than people who did not participate in this program. Neither time ($F_{(1,33)}$ =2.069, p= .160) nor the interaction between participation in Buddy and time ($F_{(1,33)}$ =1.695, p=.202) predicted the amount of contact with Brazilian students. It is important to note that differently from the students participating in Tandem, students participating in Buddy had less contact with Brazilians at both the beginning and the end of their SA program.

Table 10

Host-national Contact By Participation in Buddy

	Wave 1		Wave 2	
	M	SD	M	SD
Participated in Buddy	.171	.157	.168	.142
Did not participate in Buddy	.294	.225	.362	.100

Regarding the amount of contact with co-nationals, there was no effect for participation in Buddy ($F_{(1,60)}$ =.430, p= .515), time ($F_{(1,30)}$ =.402, p= .531) or the interaction between Buddy and time ($F_{(1,30)}$ =2.234, p= .145).

As for their levels of Portuguese language competence, a 2x2 mixed model ANOVA was conducted to compare the effect of participation on peer programs (participated in either Tandem or Buddy, or both vs. did not participate in neither; i.e., the between-subjects factor) on Portuguese language learning over time (i.e., Wave 1 vs. Wave 2 ; i.e., the within-subjects factor). The dependent variable (Portuguese language learning) was defined as their competence scores in both waves; i.e., the mean of the 5-point scales regarding speaking, writing, listening comprehension, and reading comprehension. For descriptive statistics, see Table 11. The results indicated that there were significant main effects for time ($F_{(1,57)}$=32.394, p<.001), but not for participation in peer programs ($F_{(1,58)}$=.982, p=.326) or the interaction between participation in peer programs and time ($F_{(1,57)}$=3.096, p=.084). That is, there is a difference in Portuguese competence levels from Wave 1 to Wave 2, but the amount of Portuguese that students learned during the semester did not vary depending on whether they participated or not in peer programs.

Table 11

Portuguese Language Competence by Participation in Peer Program

	Wave 1		Wave 2	
	M	SD	M	SD
Participated in Tandem and/or Buddy	2.34	.785	2.98	.664
Did not participate in Tandem or Buddy	2.67	.723	3.00	.516

In summary, participation in peer programs did not indiscriminately foster host national contact. On the contrary, students who had Tandem partners/buddies reported more interaction with people from their own countries and less with Brazilian than students who did not participate in these programs. However, there might be structural differences between peer programs, given that participation in Tandem was related to more host contact at Wave 2, whereas participation in Buddy was related to less host contact at Wave 2. In addition, participation in a peer program did not contribute to Portuguese language learning.

Do the reasons for going to Brazil relate to their satisfaction and outcomes in peer programs?

At the conclusion of the program, participants were asked how helpful the peer program was for 1) integrating in Curitiba, and 2) learning Portuguese, as well as how much they enjoyed meeting their Tandem partner/buddy and how satisfied they were with the administration of the program. Students were overall somewhat satisfied with the administration of the program (M=3.89, SD=.94, in a scale from 1 to 5) and found their meetings with their partners moderately enjoyable (M=2.93, SD=1.33, in a scale from 1 to 5), and their responses did not vary according to approach. Regarding their integration in Curitiba, students considered the program to be slightly to moderately helpful (M=2.84,

SD=1.29, in a scale from 1 to 5), and their responses did not vary according to approach.

Regarding learning Portuguese, students also considered the program to be slightly to

moderately helpful (M=2.62, SD=1.25, in a scale from 1 to 5). In this case, their responses

marginally varied according to approach ($F_{(2,42)}$ = 3.07, p =.057, η^2=.13), in which Riders were

the group that considered these programs the most helpful (M=3.00, SD=1.00), followed by

Actors (M=2.91, SD=1.27) and Observers (M=2.00, SD=1.13) . A post hoc Tukey test

showed that Actors and Observers differed at a marginal level (p=.066), with Actors finding

the program more helpful than Observers (Mean difference = .913). Riders were not

statistically different from the other groups.

A 2 X 3 X 2 mixed model analysis was computed considering as between subjects

factors 1) participation in peer programs (students that participated on one or both programs

vs. students that did not participate in either) and 2) approach (Actors vs. Observers vs.

Riders) and as the within-subjects factor time (Wave 1 vs. Wave 2). The dependent variable

was the average competence in Portuguese language (self-report). Their level in Portuguese

was affected by time and by approach, as already reported earlier. The other variables and

interactions were not statistically significant, but the interaction of participation in peer

program and time was marginally significant (see Table 12).

Table 12

Fixed Effects of Participation in Peer Programs, Approach and Time on Competence in

Portuguese Language

	Mixed model fixed effects	
Source	F	p
Approach	4.026	.024
Time	26.638	.000
Participation in peer program	1.729	.194
Approach * Time	1.679	.196
Participation in peer program * Time	3.581	.064
Approach * Participation in peer program	.596	.554

To follow up the marginal effect which showed that peer program participation differentially predicted competence depending upon the students' approach, a regression model was analyzed, in which approach and participation in peer programs were the predictor variables and Portuguese learning (i.e. their Portuguese competence score averaged among the 4 skills at the end of the program minus their score at the beginning of the program) was the criterion variable. The results showed that in the case of Actors, having a buddy/Tandem partner positively predict language learning (R^2change = .108, t=-2.261, p=.032), which is not valid in the case of Observers or Riders.

Figure 1

Boxplot of Portuguese Language Learning By Approach
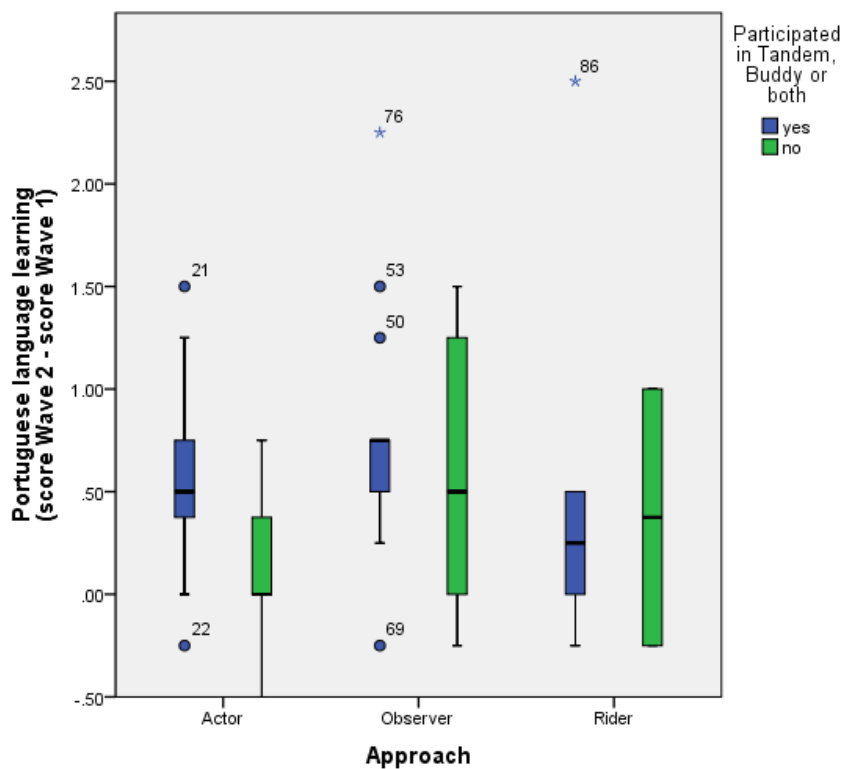
Discussion

The main purpose of this study was to investigate the reasons leading students to programs in Brazil and how these reasons related to their social interactions, their language learning outcomes, and their nationalities. Based on participants' responses to the question "What made you choose Brazil?" the concept of "approach" was established. Students were classified into three approaches: Actors, who were interested in idiosyncrasies of SA in Brazil; Observers, who were interested in having an experience abroad; and Riders, who had SA in Brazil as a convenient choice. Results indicated that Actors knew more Portuguese at the

beginning of the program than Observers, but that approach did not predict their language gains over time. Approach did not predict students' ratios of interaction with Brazilians or co-nationals. Regarding where students came from, Actors were mainly from peripheral countries, and Observers from core countries. Additionally, Actors and Riders were less likely to be taking only academic courses whose language of instruction was English than Observers.

