



**The University of the West Indies
St. Augustine Campus
Faculty of Humanities and Education
Caribbean Studies Project
HUMN 3099**

Student name: Stephan St Hilaire

Student ID no.: 815007640

Degree Program: BA Spanish

Supervisor: Paola Palma Rojas

Title of Thesis:

**"The Lived Experience of Being a Participant in Two Exchange Programmes
in Colombia Offered to Students in the BA Spanish Programme at The
University of the West Indies (UWI), St Augustine Campus."**

Word count: 7682

Declaration

1. I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.
2. I authorise The University of the West Indies to make a physical or digital copy of my thesis/research paper/project report for its preservation, for public reference, and for the purpose of inter-library loan.
3. I consent to have my attached thesis used in any publication comprising Caribbean Studies Projects by The University of the West Indies. I understand that I will receive no compensation. I hereby assign publishing rights for the contribution to The University of the West Indies, including all copyrights.

Signature of Student: Stephan St Hilaire Date: 14 April 2023.

THE UNIVERSITY OF THE WEST INDIES
The Office of the Board for Undergraduate Studies

INDIVIDUAL PLAGIARISM DECLARATION

This declaration is being made in accordance with the University Regulations on Plagiarism (First Degrees, Diplomas and Certificate) and should be attached to all work submitted by a student to be assessed as part of or/the entire requirement of the course, other than work submitted in an invigilated examination.

Statement

1. I have read the Plagiarism Regulations as set out in the Faculty Handbook and University websites related to the submission of coursework for assessment.
2. I declare that I understand that plagiarism is the use of another's work pretending that it is one's own and that it is a serious academic offence for which the University may impose severe penalties.
3. I declare that the submitted work indicated below is my own work, except where duly acknowledged and referenced.
4. I also declare that this paper has not been previously submitted for credit either in its entirety or in part within the UWI or elsewhere.
5. I understand that I may be required to submit the work in electronic form and accept that the University may check the originality of the work using a computer-based plagiarism detection service.

TITLE OF ASSIGNMENT – “The Lived Experience of Being a Participant in Two Exchange Programmes in Colombia Offered to Students in the BA Spanish Programme at The University of the West Indies (UWI), St Augustine Campus.”

COURSE CODE – HUMN 3099

COURSE TITLE - CARIBBEAN STUDIES PROJECT

STUDENT ID -

By signing this declaration, you are confirming that the work you are submitting is original and does not contain any plagiarised material.

I confirm that this assignment is my own work, and that the work of other persons has been fully acknowledged.

SIGNATURE - Stephan St Hilaire

DATE - 14 April 2023

Acknowledgements:

According to John Donne, “No man is an island”. This specific phrase applies to this thesis as I would not have been able to complete it all on my own. I want to express my sincere gratitude to everyone who helped me along the way of writing this thesis by offering advice, moral support, and encouragement.

- ❖ First and foremost, I would like to thank my thesis supervisor Paola Palma for her guidance, insightful criticism, and encouragement to research my lived experiences in Colombia, which resulted in this research paper.
- ❖ To my friend Shivana Ajodhasingh for taking the time to build and organise my blog in an appealing and aesthetic manner and for always being there for giving me all her moral support and believing that I could complete this thesis on time
- ❖ To my dear friend YuanYuan Wang for her continuous support and belief in this project and for helping me gather ideas and themes for both my findings and discussion chapters.
- ❖ Finally, to my countless other friends that gave me encouragement throughout the entire research.

Abstract:

This phenomenological, qualitative research paper explores how the lived experience of being a participant in the UWI-UPN exchange program and the ICETEX work abroad programme in Colombia are beneficial for the development of a student's language skills, personal development, cultural sensitivity, and how it helps them to expand their network and study or work in a hub of their field. Furthermore, this research gives an insight into the lived experience of participating in these programmes through data collected from the author's blog about his time in Colombia.

The findings show that taking part in programmes as a student while pursuing a BA in Spanish allows the participant the opportunity to fully immerse themselves in the language as it helps them to increase their fluency in Spanish and they become more culturally aware. The findings also highlighted that the Spanish programme at the UWI prepares students well for these new experiences however they need to show more concern when it comes to helping students with finding accommodation during the UWI-UPN exchange programme. Finally, this indicates that the host country benefits greatly from these exchange programs, as they promote cultural exchange, language exchange and building of language competence in English through the participant working as an English Language Assistant to help improve the language level of students at Colombian universities. The findings also highlighted several emerging topics from the participants' blog that may require future research as to how these programmes impacted on the sojourner's life

Table of Contents:

Acknowledgements:	I
Abstract:	I I
Table of Contents:	I I I
Introduction:	1
Rationale:	2
Thesis statement:.....	2
Objectives:	2
Key Terms:.....	2
Methodology:.....	3
Participant profile:	3
Instrument For Data Collection:	3
Research Questions :.....	4
Chapter 1 - Literature Review:	5
Increased Language competence:	5
Cross cultural awareness/Intercultural learning:.....	5
The curve of cultural adaptation:	7
Summary:.....	8
Chapter 2 - Findings:	9
Research question No.1	9
Theme - Language Competency	9
Research question No.2	10
Theme - Preparation for the programmes.	10
Research question No.3	12
Theme - Similarities and Differences of the two study abroad programmes in Colombia?.....	12
Description of the exchange programs	12
Culture:	14
Cross cultural awareness/Intercultural learning	14
The curve of cultural adaptation.	16
Research question No.4	17
Theme - Benefits of the exchange programmes to the host nation.....	17
Summary:.....	18
Chapter 3 - Discussion Of Findings:	19
Research question No.1	19
Research question No.2	20
Research question No.3:	22
Cross cultural awareness/Intercultural learning	23
The curve of cultural adaptation.	24

Research question No.4	25
Emerging themes/findings:	25
Limitations:	25
Conclusion:	26
Works Cited:	27
Appendix:.....	A

Introduction:

Thanks to the many connections that the University of the West Indies (UWI) have made with more than sixty institutions throughout the world; in the United States, Europe, South and Central America, Asia, Africa and within the Caribbean, students are allowed to relish the best of two worlds; International Student Exchange or Study Abroad Programmes. These programmes allow students to spend either a semester or a year abroad pursuing courses for credit. Students can study Art and History at the Louvre in Paris, work as a dentist in New York, study some of the best Agricultural practices in China, or learn computer programming in Kenya. (Acham 15). It Should be noted that the University of the West Indies (UWI) is a university that comprises three main campuses located at Mona, Jamaica, St. Augustine, Trinidad and Tobago and Cave Hill, Barbados) as well as the Centre of Hotel and Tourism Management in the Bahamas in addition to University Centres/Schools of Continuing Studies in twelve other Caribbean countries. (CARICOM) par. 2). Students also have the option of spending the exchange period at either of the main campuses. (“FAQs Resources”). (Frequently Asked Questions About Undergraduate Study at Uwi.). “Study abroad programs have a long history of exposing students to other cultures, languages, people, and places through experiential learning within the context of the specific foreign destination.” (Hinchman 1). Using a qualitative phenomenological research design this study will explore how the lived Experiences of being a participant in the UWI-UPN exchange programme and the ICETEX work abroad programme in Colombia are beneficial for the development of a student’s language skills, personal development, cultural sensitivity, and helping them to expand their network and study or work in a hub of their field.

Rationale:

At the University of the West Indies St Augustine campus there is a dearth of research on the experience of participating in any of the two study abroad programmes in Colombia Offered to Students in the BA Spanish Programme. Findings from this research may help to create insights into the lived experience of participating in these programmes. Phenological studies like this are necessary as it may contribute to a better understanding of the topic from the point of view of the sojourner that may influence change, help improve, support and or maintain the quality of the programmes.

Thesis statement:

This study will explore how the lived Experience of being a participant in the UWI-UPN exchange programme and the ICETEX work abroad programme in Colombia are beneficial for the development of a student's language skills, personal development, cultural sensitivity, and how it helps them to expand their network and study or work in a hub of their field.

Objectives:

- ❖ To identify if any assistance was given to the participant by the Spanish programme and or UWI.
- ❖ To discuss the similarities and differences of the lived experience between the two exchange programs.
- ❖ To explore how the home nation/institution benefited from the exchange programmes.
- ❖ To review the language proficiency of the participant before and after each experience.

Key Terms:

Sojourner, Study abroad, intercultural learning, Cross cultural learning, Cultural adaptation, Phenomenology, Host nation, English Language Assistant (ELA), Second Language(L2)

Methodology:

The research method that was chosen for this thesis is Phenomenology. Phenomenology or Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. The approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. In other words, phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences. (H and Delve, par. 1)

Participant profile:

The participant in this study is also the author of this research paper. The author is a student who joined the University of the West Indies in 2015 to study a BA in Spanish and a minor in History. His program was funded by the government of Trinidad and Tobago through GATE, and he mainly self-funded the two exchange programs along with some help from friends and family. He had never previously travelled abroad before taking part in the two exchange programs in Colombia. From here on forth the author will be referred to as the sojourner or the participant.

Instrument For Data Collection:

The data was collected from the diary/blog of the sojourner. His blogs are relevant to all four research questions as they focus on his experience in the two exchange programs.

Investigative questions	<u>Data</u> <u>Source(s)(who</u> <u>or what)</u>	<u>Sample</u> (which <u>individuals or</u> <u>records)</u>	<u>Method</u>
What level of language proficiency was the immersed student able to achieve?	<u>Diary/Blog</u>	<u>Personal Diary/blog of the</u> <u>investigator.</u>	<u>Analysis of personal text(s)</u>

To what extent did the Spanish programme, or the UWI, prepare the participant to embark on this new experience?	<u>Diary/Blog</u>	<u>Personal Diary/blog of the investigator.</u>	<u>Analysis of personal text(s)</u>
What are some similarities and differences in the lived experience of being on the Two Study Abroad Programmes in Colombia?	<u>Diary/Blog</u>	<u>Personal Diary/blog of the investigator.</u> -	<u>Analysis of personal text(s)</u>
How does the host nation/institution benefit from student exchanges?	<u>Diary/Blog</u>	<u>Personal Diary/blog of the investigator.</u>	<u>Analysis of personal text(s)</u>

Research Questions:

The research will be guided by four research questions:

1. What level of language proficiency was the immersed student able to achieve?
Language competence.
2. To what extent did the Spanish programme, or the UWI, prepare the participant to embark on this new experience?
3. What are some similarities and differences in the lived experience of being on the Two Study Abroad Programmes in Colombia?
4. How does the host nation/institution benefit from student exchanges?

Chapter 1 - Literature Review:

This chapter gives an outline of the benefits of exchange programmes. It analyses the literature on exchange programmes as they link to language competence, cross cultural awareness/intercultural learning, and the curve of cultural adaptation.

Increased Language competence:

The impacts of study abroad programmes on a students' language proficiency have been researched and analysed through several series of research whether it be a questionnaire, a general survey or a short test given to students after they had returned from study abroad. The literature suggests that "Students, teachers and researchers alike commonly agree that one of the most effective and efficient means for becoming proficient in a second language is study abroad." (Pellegrino 91). The results state that being in a country where the target language is spoken promises ample opportunities to speak with and listen to native speakers' interaction and sometimes the participant receives some form of feed-back. (Yu 6). Participants need a huge quantity of genuine verbal input to further their comprehension of the target language, and study abroad programmes in a foreign country where the target language is spoken creates a space for them to do so. (Pellegrino 91). In a nutshell the literature suggests that "study abroad can have a positive impact on every domain of language competence, and that it is particularly helpful for the development of abilities related to social interaction." (Kinging).

Cross cultural awareness/Intercultural learning:

Immersing in a culture that is different from one's own plays a significant role in the study abroad experience. Goldstein suggests that almost all study abroad programmes place intercultural learning as one of the main goals for this experience. (Summary). "Today's interrelated and interconnected world demands that college students develop intercultural competence to meet the challenges of the 21st century." (Maharaja 18). Participants are to

develop a much better comprehension “of their own and other countries’ culture, cultural differences, increased their level of self-confidence, global-mindedness, patience, maturity, self-awareness, flexibility and adaptability.” (Maharaja 18). The literature also suggests that there are five multidisciplinary features of global education. The five features are illustrated as follows: “perspective consciousness”, relates to being mindful of and appreciative to other portraits of the world. The next feature, “state of the planet awareness” relates to a comprehensive grasp of global affairs and events. The next feature that follows is “cross-cultural awareness”, which relates to having a general comprehension of the features of different cultures from around the world, placing emphasis on comprehending how they compare and contrast one another. The fourth feature, “systematic awareness” relates to how familiar one is to the characteristics of varying systems that are different from their own. The fifth and final feature describes, “options for local participation”, which relates to a review of methods used taking part in “issue areas in local, national, and international settings” (Lombardi 17-18; Hanvey). Lombardi in her study of, “Intercultural Learning Through Short-term Study Abroad” found that students that took part in the study abroad returned home with more open-mindedness to diversity. (46). Maharaja in his study on “The Impact of Study Abroad on College Students’ Intercultural Competence and Personal Development” where he analysed the data collected from 150 students highlighted that over eighty percent of the participants recorded that they grew to appreciate, respect and accept different cultures from their own (33). The literature also concluded that students also experienced “developmental growth in intercultural sensitivity from a stage of Minimization to that of Acceptance revealing an interest in engaging in conversation with people of the host culture, to learn about different ways of life, and to understand a new perspective. Students developed empathy by challenging their beliefs about other people and putting themselves in the shoes of their host” (Maharaja 33-34).

The curve of cultural adaptation:

Having to get accustomed to a new environment can be very difficult, especially when that new environment is in a foreign country where the culture is different from your own. “Cross-cultural adaptation is conceived of as a case of ‘organised complexity’ and the unfolding of the natural human tendency to struggle for internal equilibrium in the face of often adversarial environmental conditions” (Kim, 2001, p. xii). The literature highlights that there are four typical stages of adjustments that the sojourner usually goes through in a foreign country: Honeymoon stage, Crisis Stage, Recovery Stage, and Adjustment Stage. (Lysgaard) The Honeymoon stage, which occurs on arrival to the host country, the sojourner usually experiences feelings of excitement and or anticipation for new experiences. The Crisis stage or also famously known as “Culture shock” refers to the feeling of disorientation that one gets when in an unfamiliar cultural setting that gradually affects their frame of mind over time and can sometimes lead to depression and the sojourner developing feelings of resentment or dislike towards the host country’s culture. The recovery stage and adjustment stage refer to when one gradually starts to understand that what they are going through is perfectly normal and as their frustration starts to abate as their cultural competence of the host country’s culture increases, they slowly begin to get accustomed and comfortable in their new surroundings. (Berkeley International Office). These conditions of cultural adaptation allow sojourners to “grow in their self-awareness and cultural awareness as they work to bring their previous understanding and beliefs in alignment with their new environment (Hinchman 20; Adler, 1975). It is a given that when one travels to a foreign country especially when it is their first time there, they will probably face a lot of problems when it comes to adjusting or adapting to the new culture and their environment of the host country and not every sojourner experiences the four stages of the cultural adaptation. Further studies have also suggested that not every sojourner goes through all four stages and that the stages may not come in the same order, the study also

highlighted that many sojourners never experience the honeymoon stage as they are “disappointed and unhappy from the very first day they set foot off the plane.” (Wittwer). Other literature claims that there is a re-entry stage which, refers to when the sojourner returns home and may go through the first four stages all over again and this is due to having to “ learn to teach others who you were, who you are, and how this experience has made you a better person not just in your habits but in your world view”(Brandeis University).

Summary:

This chapter gave a brief rundown on the ongoing literature on the benefits of study abroad programmes. The review of the literature highlighted how students can greatly benefit linguistically and culturally from participating in these programmes. The chapter that follows highlights the findings of the study.

Chapter 2 - Findings:

The purpose of this research was to explore how the lived experience of being a participant in the UWI-UPN exchange program and the ICETEX work abroad programme in Colombia are beneficial for the development of a student's language skills, personal development, cultural sensitivity, and how it helps them to expand their network and study or work in a hub of their field. The main research questions were formed using a Phenomenological research design to explore the personal, global and linguistic impacts that the two lived experiences had on the participant. After analysing the two blogs about the two lived experiences that were posted by the participant, several themes were identified and will be tied-in to their corresponding research question. To show the benefits that participating on these exchange programmes have had on the participant, direct words were cited from his blogs to illustrate the themes.

Research question No.1

1. What level of language proficiency was the immersed student able to achieve?

Theme - Language Competency

This theme illustrated how the participant's two exchange programmes in Colombia allowed him to become more fluent in Spanish.

On his first journey to Colombia the sojourner highlighted that he had had a difficult time adjusting to the language as he was introduced to both standard and colloquial new words and expressions and that it took him a fair amount of months to adjust to the language as he was not confident in his level of spoken Spanish, the sojourner also noted that thanks to those long hard months with the language during his first exchange programme he was able to gain a much higher level of the language and as a result on his second exchange programme he did not feel the burden of the language and was able to communicate well. "This time around I had a higher level of the Spanish level thanks to those eight or nine months I spent immersed in the

language in Bogota, interacting with Colombians and as well as other foreigners using the language had helped a great deal and I was happy to hear many Colombians compliment me on my level of Spanish when I returned in 2019.” Blog post 2[Language] (March 19th, 2023).

The participant also highlighted being shocked that the jargon or lingo used in his second host city was different to the one used in the first. He also outlined how easy it was for him to adjust to the jargon or lingo used in the second host city. “I think my biggest shock of them all was finding out that in Cali, the second person “Tú” is not used a lot they however preferred to use “Vós”, and I had no idea how to use or how verbs were conjugated using “vós” and it was something that I would eventually pick up and start to use”. Blog post 2[Language] (March 19th, 2023).

On his return from the first exchange programme the participant mentioned getting better grades when it came to Spanish and feeling more relaxed, motivated, and confident when speaking the language. “I felt more comfortable when speaking Spanish and would even speak regularly in classes which was something I could not do before because I did not have the confidence to do so. At the end of the first semester, I even got better grades in all of my Spanish courses.” Blog post 1[Return to life in Trinidad and Tobago.] (March 16th, 2023)

Research question No.2

2. To what extent did the Spanish programme, or the UWI, prepare the participant to embark on this new experience?

Theme - Preparation for the programmes.

The preparation for these exchange programmes started from the moment the student entered the university and as is evident in the participant’s profile, he is a student that studies a BA in Spanish which means that by him being enrolled in this degree program he met one of the prerequisites of the programs which was to have a working knowledge of the Spanish language.