The second research question was whether students' participation in peer programs (i.e., the Tandem and the Buddy programs) related to their language learning outcomes, and to the amount of contact they had with Brazilians and co-nationals. Although peer programs did not contribute to Portuguese language learning, they affected differently their social networks: students that had a Tandem partner had increased contact with Brazilians at both time points, whereas students that had a buddy had less contact with Brazilians at both time points.

The classification of Actors, Observers and Riders reinforces the notion that not all SA students are the same. Rather than consider SA as an activity undertaken by a homogenous group, my results reveal that students have different approaches to studying in Brazil, in at least three broad trends. This finding paints a more detailed picture of student mobility insofar as it shows students having diverse reasons for partaking in exchange programs. The fact that they verbalize different reasons indirectly underscores that different students have different social imaginaries of SA. The fact that Riders reported more contact with their co-nationals than Observers and Actors indicates that approaches are important predictors of intercultural contact. Even though the quantitative analyses did not indicate that Actors were more prone to engage with Brazilians than Observers, for instance, they reported knowing more Portuguese

than Observers at the beginning of the program, indicating that the student's approach might relate differentially to FLL.

Approach → SA → Contact ↔ FLL
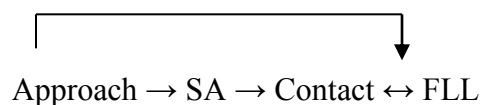
The simple fact that a student is abroad is not enough to assume that they will pursue and accomplish intercultural contact and/or gain FLL levels. The diagram describes how the approach of each student affects her/his FLL. Research has tended to concentrate on the role of intercultural contact and language immersion as important factors in FLL, yet these results reveal that the approach that students have in regards to their SA experience is also a factor to take into consideration. Even though the textual analysis led to a classification different from Gardner's (1982; 1985) integrative and instrumental orientations, it also suggests that the particular interest in the specific community of speakers can affect language learning outcomes.

As expected, most of the interactions that students listed were with people from their home country. This phenomenon has been widely reported by past research (Bochner et al., 1977; Furnham & Alibhai, 1985; Maundeni, 2001; Neri & Ville, 2008; Sudweeks, Gudykunst, Ting-Toomey, & Nishida, 1990; Trice & Elliot, 1993) and was also found in this study. More importantly, this pattern was constant throughout their programs. Students did not interact with more Brazilians after they settled and had the opportunity to meet with hosts, both inside and outside the university. These results support the idea that intercultural contact is not an automatic consequence of studying abroad.

One of the variables that affected the amount of intercultural contact was the language of instruction in their academic courses: taking academic courses in Portuguese was positively

related with having contact with Brazilians at both time points. Even though students mentioned in their interviews that their Brazilian classmates were not people they spent a lot of time with and/or felt close to, being in a classroom where the majority of the students is Brazilian seems to increase how much they interact with hosts. These findings raise the question of whether universities should invest in creating programs where the language of instruction is English. Those programs in which English is the language of instruction tend to create environments where the majority of students is international, thus decreasing the chances of interacting with host nationals.

The fact that many universities in Brazil are investing in such programs creates a tension that might be inherent to the study abroad imaginary. On the one hand, reducing the opportunities for interaction might be problematic, since past research has indicated that many exchange students wish they could interact more with host nationals than they actually do (Gareis, 2012). On the other hand, it points to role of core-periphery relations from a language-based perspective. In order to attract students from core nations, Brazilian universities create programs tailored to English speakers. This strategy markets the global citizen profile. Students and higher education institutions may be trying to reconcile an array of interests that are by definition contradictory, having to coordinate contact with hosts, language learning, affirmation of global citizenry, and generation of revenue. As found in this study, participants attending classes in Portuguese not only reported more contact with Brazilians at both waves but had decreased levels of contact with co-nationals over time. Conciliating the global citizen profile that sells the importance of learning languages but that tailors instruction in English to SA students in Brazil is be a challenge, for it disrupts the

establishing of contacts with host nationals, which, in turn, reduces their exposure to Portuguese as a foreign language.

A common strategy for increasing intercultural contact that this study investigated was peer programs, whose main goal to provide interaction with host nationals and support both language learning and adaptation. The present study, however, showed that these programs do not always accomplish this goal. Participation in the Tandem or Buddy programs did not overall facilitate these interactions insofar as students did not gain a larger number of host national contacts throughout the program. At the end of the term, those who were assigned a peer actually reported more contact with people from their own country. However, students who had a Tandem partner reported more contact with Brazilians than those who did not have a Tandem partner, whereas the opposite was true for participants in the Buddy program. These findings lead to the conclusion that the simple implementation of a peer-pairing program does not guarantee increased contact with host nationals. On the contrary, the structural differences between these programs might be important to consider when trying to promote intercultural contact.

Regarding Portuguese language learning, students' gain scores were not related to how much they interacted with Brazilians. The ratio of host contact did not vary with language learning, nor did whether they lived with Brazilians or participated in Tandem/buddy. The finding that interaction with hosts did not account for variance in language learning suggests that the theoretical schema (SA $\rightarrow$ Contact $\leftrightarrow$ FLL) might not be representative of all students' experiences while abroad.

A trend in the data indicates that depending on the students' approach to SA, peer programs might or might not affect their outcomes in FLL. In the case of Actors, participating

in one of the two programs helped their process of learning Portuguese, which was not true in the case of Observers or Riders. Additionally, Actors also considered these programs to be more helpful than did Observers. These findings make evident that whether students' expectations were to study abroad or to study abroad in Brazil can influence how they benefit from support initiatives. That is, learning Portuguese is not among many students' priorities while in Brazil, and in spite of the host universities' efforts in promoting FLL, language learning outcomes might depend on factors that precede these students' participation in these programs.

This approach of remaining distant from the host country seemed to most often correspond with students originating from core countries, such as the United States of America, Germany, and France. In fact, another important result of this study is that participants classified as Observers tended to come from core nations. This finding supports the articulation of SA in terms of core-periphery relations and might be explained by the fact that students from core countries see Brazil as an "exotic" destination. As Observers, they invest in their SA as they would in a tourist package, willing to partake in the experience without necessary approaching Brazilian society and culture with interest. In a world-system where the flow of international students is predominantly towards core nations, this approach, in which students from core countries adopt an Observer stance supports asymmetries in the relations between core and peripheral nations insofar as the correlation between the Observer approach and core nations indicates a certain predisposition of international students from core nations.

Observers most often chose to enroll in courses in which the language of instruction was English. Even though it is now possible to study in a university in Brazil having no skills

in Portuguese, life off-campus can potentially suffer. Residence on campus is not a common reality in most Brazilian universities, including the institutions where the participants of this present study were enrolled. In many cases, accommodation, documentation and even registration at the host university need to be arranged with people that are not proficient in any language other than Portuguese. This reality is, not surprisingly, consistent with the premise underlying the creation of programs of instruction in English. Brazilian universities aim to attract international students from core countries with the objective of gaining prestige as a global institution in Brazil. Students prefer to attend courses in English because it might make education in Brazil more accessible. Indirectly, both universities and students are reinforcing a particular SA imaginary. Instead of actively becoming integrated with host country nationals, international students are isolated in courses that only a minority of Brazilian students can attend.

The fact that Observers prefer to participate in classes taught in English might be directly linked to the predominant neoliberal imaginary of SA. It is no coincidence that English is the language of international education (Altbach, 2004), and that many universities attempt to gain a more international profile so as to cater to students interested in gaining the benefits espoused by a neoliberal SA imaginary. Observer students are invested in becoming global citizens whose language of communication is English, and therefore are the group most affected by these contradicting demands. As for Actors and Riders, who are more likely to come from peripheral and semi-peripheral countries, studying abroad in Brazil fulfills their SA imaginary because it places them in a more or less "developed" country. Riders, Observers and Actors all engage in this neoliberal SA imaginary, but because they come from more or

less peripheral countries in relation to Brazil, they have different approaches towards SA in Brazil.

Limitations and Future Directions

This study is not without limitations. Drawing generalized conclusions from this study might be problematic given the fact that the sample, although substantial in regard to the total number of foreign students enrolled at the universities under investigation, is still small and contains much variability. Participants formed a diverse sample, with an array of interests and backgrounds. Even though the variability allowed the classification of participants' responses into approaches, some of the quantitative analyses did not have the power to formulate more conclusive results. Moreover, future research with a larger sample could benefit from other methodologies to investigate the complexity of factors that affect students' experiences. For instance, social network analysis could tackle the question of how interconnected one's contacts are, which has been previously linked to acculturation and intercultural communication outcomes (Doucerain, Varnaamkhaasti, Segalowitz, & Ryder, 2015). Additionally, structural equation modeling (SEM) could account for individual differences and provide a more complete picture of how language learning, contact with hosts, and participation in peer programs could contribute to acculturation.

Some results could inspire further theoretical and empirical investigations. Firstly, the fact that Tandem and Buddy did not contribute in the same way to the establishment of contact with Brazilians raises the question of what aspects of the Tandem program were contributors for contact with host nationals, and what aspects of the Buddy program had detrimental effects. One possibility is that the Tandem emphasis on the linguistic exchange encouraged both foreign and Brazilian students to speak Portuguese with each other for at

least a portion of their encounters, familiarizing SA students with the Brazilian culture and

encouraging them to pursue contact with other Brazilians. Another possibility would be the

fact that the more central location of the university where the Tandem program is

implemented creates a less isolated academic community and allows the contact of SA

students with a larger number of student and non-student Brazilians. Future research could

also attempt to investigate other idiosyncrasies of each university that might also affect the

amount of interaction students have with Brazilians: from the partner universities where these

students come from, the orientation that they receive on their arrival, student support

practices, among other factors. For this purpose, further studies could benefit from scenarios

where both programs were implemented in one university and/or more specific qualitative

data about these programs could be collected.

Secondly, the finding that approach was related to nationality merits further

investigation. Peripheral and semi-peripheral countries have been receiving an increasing

number of foreign students in their academic institutions, in an attempt to become more

internationalized. However, when students from core nations take the approach of Observers

and are interested in studying abroad "far from home" or in the pursue of an "exotic"

experience, they might be reproducing neocolonial practices. Future studies could examine

universities and government policies on how these relationships are established, so as to gain a

broader perspective of how the world-systems is manifested in our educational institutions.

Conclusion

Studying abroad has gained popularity in recent years, as has research on its role in

higher education. Although previous research focused on SA in core countries such as the

United States of America, my research focused on this practice in Brazil, a semi-periphery

nation. By concentrating on the reasons exchange students gave for studying abroad in Brazil, I examined whether the asymmetries in economic power between nations affect in some way the SA programs in Brazil.

Similarly to most research that focuses on SA in other destinations, my study found that students in Brazil interact more with people from their own country than from other countries. Given that contact with hosts has been linked to positive acculturation outcomes, factors that diminish host contact—for example, having academic courses taught in English— might be detrimental to the overall experience of these students. I also analyzed how exchange students interacted with peer programs in Brazil, which are in general considered beneficial for the integration and acculturation of incoming international students. This study's results suggest that peer programs such as Buddy and Tandem contribute differently to the establishment of contact with hosts.

A more unique aspect of this study was the investigation of students' approaches when going to Brazil and how they related to their country of origin, their level of Portuguese language at the beginning and end of program, and how much they benefited from peer programs. Students from core countries tended to adopt a more relaxed approach to studying abroad in Brazil, falling mostly into the category of Observers. They invested in studying abroad in Brazil without much interest in the culture and language of the country. This finding is significant, for it opens the discussion as to whether SA in Brazil is but a continuation of neocolonialism insofar as exchange students from core nations are mostly interested in the "exotic" aspect of going to Brazil. This is further contrasted with the fact that exchange students from other Latin American countries did not approach their SA programs in Brazil in the same way, and fell mostly into the category of Actors. The fact that Brazil is a semi-

periphery nation allows for this comparison, given that the sample was comprised of students approaching Brazil from more or less peripheral countries. The relation between students whose approach fit the Observer category and their origin in core nations and the relation between students whose approach fit the Actor category are striking and seem to indicate that SA reflects the power asymmetries in the world-system. The social imaginary that universities and students indirectly assume affects how SA programs are built to cater to the supposed skills of neoliberal subjects invested in developing their skills as global citizens at the expense of truly engaging with other cultures and languages. Therefore, the results of my research support the claim that it is important to continue questioning the belief that participation in a SA program leads to greater intercultural contact and language learning.

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Appendix A

Questionnaire Wave 1

Studying abroad in Brazil: motivation, language learning and intercultural contact - Time 1

Consent Research Information and Participants' Consent

Studying abroad in Brazil: motivation, language learning and intercultural contact

Purpose. You are invited to participate in a research study being conducted by Gabriela LoiresDiniz (Graduate Student) of the Department of Psychology, University of Alberta. This study examines participants' motivations and expectations for studying abroad, and how individual factors and social networks affect the study abroad experience. Students' personalities, engagement , and other social psychological factors that may affect the study abroad experience are examined.

Your participation. Your task will be to complete questionnaires, three in total. The first one, which you will complete today, takes about 30-45 minutes to be completed. In late September I will contact you online with a second questionnaire, that will takes only 5 to 10 minutes to fill out, and in late November there will be a third one, that should take 25 to 35 minutes to complete. Because this is a longitudinal study, by completing the first questionnaire you'll be agreeing to be sent a link with the other two. As a second item, I ask you to please indicate if you agree to be contacted any time after the study is finished for follow up questions, which might include an individual interview. Finally, the research will benefit from having access to your grades and any recording made at your language school (Celin UFPR or PUCPR Idiomas), since we will be looking at the development of language learning and acculturation. Please indicate if you agree to have this information disclosed. You will have the option to at the time decline to participate in the interview and that will not affect your contribution to this study.

Your rights. Your decision to participate in this study is entirely voluntary and you may decide at any time to withdraw. If you choose to participate, you may skip any questions you do not wish to answer. Responses made by individual participants on the questionnaires will remain confidential, and your name will be removed from the questionnaire and will not be associated with your responses. If you decide later that you do not want your responses to be included in the study, you may contact the researchers to have your data withdrawn from any of the questionnaires or the entire the study and destroyed up until one week after the end of the current semester, at which time all identifying information will be deleted, and the researchers will no longer be able to match your questionnaire to you. In the case you ask the researcher to have your data withdrawn, you will no further receive the links for the subsequent surveys. All your responses will be completely confidential. Your anonymity will be protected; any identifying information (i.e. your email account) will be removed from the questionnaire and stored separately in a Master list (every email address is linked to a unique identifier) so that it cannot be associated with your responses but in a way so that the instruments can be linked together. Your professors will not see your responses. Only the researchers working on this project will have access to the information that you provide. Kim Noels will store the questionnaires on a password-protected computer in a locked lab for a minimum of five

years, as suggested by University of Alberta guidelines. The data analyses will be conducted with group data. If we use a quotation that you provided, your identity will be kept anonymous. The information you provide may be presented at professional conferences or published in academic journals. The survey tool used to collect your responses is managed by a company called Qualtrics, and the data will be confidential.