This could be seen as one way the Spanish programme at the university prepared the student for the programmes. The participant also mentioned that during his first two semesters at the university the lecturers constantly mentioned the possible exchange programmes that students can take part in to immerse themselves in the language. “I always remember how during my first semester and at the beginning of the second how the lectures talked about the exchange programmes that the Department of Modern Languages and Linguistics offered.” Blog post 1[Preparing for Bogota Colombia 2017.] (March 16th, 2023). Although this was not noted in the sojourner’s blog. The sojourner also had Colombian professors and visiting language assistants from Colombia working at the UWI who had previously given him some insight into life in Colombia.

The participant also highlighted that for exchange programmes the process was the same. This process included a short interview, a psych evaluation, conducting a micro learning session and he also attended a briefing about Colombia when he was selected to attend the programmes and how these sessions helped him to prepare for Colombia. “The registration process was quite the same and very straightforward and simple like the other program” Blog post 2[Registration Process.] (March 19th, 2023).

The participant also outlined the university’s failure in the first exchange programme to help them look for accommodation in the host nation and found it very difficult to do so on his own since it was his first time leaving his home country and did not know much about finding accommodation in a foreign country. He also however outline that in his return to the country for his second exchange programme that he was able to receive more help in terms of preparedness for accommodation and this help did not come from the UWI but from the governing body in charge of the exchange programme in Colombia and the university he was sent to work at. “The second time round I thankfully did not have to find a place in Bogota to stay as ICETEX had already paid for a hotel for us to stay at in Bogota and the university in

Cali had contacted me to let me know that I would be staying at the university's dorm." Blog post 2[Accommodation.] (March 19th, 2023).

Research question No.3

3. What are some similarities and differences in the lived experience of being on the Two Study Abroad Programmes in Colombia?

Theme - Similarities and Differences of the two study abroad programmes in Colombia?

This theme's results are more comprehensive than those of the other themes because of the nature of the research question, and all other themes connect back to it. To help with data presentation, this theme was further divided into more manageable sub themes.

Description of the exchange programs

As the author of this research paper is also the participant being used for it, he has a working knowledge of both programmes and highlighted the differences of the two, some of the data was also cited from the Department of Modern Languages and Linguistics'(DMLL) website about the programmes.

Students from the DMLL can develop their language skills by working as a language assistant and or studying in a Spanish speaking Country for a duration of about one year. Memorandums of Understanding (MOUs) have been signed between the University of the West Indies, St Augustine campus and The Universidad Pedagógica Nacional, Bogotá Colombia, and the ICETEX, the Instituto Colombiano de Crédito y Estudios Técnicos en el Exterior, Colombia. Full Time Undergraduate students that have successfully completed their second year of their BA Spanish major and have a working knowledge or experience in teaching English and or with courses in linguistics can register for the exchange program between The University of the West Indies, St Augustine campus and The Universidad

Pedagógica Nacional (UPN), Bogotá Colombia (UWI-UPN Exchange). The UWI-UPN exchange programme allows students to travel to Bogota Colombia at their own expense for one academic year to work as an English Language Assistant (ELA) at the university. ELAs interact closely with both the teacher and student population in English, carrying out minor pedagogic activities, organising activities that help to promote both linguistic and cultural exchange, In the true sense of exchange ELAs can improve their Spanish competency and experience Colombian culture in Bogota, Colombia's capital city.

If students are unsuccessful in applying for the UWI-UPN exchange programme they always have another chance of taking part in the "Programa de Asistente de Idiomas en Colombia ICETEX". This programme is an agreement between the ICETEX (Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior), and The UWI, St. Augustine campus. "ICETEX is a government entity that promotes Higher Education through educative credits and its collection, with its own- and third-party resources, for the population with low economic possibilities and good academic performance. It makes possible the access to educational opportunities offered by the international community to raise the quality of life of Colombian citizens to contribute to the economic and social development of the country." (Fund it, pars. 1–2). Students of the UWI in their final or third year and or graduates of the UWI can register for the ICETEX's Work Abroad Programme (The University of the West Indies, "Programa De Asistente De Idiomas En Colombia ICETEX," sec. Programme Requirements). This programme gives students the opportunity to travel to Colombia and work as an English Language Assistant like the UWI-UPN programme. Unlike the UWI-UPN programme, students are sent to different parts of Colombia and can end up as an English Language Assistant either in one of Colombia's public/private secondary schools or to a university.

In both programmes students are to assume the cost of their travel to Colombia, accommodation and at least enough funds to survive in Colombia for at least two months. The first exchange programme (UWI-UPN Exchange program) was at a public university in Bogota Colombia and had a duration of about eight months, while the second exchange programme (ICETEX work abroad programme), the participant was selected by a private university in Cali Colombia and the initial stay on this program was to be one year but was extended to three years due to extenuating circumstances. “All international and domestic flights had been grounded not only in Colombia but also in Trinidad and Tobago due to Covid19 and were only allowed on specific occasions or for specific cases and thanks to this I ended up spending an additional two years in Colombia.” Blog post [Covid19 and Quarantine 2020.] (March 19th, 2023).

Culture:

This theme illustrates the participant’s experience when it came to interacting with Colombian culture. In his first exchange programme he stated that from the moment he landed in Bogota Colombia it was an entirely different culture to him but with his second exchange program that the culture he experienced in Cali Colombia while like that of Bogota, had several differences. “For me Cali was not that much different from Bogota, I think what was distinctively different is that Cali is known as the city of Dance, mostly Salsa and its many forms such as Pachanga, Guaguanco, Mambo, Cha Cha Cha, Boogaloo which, I had no idea were all different ways or forms of dancing salsa, in my first two years in Cali” Blog post 2 [Culture.] (March 19th 2023)

Cross cultural awareness/Intercultural learning.

The participant stated that on his first trip to Colombia that people seemed much closer to each other, and that personal display of affection was not something that was frowned upon like in his home country. The participant also mentioned feeling put off by just how much people

openly displayed their affection for each other but that he eventually got accustomed to it thanks to forming a relationship with a Colombian girl. On the blog post about his second exchange program the participant reminisced about how he got accustomed to the personal display of affection and was even able to build his character more. He felt comfortable in his skin professing his love for others whether it be romantic or platonic. “The personal display of affection was the same everywhere in Colombia, no matter where I travelled to in Colombia it never changed but thankfully that was something I had gotten accustomed to and after dating a few Colombian women I was able to cope with not just on a romantic level but also on a platonic level as well and I eventually got very comfortable with saying “te quiero- I love you” to my close friends which was something I could not do before because I felt a bit ashamed about doing so.” Blog post 2[Culture.] (March 19th, 2023)

In his blog post about his first exchange programme the participant shared several of the cultural events that he attended and how they helped him to understand and enjoy Colombia even more. “I think my first big cultural event was the celebration of Bogota’s Birthday. It reminded me kind of how we do borough day.” Blog post 1[Culture.] (March 16th, 2023) The participant also expressed the same sentiment in his blog post about his second exchange programme and shared a lot about a special experience he had in one of the cultural events, he talked about it being a new learning experience for him and that he felt in a trance by the sound of the music. “I thankfully had the chance to take part in Petronio in my first month of being in Cali because it was celebrated the month after my arrival to the city.” Blog post 2[Culture.] (March 19th, 2023). This experience had a great impact on the participant and made his love for Colombian culture deepen and helped him to connect to a part of it as well.

In the two different cities where the participant lived throughout the duration of each of his exchange programmes Christmas was celebrated the same but it was how Colombians approached the Christmas season that really shocked him, things like not painting their houses

or not decorating during the season, nor putting up new curtains or buying new unnecessary household items just because it was Christmas season, the tradition of celebrating Christmas and opening gifts on the 24th and not the 25th. “One thing that definitely shook me was that in Colombia they do not run to buy paint every year to paint their houses like we do whether it be inside or outside.” Blog post 1[Culture (Christmas).] (March 16th, 2023).

On the participant’s first Trip to Colombia, he was not able to travel around as much as he did however on his second exchange programme, he was able to visit a host of new places in Colombia where he explored and tried new things, found out more about Colombian culture such as Pre-Columbian history, Indigenous Colombian culture, and Afro-Colombian culture. He was also able to see the situation in the different cities and towns in Colombia which truly shocked him as he believed that all of Colombia was the same. “As I mentioned above, I was able to visit more places around Colombia and was able to experience different types of culture and people” Blog post 2[Travelling outside Cali.] (March 19th, 2023).

The curve of cultural adaptation.

While living in Colombia the participant mentioned that it was not difficult for him to adapt to Colombian culture, nor did he experience any of the symptoms of the curve of cultural adaptation thanks to him staying excited and committed to his immersion in Colombian culture and well as having spent his first trip living with a Colombian family who helped him to settle. “I guess if you think about it, it was almost as if I had a host family in Colombia.” Blog post 1[Accommodation.] (March 16th, 2023) and on his second trip living among a mixture of foreigners and Colombians at the university’s dorm. “Turned out that there were several students that were also travelling from exchange programs to the same university but from different parts of Colombia and from outside of Colombia as well” Blog post 2[Cali Colombia.] (March 19th, 2023). Even though the participant did not experience this curve of cultural adaptation travelling from Trinidad and Tobago he did experience moving from Bogota [in his

first exchange programme] to Cali [in his second exchange programme]. He highlighted experiencing feelings of disappointment, depression, and a longing in wanting to return to the first city where he did his first exchange programme. “In my first few days in Cali I really missed being in Bogota, being around my friends and I felt a bit depressed that I was not chosen by a university there.” Blog post 2[Getting around the city.] (March 19th, 2023).

Research question No.4

4. How does the host nation/institution benefit from student exchanges?

Theme - Benefits of the exchange programmes to the host nation.

The findings for this theme were narrower than the other themes presented and although the participant did not directly mention in his blog posts how the host nation benefited from the exchange programs the data was present in several themes throughout the blog posts.

On both exchange programs the participant worked as an English language assistant the most important part of his job was to help build the English language competence of the students at both universities. He was also a cultural ambassador of his country, the participant had to take part in many cultural events where his own culture was put on display to the entire university community, and he had to answer questions from both staff and students about it. “Similar to the first exchange program, I only had 18 contact hours per week and focused mainly on helping students develop their Speaking, writing and listening skills, doing extra-curricular activities in English and sharing with both students and staff Trinbagonian culture.” Blog post 2[University work.] (March 19th, 2023).

The Colombian universities were not the only ones to benefit but also the general Colombian public as well. Wherever the participant went he was always questioned about his culture and after assuming that his first language was Spanish due to Trinidad and Tobago’s close proximity to Venezuela, and after finding out that the participant’s first language was English and not Spanish many Colombians tried to practise their English with him. “We spoke

at length about Trinidad and Tobago as it was the first time that they had heard about the country. I was accustomed to hearing the sudden “huh, donde, está en África o los estados unidos” and when they found out that I spoke English as a first language a few of them even attempted speaking to me in English.” Blog post 2[Cali Colombia.] (March 19th, 2023).

Summary:

The analysis of the participant's blog data regarding the two exchange programmes he took part in in Colombia between 2017 and 2022 revealed four key themes that showed how the exchange programmes improved the participant's level of Spanish, how the UWI prepared students to take part in and begin these new experiences, as well as several similarities and differences between the two exchange programs. The participant had never travelled outside of his country before, so these were not only fantastic possibilities for him to immerse himself but also for integration. The chapter that follows is the discussion of findings.

Chapter 3 - Discussion of Findings:

The world of study abroad or student exchange programmes is indeed a large one and seems to be a world that will continue to grow in the near future as more people move towards becoming global citizens and or seeking out opportunities outside of their own countries and as this world continues to expand among students studying a foreign language at the UWI Trinidad and Tobago, so does the need for research on the experiences of study abroad or student exchange participants. The main objectives of this phenomenological research study were to explore how the lived Experience of being a participant in the UWI-UPN exchange programme and the ICETEX work abroad programme in Colombia are beneficial for the development of a student's language skills, personal development, cultural sensitivity, and how it helps them to expand their network and study or work in a hub of their field. In this chapter the research findings are discussed, as well as limitations of the research and the conclusion.

In this qualitative research paper the main research questions were constructed using a phenomenological research design which was also used to put together the lived experiences of the participant in relation to the level of language proficiency the participant was able to achieve, the extent to which the UWI prepared the participant for the exchange programs, the similarities and differences between the two exchange programs and how the host nation benefits from these programs. The discussion of the findings was arranged in an identical sequence to the research questions outlined in the above chapter and analysed below.

Research question No.1

What level of language proficiency was the immersed student able to achieve?