Benefits and risks. The study findings potentially contribute to the advancement of our understanding of study abroad and can be used to improve study abroad and international education programs, mainly in Brazil. Completing this questionnaire will also provide you with an opportunity to reflect on your study abroad experience, but there are no other direct benefits to participants. As an incentive, participants will receive a R$50 honorarium (total) for participation in all three time points, being the total amount split into R$12.50, $12.50 and R$25 for the three questionnaires, respectively. This amount will be made available as giftcards from LivrariaSaraiva. If you miss one of the questionnaires your data will still be considered and that will not affect the payment of your honorarium, since it is linked to each of the waves. However, whatever amount you receive will only be made available on December 5th, after the data collection is finished. There are no foreseeable risks to this study, but if any risks should arise, the researcher will inform the participants immediately. If you should experience any adverse effects, please contact the researchers immediately.

Contact information. If you have any questions or comments on the study, you can contact Dr. Kim Noels of the University of Alberta Department of Psychology at +1 780 492-4717 or knoels@ualberta.ca, or /and University of Alberta graduate student Gabriela Diniz at +1 587 990-7154 / +55 41 9258-0103 or diniz@ualberta.ca. If you have any questions or concerns about how this study is being conducted, you may contact the Research Ethics Office at +1 780 492-2615. This office has no affiliation with the study investigators.

By starting to complete this survey you are consenting to participate in this research.

- Yes, I consent to participate in this study. (23)
- No, I do not consent. (24)

May we contact you in the future for follow up questions, either by email or individual interview?

- Yes, I consent to be contacted in the future by the researcher. (1)
- No, I do not consent. (2)

Do you authorize the researcher to have access to your grades and recordings made in your language school?

- Yes, I consent to have this material disclosed. (1)
- No, I do not consent. (2)

Q1 How old are you?

Q2 Are you male or female?

- Male (1)
- Female (2)

Q3 What is your nationality?

Q4 Are you an undergraduate/graduate student?

- Undergraduate (1)
- Graduate (2)
- Other (3)

Q5 If you are an undergraduate student, what is your major area of study? What is your minorarea of study?

Q6 If you are a graduate student, what is your major area of study in your current program? What was your major area of study in your undergraduate level?

Q7 What is your home institution? What country is it in?

Q8 Is it your first time in Brazil?

- Yes (23)
- No (24)

Q8a If not, what year were you here before? How long did you stay in Brazil? What was the purpose of your visit?

Q9 Are you currently in Brazil for an exchange/study abroad program?

- Yes (1)
- No (2)

Q9a What type of exchange program/study abroad program are you in?

- AUGM (1)
- OEA (2)
- PEC-G (3)
- Other (4)

Q10 How long do you intend to stay in Brazil for (in months)?

Q11 Please write the approximate date of when it started and of when it will finish.

Q13 Do you intend to stay longer in Brazil, besides the duration of your program?

- Yes (1)
- No (2)

Q12a If yes, will it be before or after the program, and for how long?

Q13 What is/are your first language(s)? You may select more than one.

1) English (1)
2) Spanish (2)
3) French (3)
4) Portuguese (4)
5) Japanese (5)
6) Italian (6)
7) Korean (7)
8) Chinese (8)
9) German (9)
10) Quechua (11)
11) Guarani (12)
12) Other (10) _____

Q14 Do you speak other languages? You may select more than one.

13) English (1)
14) Spanish (2)
15) French (3)
16) Portuguese (4)
17) Japanese (5)
18) Italian (6)
19) Korean (7)
20) Chinese (8)
21) German (9)
22) Quechua (11)
23) Guarani (12)
24) Other(s) (10) _____

Q15 Describe your previous foreign travel experience by providing the place, the year, duration of time and the main reason why you went to this place. Please only include those longer than 2 weeks:

	Place (1)	Year (2)	Duration (3)	Purpose (4)
Travel experience 1 (1)				
Travel experience 2 (2)				
Travel experience 3 (3)				
Travel experience 4 (4)				
Travel experience 5 (5)				
Travel experience 6 (6)				
Travel experience 7 (7)				
Travel experience 8 (8)				

Q16 Have you had international friends before, that is, people who are citizens from a country different from your own?

- Yes (1)
- No (2)

Q16a If yes, when, and for how long (describe the context)?

Q17 Please think about the past two weeks. Who were the 10 people you spent more time with during this period, both in person and online? In the case those were not typical weeks (in case you went on a longer trip, for instance), please consider the couple of weeks prior to that. Complete all columns referring to each of the people you are nominating: Please write the first letter of the person's name. In the second column, the person's nationality - if he/she is Brazilian, from your country or from another country. In the third, what language or languages you communicate in. Next, please summarize the purpose of the interactions, that is, why do you usually meet or spend time

together. Then, if the person lives in Curitiba, Brazil, or another location. If the contact was mostly face-to-face, please write where it most generally took place. If it was mostly online, please indicate how did you most generally had contact with this person (through skype, facetime, facebook, etc.) Did you know this person from before coming to Brazil? Finally, please rate how close you felt with this person, in a scale from 1 to 5, being 5 the highest level of closeness.

	Name (1)	Nationality (2)	What language(s) do you communicate in? (3)	Purpose (10)	Lives in Curitiba? YES/NO (11)	If in person, where? (12)	If online, how? (13)	Knew from before? YES/NO (14)	Closeness scale 1-5 (15)
Person 1 (1)									
Person 2 (2)									
Person 3 (3)									
Person 4 (4)									
Person 5 (5)									
Person 6 (6)									
Person 7 (7)									
Person 8 (8)									
Person 9 (9)									
Person 10 (10)									

Q18 Of the people you mentioned above, with whom have you had the most important relationships? Why?

Q19 Are you living with Brazilians?

- Yes (1)
- No (2)

Q20 Please describe how many people live with you and what is your relationship with them.

Q21 Have you ever participated in a Tandem program (that is, have an assigned partner that exchanges language practice with you on a regular basis) or a Buddy program (that is, have an assigned partner that helps you settle in a new environment)?

- Yes (1)
- No (2)

Q22 What is your language competence in Portuguese?

	Not at all (1)	Somewhat competent (2)	Competent (3)	Very competent (4)	Native like (5)
Speaking (1)	•	•	•	•	•
Writing (2)	•	•	•	•	•
Reading comprehension (3)	•	•	•	•	•
Listening comprehension (4)	•	•	•	•	•

Q23 Please answer the following questions regarding your confidence using Portuguese, from 1 (strongly agree) to 7 (strongly disagree).

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
I feel uneasy whenever I speak Portuguese outside of the classroom context. (1)	●	●	●	●	●	●	●
I am intimidated to use Portuguese with my Portuguese instructor. (2)	●	●	●	●	●	●	●
I get shy speaking Portuguese with a person in an authority position. (3)	●	●	●	●	●	●	●
I feel comfortable when I speak Portuguese in a group of Portuguese speakers. (4)	●	●	●	●	●	●	●
I feel confident and relaxed	●	●	●	●	●	●	●

when I have to ask for street directions in Portuguese. (5)							
It embarrasses me to volunteer answer in my Portuguese class. (6)	●	●	●	●	●	●	●
I feel nervous when I have to use Portuguese in front of my classmates in my Portuguese course. (7)	●	●	●	●	●	●	●
In a restaurant, I feel calm when I have to order a meal in Portuguese. (8)	●	●	●	●	●	●	●
When I make a telephone call, I get mixed up if I have to speak Portuguese.	●	●	●	●	●	●	●

I get nervous every time I have to speak in Portuguese to a salesclerk. (10)	●	●	●	●	●	●	●
I get nervous when I am speaking in my Portuguese class. (11)	●	●	●	●	●	●	●
Every time that I meet a Portuguese speaker and I speak with him/her in Portuguese, I feel relaxed. (12)	●	●	●	●	●	●	●
I never feel quite sure of myself when I am speaking in my Portuguese class. (13)	●	●	●	●	●	●	●

Q24 Have you studied Portuguese before coming to Brazil?

- Yes (1)
- No (2)

Q24a If yes, what was the context of learning Portuguese?

25) Heritage speaker (1)
26) Lived somewhere that had Portuguese as their language (2)
27) Studied in home institution (3)
28) Studied by yourself (4)
29) With a private teacher/tutor (6)
30) Other (5) _____

Q25 Do you think it is important for you to learn Portuguese while you are in Brazil?