The findings for this question were narrow and solely focused on the level of language the participant was able to gain after taking part in the exchange programmes to Colombia. The analysis of this result showed that the participant was able not only improve his language competency in Spanish but was able to greatly do so.

Exchange programmes have long been known to help students improve their language level as it can be fully immersive and the fact that the participant lived an accumulated four years in a country where Spanish is spoken as a native language “offers an opportunity for complete language immersion.to greatly improve” (Kozlova). This idea that he was able to improve his language level is supported by Türker’s interpretation that being in a country where the target language being studied gives learners the opportunity to trigger their linguistic skills with constant communication with native speakers with the goal of improving one’s speaking skills in the target language (2021). Many studies have already widely corroborated the idea that these types of exchange programmes help to develop the participant’s speaking skills (McManus et al. 4).

Taking part in these immersive exchange programs also allowed the participant to learn new words, feel more confident and comfortable when it came to using the target language. In a paper written by Kenne her results showed that the students who took part in the study abroad programme experienced an “increase in vocabulary, exposure to slang and more colloquial language, and beneficial feedback from native speakers" ("real communicative interaction") she also mentioned that many of the students were able to grow on a personal level and gained more confidence “which is reflected in the language self”("language self" 11).

Research question No.2

To what extent did the Spanish programme or UWI, prepare the participant to embark on this new experience?

The results of this research question were narrow and the overall conclusion is that the Spanish programme prepared the participant to a great extent to embark on this new experience.

This theme is centred on the role that the university played in preparing the participant for the exchange programmes that he took part in. The fact that the participant was a student that studies a BA in Spanish at the UWI and was told about study abroad or exchange

programme opportunities from the moment he entered the university is evidence enough that the university whether it may have been done directly or indirectly had already been preparing the student to some extent to participate in these programmes. The student upon embarking on this new experience would have already had a working knowledge of Spanish and had the ability to produce his second language(L2) at a level where he is able to communicate effectively with native speakers of the L2. “Without sufficient foreign language instruction, such trips are often mere simulacra of cultural exchanges.” (Edelstein). Simple things in the L2 like listening to the news, reading different forms of propaganda, reading the newspaper, and even socialising to make new friends might have been more challenging if the participant did not speak the language of the host nation before travel.

The Spanish programme also prepared the participant for the exchange programmes through having him conduct a micro-teaching session and as well as brief the students about the host country. It was highlighted in the findings that the sojourner worked as an English language assistant during his two exchange programmes in Colombia. In order to prepare the sojourner for this task the Spanish programme created a small micro-teaching session where the sojourner had to prepare and conduct a class in English to Spanish speakers on his own. The sojourner would have then been given feed-back from skilled and experienced teachers. The Micro-teaching session focused “on practising teaching under controlled conditions, which helps the teacher acquire specific skills and lessens the complexities in the teaching process. Micro-teaching entails presentation and reinforcement abilities and enables new teachers to quickly learn the skills of teaching. This not only helps in strengthening teaching skills, but also helps the student-teacher improve their soft skills like teaching behaviour, communication, and class management.” (Singh). The idea that the Spanish programme went through the trouble of hosting this session is also a clear indication as to how well they had prepared the sojourner for his exchange programmes to Colombia.

The final part of the preparation for Colombia was also a briefing given by the university. Alter and Biederman state that an integral role of the university is to construct with the participant a risk evaluation scheme that highlights safety tips and by giving valuable information about the host nation. (2016). In this briefing the sojourner was given further information about Colombia and taught about the possible dangers he might face in Colombia, which highlights the universities willingness to assure that the participant was well prepared for his trip and that he would be faced with little surprises on his arrival to Colombia.

Research question No.3:

What are some similarities and differences in the lived experience of being on the Two Study Abroad Programmes in Colombia?

The participant took part in two separate exchange programmes in Colombia working as a language assistant on both occasions illustrating one similarity of the two programmes. On the first exchange program he worked at a public university and in his second stint in the country he worked at a private university which highlights a shift in the lived experiences that he would have had at working at either of the universities. Even though there are several similarities between the two, there also exist several noteworthy differences such as: qualifications needed to apply, diversity, curriculum, resources, class size, salary, and job security. (Kelly). It is important to mention that while the sojourner only worked as a language assistant and his role as such were limited to those of an actual teacher, he would have also experienced many of these differences working at the two universities as the profile required for each program was different.

Cross cultural awareness/Intercultural learning.

The participant spent his time wrapped up in Colombian culture and became aware of several of the cultural differences between his home and host country. The sojourner had never left his

home country before and while cultural awareness or sensitivity is something that people should apply in their everyday life; this is especially key when visiting a foreign country. (Rajak). During his first exchange the sojourner noted that Colombians are generally nicer people than those in his home country, the findings also show that the sojourner spent a lot of time with Colombians and immediately noticed that their way of personal display of affection was way more intimate than that of T&T and how he had initially felt disturbed by it but eventually got accustomed to seeing people being openly affectionate with each other and he himself eventually adopted the status quo of affectionately greeting people. Thanks to this initial exchange program the sojourner became more culturally aware and in his second time in Colombia he was able to collapse cultural borders and pave the way for him to better understand himself and appreciate people who are different. (University Dublin Ireland).

The sojourner also had the luxury of spending the Christmas holidays in Colombia. He only spoke about the first time he celebrated the holiday in a foreign nation and that everything that he thought about Christmas had been obscured. This allowed the participant to develop a better world view as he came to understand that even though the holiday is celebrated in many parts of the world not everyone celebrates it in the same way and that each country has its own special traditions. (Holmes)

The sojourner spent a lot of time attending several cultural events while on both exchange programs these events provided the sojourner with the opportunity to build a stronger understanding and connection to Colombian culture. The sojourner also highlighted his experiences with travelling to different, cities, towns, and small villages throughout Colombia. These travels helped to further open his eyes about Colombian culture as he came in contact with people from different social groups, races, and ethnic backgrounds. Through wider travel throughout the host country the sojourner was able to immerse himself more in the culture which provided a new viewpoint and perception of the host country and also helped him to

adapt better through learning about new traditions and lifestyles, and as well as to embrace one's own culture and be thankful of the things you have. (Kang)

The curve of cultural adaptation.

The sojourner highlighted not having a difficult time adapting to Colombian culture nor did he experience all of the stages of cultural adaptation, thanks to the people that he lived with during both programmes that helped him to adjust well to life in Colombia. Students that participate in exchange programmes tend to opt for “homestays not only for the opportunity for language acquisition, but also for the inside look at the family life and culture of the host country and for the support a family setting may provide to a student living abroad” (Juveland i-i). The participant did not experience all the stages of cultural adaptation thanks to him always being invested in wanting to be immersed and he kept an open mind whenever he came face to face with new experiences because while studying abroad it is best not to remain stationary in one's belief as to what is normal to you “whether it relates to thought or food. You will do yourself a disservice if you are overly sceptical of traditions or food you are not familiar with.” (Anderson). The participant did however experience all the symptoms of cultural adaptation while living in Cali and it was not because he missed his home country but due to him not being selected by a university in the city where he first lived in Colombia. The participants had already gotten accustomed to how people lived their lives in Bogota and had already made many meaningful connections with people from that city and that made it a bit difficult not to adapt to life in Cali but to accept it. This was due to the sojourner having to make several changes to how he lived his life in Bogota and making these adjustments were difficult and overwhelming (Temple University).

Research question No.4

How does the host nation/institution benefit from student exchanges?

Colombia would have benefited from hosting these exchange programmes thanks to the sojourner having to work as an English language assistant at two of their universities. Students had the opportunity to further practice and develop their English. At the university the sojourner also had to give presentations about his culture and sometimes had to attend cultural events at the universities where his culture was put on show, which would have contributed to cultural exchange, especially seeing that the country of the sojourner is small and is not well known on an international stage most people who he came in contact with bombarded him with questions about his country. Another possible benefit to the host nation could be the sojourner wanting to stay and or return to the country after his exchange programmes had ended.

Emerging themes/findings:

During the study of the sojourner's diary there were several themes and or findings that emerged from the data analysed illustrated as follows: Personal growth due to the Covid19 pandemic, Networking, deciding to become an English teacher. The themes were not present in the research questions of this study but may be beneficial to future research.

Limitations:

There was little to no literature to be found on how the host nation benefits from study abroad programmes as all the information pointed in the direction as to how the sojourners benefit from the programmes. The literature also presented little to no research on how universities prepare or how they should prepare their students for study abroad programmes.

Conclusion:

Study abroad or exchange programs can in fact be beneficial for the development of a student's language skills, personal development, cultural sensitivity, and how it helps them to expand their network and study or work in a hub of their field. The participant in the study was none other than the author of this research paper who attended two exchange programmes in Colombia between the years 2017-2018 and 2019-2022. On these exchange programmes the participant worked at two Colombian universities, one public and the other private, where he helped students develop their English language level and engaged in cultural exchange, which benefited the host country. Thanks to these exchange programmes the sojourn was also able to increase his level of Spanish and develop an understanding of accepting and being aware of other cultures. The participant also went through a phase of cultural adaptation which links to cultural awareness and intercultural learning.

Works Cited:

- Acham, Serah. "UWI Students Travel to France." St Augustine News (STAN), vol. October 2012 –March 2013, Mar. 2013, p. 15. PDF file, sta.uwi.edu/stan/archives/STANoct2012dec2013.pdf.
- Adler, P. (1975). The transitional experience: An alternative view of culture shock. *Journal of Humanistic Psychology*, 15(4), 13-23.
- Alter, Oren, and Brandon Biederman. "How Universities Should Prepare Students and Faculty for Travel Abroad Programs." *Security Magazine RSS*, Security Magazine, 26 July 2016, <https://www.securitymagazine.com/articles/87286-how-universities-should-prepare-students-and-faculty-for-travel-abroad-programs>.
- Anderson, Shontierra. "Keeping an Open Mind While Studying Abroad." *College of Liberal Arts & Sciences at Illinois*, 10 Dec. 2018, <https://las.illinois.edu/news/blog/las-insider/2018-12-10/keeping-open-mind-while-studying-abroad>.
- Berkeley International Office. "Cultural Adjustment." *Cultural Adjustment*, Berkeley International Office, <https://internationaloffice.berkeley.edu/living/cultural>.
- Brandeis University . "Cultural Adaptation." *Office of Study Abroad | Brandeis University*, <https://www.brandeis.edu/abroad/resources/identity-culture/culture-shock.html>.
- CARICOM. "University of the West Indies (UWI)." *CARICOM*, 26 May 2020, caricom.org/institutions/university-of-the-west-indies-uwi. Accessed 17 Nov. 2022.
- Edelstein, Dan. "Only English Spoken." *Inside Higher Ed*, 26 Oct. 2009, <https://www.insidehighered.com/views/2009/10/26/only-english-spoken>.

Fund it. “Institute of Educational Credit and Technical Studies Abroad (Colombia) (Icetex).” Fund It, fundit.fr/en/institutions/institute-educational-credit-and-technical-studies-abroad-colombia-icetex. Accessed 17 Nov. 2022.

Goldstein, Susan B. “Intercultural Learning Through Study Abroad.” 2022, <https://doi.org/10.1017/9781009127011>.

H, LaiYee and Delve. “What Is Phenomenological Research Design?” Delve, 1 Sept. 2022, delvetool.com/blog/phenomenology. Accessed 17 Nov. 2022.

Hanvey, Robert G. “An Attainable Global Perspective.” *Theory Into Practice*, vol. 21, no. 3, 1982, pp. 162–167., <https://doi.org/10.1080/00405848209543001>.

Hinchman, Lauren. *A Phenomenology Study of Unplugged College Students on a Short-Term Study Abroad*. 2018. McKendree university, Doctor of Education. Proquest.

Hinchman, Lauren S. *A Phenomenology Study of Unplugged College Students on a Short-term Study Abroad*. McKendree University, 2018.

Holmes, Frank. “How Do Different Countries Celebrate Christmas?” USGI, 2 Dec. 2022, <https://www.usfunds.com/resource/how-do-different-countries-celebrate-christmas/>.

Jochum, Christopher J. “Measuring the Effects of a Semester Abroad on Students’ Oral Proficiency Gains: A Comparison of at Home and Study Abroad.” *Frontiers: The Interdisciplinary Journal of Study Abroad*, vol. 24, no. 1, 2014, pp. 93–104., <https://doi.org/10.36366/frontiers.v24i1.338>.

Juveland, Sara Racheal. “Foreign Language Students' Beliefs about Homestays.” Portland State University, Portland State University, 2011, pp. i-i.