- Definitely yes (1)
- Probably yes (2)
- Might or might not (3)
- Probably not (4)
- Definitely not (5)

Q25a Why do you believe it might not be important to learn Portuguese?

Q25b In your case, why do you think it is important to learn Portuguese?

Q25c From the reasons you cited in the previous questions, how do you believe they relate with the categories below? Please scroll the bar as to rate how relevant these reasons are to you personally.

_____ To solve everyday problems (1)
_____ Because I love to socialize (2)
_____ For the sake of learning another language (3)
_____ To understand my classes (4)
_____ For safety reasons (5)
_____ To broaden my horizons as a human being (6)
_____ Because Brazil is an important country (7)
_____ Because I enjoy learning languages in general (8)
_____ To make my life easier (9)
_____ Because I love to travel and knowing Portuguese can help me get around (10)
_____ To meet new people (11)
_____ To be able to go shopping and grocery shopping by myself (12)
_____ Because I want to feel as part of the Brazilian community (13)
_____ Because it is part of the Brazilian culture (14)
_____ Because I want to be able to write academic papers in Portuguese (15)
_____ Because it is something else to learn (16)

_____ Because I want to travel more to countries where Portuguese is the official language (17)

_____ To ask for directions and navigate better (18)

_____ To create equality between me and the others (19)

_____ To understand jokes (20)

_____ Because I am good at learning languages and I believe it will be easy for me to learn Portuguese (21)

_____ To have more autonomy (22)

_____ To reach other academics with my work by publishing in another language (23)

_____ To build long lasting friendships (24)

_____ To not be fooled when making a deal or signing a contract (25)

Q26 Before coming, did you already know people in Curitiba and in Brazil?

- Yes (1)
- No (2)

Q27 Who and for how long did you know this person/these people?

Q28 Was Brazil your first choice for this experience abroad?

Q28a If not, what was your first choice and why? Are you happy about this opportunity inBrazil?

Q28b What made you choose Brazil?

Q29 How did you imagine Brazil before getting here?

Q30 What do you want to accomplish while in Brazil?

Q31 What do you expect or hope to happen during your exchange program?

Q32 How will this program help you in the future?

Q33 If you were to rate your overall satisfaction with the experience of arriving here and how your first days in Brazil have been, how would you rate it?

- Extremely satisfied (1)
- Moderately satisfied (2)
- Slightly satisfied (3)
- Neither satisfied nor dissatisfied (4)
- Slightly dissatisfied (5)
- Moderately dissatisfied (6)
- Extremely dissatisfied (7)

Q34 Directions: Think about your own personal characteristics from when you were living in your home country. Below you will find a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please select the option as to indicate the extent to which you agree or disagree with that statement.

I see myself as someone who...

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Is talkative (1)	•	•	•	•	•
Tends to find fault with others (2)	•	•	•	•	•
Does a thorough job (3)	•	•	•	•	•
Is depressed, blue (4)	•	•	•	•	•
Is original, comes up with new ideas (5)	•	•	•	•	•
Is reserved (6)	•	•	•	•	•
Is helpful and unselfish with others (7)	•	•	•	•	•
Can be somewhat careless (8)	•	•	•	•	•
Is relaxed, handles stress well (9)	•	•	•	•	•
Is curious about many different things (10)	•	•	•	•	•
Is full of energy	•	•	•	•	•

(11)					
Starts quarrels with others (12)	•	•	•	•	•
Is a reliable worker (13)	•	•	•	•	•
Can be tense (14)	•	•	•	•	•
Is ingenious, a deep thinker (15)	•	•	•	•	•
Generates a lot of enthusiasm (16)	•	•	•	•	•
Has a forgiving nature (17)	•	•	•	•	•
Tends to be disorganized (18)	•	•	•	•	•
Worries a lot (19)	•	•	•	•	•
Has an active imagination (20)	•	•	•	•	•
Tends to be quiet (21)	•	•	•	•	•
Is generally trusting (22)	•	•	•	•	•
Tends to be lazy (23)	•	•	•	•	•
Is emotionally stable, not easily upset (24)	•	•	•	•	•

Is inventive (25)	•	•	•	•	•
Has an assertive personality (26)	•	•	•	•	•
Can be cold and aloof (27)	•	•	•	•	•
Perseveres until the task is finished (28)	•	•	•	•	•
Can be moody (29)	•	•	•	•	•
Values artistic, aesthetic experiences (30)	•	•	•	•	•
Is sometimes shy, inhibited (31)	•	•	•	•	•
Is considerate and kind to almost everyone (32)	•	•	•	•	•
Does things efficiently (33)	•	•	•	•	•
Remains calm in tense situations (34)	•	•	•	•	•
Prefers work that is routine (35)	•	•	•	•	•
Is outgoing, sociable (36)	•	•	•	•	•
Is sometimes rude to others	•	•	•	•	•

(37)					
Makes plans and follows through with them (38)	•	•	•	•	•
Gets nervous easily (39)	•	•	•	•	•
Likes to reflect, play with ideas (40)	•	•	•	•	•
Has few artistic interests (41)	•	•	•	•	•
Likes to cooperate with others (42)	•	•	•	•	•
Is easily distracted (43)	•	•	•	•	•
Is sophisticated in art, music, or literature (44)	•	•	•	•	•

Q35 Directions: Below are 20 situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Move the slider to the right or left indicating what percentage of the time you would choose to communicate. (0=Never, 100=Always)

_____ Talk with a service station attendant. (1)
_____ Talk with a physician. (2)
_____ Present a talk to a group of strangers. (3)
_____ Talk with an acquaintance while standing in line. (4)
_____ Talk with a salesperson in a store. (5)
_____ Talk in a large meeting of friends. (6)
_____ Talk with a police officer. (7)
_____ Talk in a small group of strangers. (8)
_____ Talk with a friend while standing in line. (9)
_____ Talk with a waiter/waitress in a restaurant. (10)
_____ Talk in a large meeting of acquaintances. (11)
_____ Talk with a stranger while standing in line. (12)
_____ Talk with a secretary. (13)
_____ Present a talk to a group of friends. (14)
_____ Talk in a small group of acquaintances. (15)
_____ Talk with a garbage collector. (16)
_____ Talk in a large meeting of strangers. (17)
_____ Talk with a spouse (or girl/boyfriend). (18)
_____ Talk in a small group of friends. (19)
_____ Present a talk to a group of acquaintances. (20)

Appendix B
Questionnaire Wave 2

Studying abroad in Brazil: motivation, language learning and intercultural contact - Time 2

Consent Research Information and Participants' Consent

Studying abroad in Brazil: motivation, language learning and intercultural contact

Purpose. You are invited to participate in a research study being conducted by Gabriela Loires Diniz (Graduate Student) of the Department of Psychology, University of Alberta. This study examines participants' motivations and expectations for studying abroad, and how individual factors and social networks affect the study abroad experience. Students' personalities, engagement , and other social psychological factors that may affect the study abroad experience are examined.

Your participation. As you have been previously informed, your task will be to complete questionnaires, three in total. This is the third and last questionnaire and it should take 25 to 35 minutes to be completed. Because this is a longitudinal study, by completing the first questionnaire you were agreeing to be sent a link with the other two. As a second item, I ask you to please indicate if you agree to be contacted any time after the study is finished for follow up questions, which might include an individual interview. You will have the option to at the time decline to participate in the interview and that will not affect your contribution to this study.

Your rights. Your decision to participate in this study is entirely voluntary and you may decide at any time to withdraw. If you choose to participate, you may skip any questions you do not wish to answer. Responses made by individual participants on the questionnaires will remain confidential, and your name will be removed from the questionnaire and will not be associated with your responses. If you decide later that you do not want your responses to be included in the study, you may contact the researchers to have your data withdrawn from any of the questionnaires or the entire the study and destroyed up until one week after the end of the current semester, at which time all identifying information will be deleted, and the researchers will no longer be able to match your questionnaire to you. In the case you ask the researcher to have your data withdrawn, you will no further receive the links for the subsequent surveys. All your responses will be completely confidential. Your anonymity will be protected; any identifying information (i.e. your email account) will be removed from the questionnaire and stored separately in a Master list (every email address is linked to a unique identifier) so that it cannot be associated with your responses but in a way so that the instruments can be linked together. Your professors will not see your responses. Only the researchers working on this project will have access to the information that you provide. Kim Noels will store the questionnaires on a password-protected computer in a locked lab for a minimum of five years, as suggested by University of Alberta guidelines. The data analyses will be conducted with group data. If we use a quotation that you provided, your identity will be kept anonymous. The information you provide may be presented at professional conferences or published in academic journals. The survey tool used to collect your responses is managed by a company called Qualtrics, and the data will be confidential.

Benefits and risks. The study findings potentially contribute to the advancement of our understanding of study abroad and can be used to improve study abroad and international education programs, mainly in Brazil. Completing this questionnaire will also provide you with an opportunity to reflect on your study abroad experience, but there are no other direct benefits to participants. As an incentive, participants will receive a R$ 50 honorarium (total) for participation in all three time points, being the total amount split into R$ 12.50, R$ 12.50 and R$ 25 for the three questionnaires, respectively. This amount will be made available as giftcards from LivrariaSaraiva. If you miss one of the questionnaires your data will still be considered and that will not affect the payment of your honorarium, since it is linked to each of the waves. However, whatever amount you receive will only be made available on December 5th, after the data collection is finished. There will not be any honorarium for the participation in the interview. There are no foreseeable risks to this study, but if any risks should arise, the researcher will inform the participants immediately. If you should experience any adverse effects, please contact the researchers immediately.

Contact information. If you have any questions or comments on the study, you can contact Dr. Kim Noels of the University of Alberta Department of Psychology at +1 780 492-4717 or knoels@ualberta.ca, or /and University of Alberta graduate student Gabriela Diniz at +1 587 990-7154 / +55 41 9258-0103 or diniz@ualberta.ca. If you have any questions or concerns about how this study is being conducted, you may contact the Research Ethics Office at +1 780 492-2615. This office has no affiliation with the study investigators.

By starting to complete this survey you are consenting to participate in this research.

❍ Yes, I consent to participate in this study. (23)
❍ No, I do not consent. (24)

May we contact you in the future for follow up questions, either by email or individual interview?

❍ Yes, I consent to be contacted in the future by the researcher. (1)
❍ No, I do not consent. (2)

Q1 How old are you?

Q2 Are you male or female?

○ Male (1)
○ Female (2)
○ Other (3)

Q3 What is your nationality?

Q4 Please think about the past two weeks. Who were the 10 people you spent more time with during this period, both in person and online? In the case those were not typical weeks (in case you went on a longer trip, for instance), please consider the couple of weeks prior to that. Complete all columns referring to each of the people you are nominating: Please write the first letter of the person's name. In the second column, the person's nationality - if he/she is Brazilian, from your country or from another country. In the third, what language or languages you communicate in. Next, please summarize the purpose of the interactions, that is, why do you usually meet or spend time together. Then, if the person lives in Curitiba, Brazil, or another location. If the contact was mostly face-to-face, please write where it most generally took place. If it was mostly online, please indicate how did you most generally had contact with this person (through skype, facetime, facebook, etc.). Did you know this person from before coming to Brazil? Finally, please rate how close you felt with this person, in a scale from 1 to 5, being 5 the highest level of closeness.

	Name (1)	Nationality (2)	What language(s) do you communicate in? (3)	Purpose (10)	Lives in Curitiba? YES/NO (11)	If in person, where? (12)	If online, how? (13)	Knew from before? YES/NO (14)	Closeness scale 1-5 (15)
Person 1 (1)									
Person 2 (2)									
Person 3 (3)									
Person 4 (4)									
Person 5 (5)									
Person									

6 (6)									
Person 7 (7)									
Person 8 (8)									
Person 9 (9)									
Person 10 (10)									

Q5 Of the people you mentioned above, with whom have you had the most important relationships? Why?

Q6 Are you living with Brazilians?

❍ Yes (1)
❍ No (2)

Q7 Please describe how many people live with you and what is your relationship with them.

Q8 Have you participated in the Tandem or Buddy program? (these are the programs in which your university or language center assigns a Brazilian student to be your partner / buddy to practice language and interact)

❑ Yes, Tandem (1)
❑ Yes, Buddy (2)
❑ None (3)

Q9 If you have participated in both, has one of them been more important to you? If yes, indicate which one and consider only the most important program for you for the questions that follow.

❍ Tandem (1)
❍ Buddy (2)

Q10 Did you have more than one Tandem partner?

❍ Yes (23)
❍ No (24)

Q11 If you had more than one Tandem partner, please explain why (time availability to have more than one partner, interrupted partnership, etc.)

Q12 Did you do Tandem/had contact with your buddy for the whole period?

❍ Yes (23)
❍ No (24)

Q13 If not, why not?

Q14 What language or languages do you speak with your Tandem partner or Buddy?

_____ Your first language (e.g. French, Spanish, etc.) (1)
_____ Portuguese (2)
_____ English (3)
_____ Other (4)

Q15 If you chose 'Other' in the question above, please specify.

Q16 Why do you speak this language or these languages that you indicated above?

Q17 How helpful has the program been so far for learning Portuguese?

❍ Extremely helpful (16)
❍ Very helpful (17)
❍ Moderately helpful (18)
❍ Slightly helpful (19)
❍ Not helpful at all (20)

Q18 How helpful has the program been so far for integrating in Curitiba?

❍ Extremely helpful (11)
❍ Very helpful (12)
❍ Moderately helpful (13)
❍ Slightly helpful (14)
❍ Not helpful at all (15)

Q19 How much do you enjoy meeting with your Tandem partner / buddy?

- ○ Extremely enjoyable (38)
- ○ Very enjoyable (39)
- ○ Moderately enjoyable (40)
- ○ Slightly enjoyable (41)
- ○ Not enjoyable at all (42)

Q20 How satisfied are you with the administration of the program?

- ○ Extremely satisfied (25)
- ○ Somewhat satisfied (26)
- ○ Neither satisfied nor dissatisfied (27)
- ○ Somewhat dissatisfied (28)
- ○ Extremely dissatisfied (29)

Q21 In your own words, how has your experience with the Tandem/Buddy program been so far?

Q22 What is your language competence in Portuguese?

	Not at all (1)	Somewhat competent (2)	Competent (3)	Very competent (4)	Native like (5)
Speaking (1)	○	○	○	○	○
Writing (2)	○	○	○	○	○
Reading comprehension (3)	○	○	○	○	○
Listening comprehension (4)	○	○	○	○	○

Q23 Please answer the following questions regarding your confidence using Portuguese, from 1 (strongly disagree) to 7 (strongly agree).

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
I feel uneasy whenever I speak Portuguese outside of the classroom context. (1)	○	○	○	○	○	○	○
I am intimidated to use Portuguese with my Portuguese instructor. (2)	○	○	○	○	○	○	○
I get shy speaking Portuguese with a person in an authority position. (3)	○	○	○	○	○	○	○
I feel comfortable when I speak Portuguese in a group of Portuguese speakers. (4)	○	○	○	○	○	○	○
I feel confident and relaxed	○	○	○	○	○	○	○

when I have to ask for street directions in Portuguese. (5)							
It embarrasses me to volunteer answer in my Portuguese class. (6)	○	○	○	○	○	○	○
I feel nervous when I have to use Portuguese in front of my classmates in my Portuguese course. (7)	○	○	○	○	○	○	○
In a restaurant, I feel calm when I have to order a meal in Portuguese. (8)	○	○	○	○	○	○	○
When I make a telephone call, I get mixed up if I have to speak Portuguese.	○	○	○	○	○	○	○

Q24 In your case, why do you think it is important to learn Portuguese?