Kang , Shimi. “How Travel Opens the Eyes, Minds, and Hearts of Youngsters.” *Psychology Today*, Sussex Publishers, 3 July 2014,

<https://www.psychologytoday.com/intl/blog/the-dolphin-way/201407/how-travel-opens-the-eyes-minds-and-hearts-youngsters>.

Kelly, Melissa. "Is It Better to Teach in a Public or Private School?" ThoughtCo, ThoughtCo, 20 Nov. 2019, <https://www.thoughtco.com/teaching-at-private-vs-public-schools-7937>.

Kenne, Emillie Kenne. "Study Abroad: an Essential Part of Language Acquisition." University of Northern Iowa, University of Northern Iowa, Uni Scholar Works, 2014, pp. 1–11.

Kinginger, Celeste. "Enhancing Language Learning in Study Abroad." Annual Review of Applied Linguistics, vol. 31, 2 Sept. 2011, pp. 58–73., <https://doi.org/10.1017/s0267190511000031>.

Kozlova, Maija. "The Benefit of Immersive Language-Learning Experiences and How to Create Them." Cambridge English, 19 May 2021, <https://www.cambridgeenglish.org/blog/the-benefit-of-immersive-language-learning-experiences-and-how-to-create-them/>.

Lombardi, Marissa. "A Study on Students' Intercultural Learning through Short-Term Study Abroad Programs." Oct. 2011, <https://doi.org/10.17760/d20002389>.

Lysgaard, Sverre. "Adjustment in a Foreign Society: Norwegian Fulbright Grantees Visiting the United States." International Social Bulletin , vol. 7, no. 1, 1955, pp. 45–50., <https://doi.org/https://unesdoc.unesco.org/ark:/48223/pf0000033837>.

Maharaja, Gita. "Impact of Study Abroad on Intercultural Competence and Personal Development." International Research and Review: Journal of Phi Beta Delta Honor Society for International Scholars, vol. 7, no. 2, 2018, pp. 18–37., <https://doi.org/https://files.eric.ed.gov/fulltext/EJ1188735.pdf>.

- McManus, Kevin, et al. "A Longitudinal Study of Advanced Learners' Linguistic Development before, during, and after Study Abroad." *Applied Linguistics*, vol. 42, no. 1, 2020, pp. 136–163., <https://doi.org/10.1093/applin/amaa003>.
- Pellegrino, Valerie A. "Student Perspectives on Language Learning in a Study Abroad Context." *Frontiers: The Interdisciplinary Journal of Study Abroad*, vol. 4, no. 1, 1998, pp. 91–120., <https://doi.org/10.36366/frontiers.v4i1.64>.
- "Programa De Asistente De Idiomas En Colombia ICETEX." The University of the West Indies, sta.uwi.edu/fhe/dmll/ICETEX.asp. Accessed 17 Nov. 2022.
- Rajak, Goutam. "Tips: Practice Cultural Awareness While Studying Abroad." *MSM Unify*, Feb. 2023, <https://www.msmunify.com/blogs/tips-practice-cultural-awareness-while-studying-abroad/>.
- Savicki, Victor, et al. "Language Fluency and Study Abroad Adaptation." *Frontiers: The Interdisciplinary Journal of Study Abroad*, vol. 22, no. 1, 2013, pp. 37–57., <https://doi.org/10.36366/frontiers.v22i1.318>.
- Singh, Himali. "Advantages, Disadvantages & Importance of Micro-Teaching." *Harappa*, 10 Jan. 2022, <https://harappa.education/harappa-diaries/advantages-and-disadvantages-of-micro-teaching/>.
- Sorenson, Karmen, et al. "The Long-Term Impacts of Study Abroad on Oxford Eurospring Alumni: A Phenomenological Study." University of North Dakota, *Theses and Dissertations*, 2017, pp. 1–113.
- Suryanto, Suryanto, et al. "Learning English through International Student Exchange Programs: English Education Department Students' Voices." *Journal of Foreign Language Teaching and Learning*, vol. 7, no. 1, 2022, <https://doi.org/10.18196/ftl.v7i1.13717>.

Temple University. “Cultural Adaptation.” Cultural Adaptation | Education Abroad and Overseas Campuses, <https://studyabroad.temple.edu/cultural-adaptation>.

The University of the West Indies. “Department of Modern Languages and Linguistics: Programa De Intercambio: Asistente De Lenguas, the University of the West Indies, St. Augustine / Universidad Pedagógica Nacional (UPN).” The University of the West Indies, sta.uwi.edu/fhe/dmll/UPN-UWI-Exchange.asp. Accessed 17 Nov. 2022.

The University of the West Indies. “Department of Modern Languages and Linguistics: Study and Work Abroad.” The University of the West Indies, sta.uwi.edu/fhe/dmll/Study_Work_Abroad.asp. Accessed 17 Nov. 2022.

The University of the West Indies [UWI]. “Frequently Asked Questions About Undergraduate Study at Uwi.” Undergrad Admissions, sta.uwi.edu/admissions/undergrad/faqs_study_abroad.asp. Accessed 17 Nov. 2022.

Türker, Refiye Kevser. “Living in the Language: Studying Abroad: Perspective.” Erasmus Student Network, 14 July 2021, <https://www.esn.org/living-language-studying-abroad-perspective>.

University Dublin Ireland. “Cultural Awareness.” Cultural Awareness - Equality, Diversity and Inclusion, University Dublin Ireland, 20 July 2022, <https://www.ucd.ie/equality/support/multiculturalism/culturalawareness/>.

Walton, Erin. “Why Studying Abroad Is the Best Way to Cement Language Skills ' EF Teacher Zone.” EF Teacher Zone, <https://teacherblog.ef.com/studying-abroad-best-way-cement-language-skills/>.

Wittwer, J. “Adapting to a Culture: The U-Curve Adjustment Theory.” Success Across Cultures, 4 June 2021, <https://successacrosscultures.com/2021/06/04/adapting-to-a-culture-the-u-curve-adjustment-theory/>.

Yu, Xiaoru. "Foreign Language Learning in Study-Abroad and at-Home Contexts."

11 Oct. 2021, pp. 1–191., <https://doi.org/https://dx.medra.org/10.48273/LOT0601>.

Appendix:



A screen shot taken of the sojourner's blog.

The following link will lead you to the sojourner's blog for any further reading or information: <https://stephstravels.wixsite.com/my-site>