Q25 From the reasons below, why do you think it is important to learn Portuguese? Please scroll the bar as to rate how relevant these reasons are to you personally.

_____ To solve everyday problems (1)
_____ Because I love to socialize (2)
_____ For the sake of learning another language (3)
_____ To understand my classes (4)
_____ For safety reasons (5)
_____ To broaden my horizons as a human being (6)
_____ Because Brazil is an important country (7)
_____ Because I enjoy learning languages in general (8)
_____ To make my life easier (9)
_____ Because I love to travel and knowing Portuguese can help me get around (10)
_____ To meet new people (11)
_____ To be able to go shopping and grocery shopping by myself (12)
_____ Because I want to feel as part of the Brazilian community (13)
_____ Because it is part of the Brazilian culture (14)
_____ Because I want to be able to write academic papers in Portuguese (15)
_____ Because it is something else to learn (16)
_____ Because I want to travel more to countries where Portuguese is the official language (17)
_____ To ask for directions and navigate better (18)
_____ To create equality between me and the others (19)
_____ To understand jokes (20)
_____ Because I am good at learning languages and I believe it will be easy for me to learn Portuguese (21)
_____ To have more autonomy (22)
_____ To reach other academics with my work by publishing in another language (23)
_____ To build long lasting friendships (24)
_____ To not be fooled when making a deal or signing a contract (25)

Q26 Think about living in Brazil. How easy or difficult is it for you to adapt to:

	Very difficult (22)	Difficult (23)	Somewhat difficult (24)	Neither (25)	Somewhat easy (26)	Easy (27)	Very easy (28)
Climate (temperature, rainfall, humidity) (1)	○	○	○	○	○	○	○
Natural environment (plants and animals, pollution, scenery) (2)	○	○	○	○	○	○	○
Social environment (size of the community, pace of life, noise) (3)	○	○	○	○	○	○	○
Living (hygiene, sleeping practices, how safe you feel) (4)	○	○	○	○	○	○	○
Practicalities (getting around, using public transport, shopping) (5)	○	○	○	○	○	○	○
Food and eating (what food is eaten, how food is eaten, time of meals) (6)	○	○	○	○	○	○	○

Family life (how close family members are, how much time family spend together) (7)	○	○	○	○	○	○	○
Social norms (how to behave in public, style of clothes, what people think is funny) (8)	○	○	○	○	○	○	○
Values and beliefs (what people think about religion and politics, what people think is right or wrong) (9)	○	○	○	○	○	○	○
People (how friendly people are, how stressed or relaxed people are, attitudes towards foreigners) (10)	○	○	○	○	○	○	○
Friends (making friends, amount of social interaction, what people do to have fun	○	○	○	○	○	○	○

and relax) (11) Language (learning the language, understanding people, making yourself understood) (12)	○	○	○	○	○	○	○

Q27 Think about living in Brazil. In the last 2 weeks how often have you felt:

	Never (30)	Very rarely (31)	Rarely (32)	Sometimes (33)	Frequently (34)	Usually (35)	Always (36)
Excited about being in Brazil (1)	○	○	○	○	○	○	○
Out of place, like you don't fit into Brazilian culture (2)	○	○	○	○	○	○	○
Sad to be away from your home country (3)	○	○	○	○	○	○	○
Nervous about how to behave in certain situations (4)	○	○	○	○	○	○	○
Lonely without your family and friends from home around you (5)	○	○	○	○	○	○	○
Homesick when you think of your home country (6)	○	○	○	○	○	○	○
Frustrated by difficulties	○	○	○	○	○	○	○

adapting to Brazil (7)							
Happy with your day to day life in Brazil (8)	○	○	○	○	○	○	○

Q28 Think about your home country (e.g. Argentina, France, Germany, etc.) and Brazil. In your opinion, how different or similar are these two countries in terms of:

	Very similar (22)	Similar (23)	Somewhat similar (24)	Neither (25)	Somewhat different (26)	Different (27)	Very different (28)
Climate (temperature, rainfall, humidity) (1)	○	○	○	○	○	○	○
Natural environment (plants and animals, pollution, scenery) (2)	○	○	○	○	○	○	○
Social environment (size of the community, pace of life, noise) (3)	○	○	○	○	○	○	○
Living (hygiene, sleeping practices, how safe you feel) (4)	○	○	○	○	○	○	○
Practicalities (getting around, using public transport, shopping) (5)	○	○	○	○	○	○	○
Food and eating (what food is eaten, how food is eaten, time of meals) (6)	○	○	○	○	○	○	○

Family life (how close family members are, how much time family spend together) (7)	○	○	○	○	○	○	○
Social norms (how to behave in public, style of clothes, what people think is funny) (8)	○	○	○	○	○	○	○
Values and beliefs (what people think about religion and politics, what people think is right or wrong) (9)	○	○	○	○	○	○	○
People (how friendly people are, how stressed or relaxed people are, attitudes towards foreigners) (10)	○	○	○	○	○	○	○
Friends (making friends, amount of social interaction, what people do to have fun	○	○	○	○	○	○	○

and relax) (11) Language (learning the language, understanding people, making yourself understood) (12)	○	○	○	○	○	○	○

Q29 Think about being in Brazil. How much do you agree with the following sentences? When in Brazil, it is important for me to...

	Strongly disagree (15)	Disagree (16)	Somewhat disagree (17)	Neither (18)	Somewhat agree (19)	Agree (20)	Strongly agree (21)
Have friends from my home country (e.g. Argentinian, French, German, etc.) (1)	○	○	○	○	○	○	○
Take part in traditions from my home country (e.g. Argentinian, French, German, etc.) (2)	○	○	○	○	○	○	○
Hold on to my home country (e.g. Argentinian, French, German, etc.) characteristics (3)	○	○	○	○	○	○	○
Do things the way people from my home country (e.g. Argentinian, French, German, etc.) do (4)	○	○	○	○	○	○	○
Have Brazilian	○	○	○	○	○	○	○

friends (5)						
Take part in Brazilian traditions (6)	○	○	○	○	○	○	○
Hold on to (or develop) my Brazilian characteristics (7)	○	○	○	○	○	○	○
Do things the way Brazilian people do (8)	○	○	○	○	○	○	○

Q50 Please describe how you imagined Brazil before arriving here.

Q30 How would you describe Brazil now?

Q31 What did you want to accomplish while in Brazil?

Q32 Have your plans stayed the same as to when you arrived?

○ Yes (23)
○ No (24)

Q33 Please explain.

Q34 Did what you expected or hoped to happen during your exchange program come true?

Q35 Were there other things that happened that you did not anticipate?

Q36 How do you believe this program will help you in the future?

Q37 Please write the approximate date of when your study abroad program started and of when it will finish.

Q38 Have your plans for staying longer or not staying longer in Brazil changed?

○ Yes (23)
○ No (24)

Q39 In the case they have changed, how?

Q47 What would you like to do with the time you have remaining in Brazil? Please rank the following items, from most important (1) to least important (7).

_____ Meet new Brazilian people (1)
_____ Make new friends, independently of where they came from (2)
_____ Deepen the relationships I've already made (3)
_____ Learn as much Portuguese as possible (4)
_____ See as much of Brazil as possible (5)
_____ Focus on plans for my life when I return home (6)
_____ Focus on the final exams (7)

Q48 Please explain why some items from the last question are particularly important or unimportant to you.

Q40 If you were to rate your overall satisfaction with the experience of being an exchange/study abroad student in Brazil so far, how would you rate it?

❍ Extremely satisfied (1)
❍ Moderately satisfied (2)
❍ Slightly satisfied (3)
❍ Neither satisfied nor dissatisfied (4)
❍ Slightly dissatisfied (5)
❍ Moderately dissatisfied (6)
❍ Extremely dissatisfied (7)

Q41 After you finish your program, would you return to Brazil in a future opportunity?

❍ Extremely likely (11)
❍ Moderately likely (12)
❍ Slightly likely (13)
❍ Neither likely nor unlikely (14)
❍ Slightly unlikely (15)
❍ Moderately unlikely (16)
❍ Extremely unlikely (17)

Q42 Why or why not would you return to Brazil in the future?

Q43 Directions: Think about your current personal characteristics. Below you will find a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please select the option as to indicate the extent to which you agree or disagree with that statement.   I see myself as someone who...

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Is talkative (1)	○	○	○	○	○
Tends to find fault with others (2)	○	○	○	○	○
Does a thorough job (3)	○	○	○	○	○
Is depressed, blue (4)	○	○	○	○	○
Is original, comes up with new ideas (5)	○	○	○	○	○
Is reserved (6)	○	○	○	○	○
Is helpful and unselfish with others (7)	○	○	○	○	○
Can be somewhat careless (8)	○	○	○	○	○
Is relaxed, handles stress well (9)	○	○	○	○	○
Is curious about many different things (10)	○	○	○	○	○
Is full of energy (11)	○	○	○	○	○
Starts quarrels	○	○	○	○	○

with others (12)					
Is a reliable worker (13)	○	○	○	○	○
Can be tense (14)	○	○	○	○	○
Is ingenious, a deep thinker (15)	○	○	○	○	○
Generates a lot of enthusiasm (16)	○	○	○	○	○
Has a forgiving nature (17)	○	○	○	○	○
Tends to be disorganized (18)	○	○	○	○	○
Worries a lot (19)	○	○	○	○	○
Has an active imagination (20)	○	○	○	○	○
Tends to be quiet (21)	○	○	○	○	○
Is generally trusting (22)	○	○	○	○	○
Tends to be lazy (23)	○	○	○	○	○
Is emotionally stable, not easily upset (24)	○	○	○	○	○
Is inventive (25)	○	○	○	○	○
Has an assertive	○	○	○	○	○

personality (26)					
Can be cold and aloof (27)	○	○	○	○	○
Perseveres until the task is finished (28)	○	○	○	○	○
Can be moody (29)	○	○	○	○	○
Values artistic, aesthetic experiences (30)	○	○	○	○	○
Is sometimes shy, inhibited (31)	○	○	○	○	○
Is considerate and kind to almost everyone (32)	○	○	○	○	○
Does things efficiently (33)	○	○	○	○	○
Remains calm in tense situations (34)	○	○	○	○	○
Prefers work that is routine (35)	○	○	○	○	○
Is outgoing, sociable (36)	○	○	○	○	○
Is sometimes rude to others (37)	○	○	○	○	○
Makes plans and follows	○	○	○	○	○

through with them (38)					
Gets nervous easily (39)	○	○	○	○	○
Likes to reflect, play with ideas (40)	○	○	○	○	○
Has few artistic interests (41)	○	○	○	○	○
Likes to cooperate with others (42)	○	○	○	○	○
Is easily distracted (43)	○	○	○	○	○
Is sophisticated in art, music, or literature (44)	○	○	○	○	○

Q44 Directions: Please think about your daily life in Brazil. Below are 20 situations in which a person might choose to communicate or not to communicate in Portuguese. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Move the slider to the right or left indicating what percentage of the time you would choose to communicate. (0=Never, 100=Always)

_____ Talk with a service station attendant. (1)
_____ Talk with a physician. (2)
_____ Present a talk to a group of strangers. (3)
_____ Talk with an acquaintance while standing in line. (4)
_____ Talk with a salesperson in a store. (5)
_____ Talk in a large meeting of friends. (6)
_____ Talk with a police officer. (7)
_____ Talk in a small group of strangers. (8)
_____ Talk with a friend while standing in line. (9)
_____ Talk with a waiter/waitress in a restaurant. (10)
_____ Talk in a large meeting of acquaintances. (11)
_____ Talk with a stranger while standing in line. (12)
_____ Talk with a secretary. (13)
_____ Present a talk to a group of friends. (14)
_____ Talk in a small group of acquaintances. (15)
_____ Talk with a garbage collector. (16)
_____ Talk in a large meeting of strangers. (17)
_____ Talk with a spouse (or girl/boyfriend). (18)
_____ Talk in a small group of friends. (19)
_____ Present a talk to a group of acquaintances. (20)

Appendix C

List of measures used in each Wave

Scale/item	Wave 1	Wave 2
Age	X	X
Sex	X	X
Nationality	X	X
Undergraduate/ graduate	X	
Major and minor areas of study	X	
Name and country of home institution	X	
First time in Brazil?	X	
Type of exchange/study abroad program	X	
Length of stay in Brazil	X	X
Language background	X	
Previous foreign travel experience	X	
Previous international friends	X	
Social relationships (table and question of most important)	X	X
Roommates – Brazilian or not, how many	X	X
Previous participation in Tandem	X	
Current participation in Tandem/Buddy		X
More than one partner? For whole period?		X
Languages spoken with Tandem/Buddy		X
Tandem/Buddy: helpful to learn Portuguese?		X
Tandem/Buddy: helpful for integrating in Curitiba?		X
Tandem/Buddy: enjoyable?		X
Tandem/Buddy: satisfied with administration of the program?		X
Portuguese language competence	X	X
Portuguese language confidence vs anxiety	X	X
Previous learning Portuguese context	X	
Importance to learn Portuguese in Brazil -Why/why not	X	X
Reasons for learning Portuguese	X	X
Brief Sociocultural Adaptation Scale		X
Brief Psychological Adaptation Scale		X
Brief Perceived Cultural Distance Scale		X
Brief Acculturation Orientation Scale		X
Previous acquaintances in Brazil - who and how?	X	
What made you choose Brazil? First choice?	X	
How imagine (t1) /describe (t3) Brazil?	X	X
What wanted to accomplish while in Brazil?	X	X
What expect or hope to happen?/ Came true?	X	X
Things that happened and did not anticipate?		X
Plans changed?		X
How will this program help you in the future?	X	X
Overall satisfaction with experience	X	X

Personality – Big Five	X	X
Willingness to Communicate	X	X
Likeliness to return to Brazil in the future		X
Why/why not return to Brazil in the future		X

Appendix D
Information on pilot study

Prior to the main data collection, 11 students had participated in a pilot study. They were recruited from one of the two institutions in June 2016, and they filled out a questionnaire similar to the questionnaire used in Wave 1, also available online with Qualtrics. After completing the questionnaire, they were asked to participate in an individual or group interview that covered some of the previously addressed questions, in a less structured format. Nine students participated in two different group interviews, and two students gave individual interviews.

The main objectives of this pilot study were threefold. Firstly, it was an assessment of the clarity and scope of the questionnaires (Creswell, 2008), which were overall approved by the participants. Secondly, it provided feedback on the format of the question regarding social networks, which resulted in the addition of items on the characterization of the people with whom participants interacted and in the deletion of items on the structure of participants' social networks. Thirdly, it served as an opportunity to collect responses for one of the open-ended questions ("Why is it important for you the learn Portuguese?"), which were then transformed into items in the core study. Students did not receive any incentives for their participation in this pilot phase.

Appendix E
List of categories derived from a thematic analysis of the question "What made you choose Brazil?"

Primary investigator	*Research Assistant*
Academic or career	Academics, career advancement
Attractive, friendly people	To make new friends
Brazilian culture / another culture	Culture
	Brazilian culture
Cheap to live	Cost
Close to home, far away or different	To experience new country
Close to home	
Far away from home	
Different or exotic country	Exotic
Current situation of the country	Brazil as a developing country
Family or people that knew from before	Company of friends or family
	Re-visiting
Food	
Fun	Party
General statement – like/love country	To live in Brazil
Help Brazilian people	
Homesickness	
Immigration	
Language	
Wanted/had to learn another language	
Wanted/had to learn Portuguese	To learn Portuguese
Nature, environment, weather	Climate
	Nature
Only or easiest option	Easy choice
Sports	
The city of Curitiba	Architecture
Travelling	Travel