

Study Abroad

INSIDE THIS ISSUE:

"Studying Abroad: What I couldn't learn in the classroom." 2

"Studying Abroad:" continuation
Catherine Gardiner 3

I will always remember Paris
Prof. John Lynham 3

Paris, continuation 4

Fall 2016 Calendar 4

Message from the Director

Dear UHM Faculty and Students,

Welcome! Our students' performance abroad truly represents the caliber of students we have and the education they receive at the Mānoa campus. Additionally, both situational learning and teaching—whether they be content or language classes—are effective and invaluable as described by the short essays presented to you in these few pages. I encourage you to participate in our programs as students or faculty members.

Sincerely,

Sarita Rai

Sarita Rai

Director, University of Hawai'i at Mānoa Study Abroad Center

Congratulations!!!

The Study Abroad Center congratulates:

Kristoffer Jugueta (alumnus of Copenhagen, Denmark, Summer 2016)

Recipient of the Design Excellence Award in DIS Study Abroad in Scandinavia, Copenhagen, Denmark, Summer 2016. The project was to design new recreational space on Blågaards Square in Nørrebro in central Copenhagen.

Joey Valenti (alumnus of Copenhagen, Denmark, Summer 2013)

Winner of the 2016 Green Project Implementation Award. Repurposes the invasive Albizia Tree into sustainable homes.



Kristoffer with DIS Faculty Michela Note



Kristoffer's board for final presentation



Joey Valenti



"I am forever grateful for this experience that has changed me wholeheartedly into an independent individual..."



"Studying Abroad: What I couldn't Learn in a Classroom"

It is hard, nearly impossible even, to summarize my study abroad experience in Spain; to sufficiently articulate all that I learned academically; to introspectively examine myself to see how I have changed personally and grown professionally; to describe using mere words all the intense emotions that have charged through my heart; to fit six months of adventures on a single page; and to consider how this one event has forever changed me and my future. In pondering my study abroad experience, however, I realize that one word stands out above the rest: independence. Through my travels, I have gained greater independence in three specific areas: linguistically, professionally, and personally.

This being my first experience living in a Spanish-speaking country, one of the greatest benefits in studying in Spain was the opportunity to grow in my language proficiency. Prior to my departure, I had taken three introductory Spanish courses where I was exposed to grammatical rules and challenging exercise drills to practice the new rules and strengthen my comprehension. However, with the limited in-class input and application, my understanding of the language was dependent on the grammatical rules I had memorized. I was slow to process any input or output as my brain worked arduously to recall declarative knowledge and apply the newly learned skills simultaneously. In gaining greater understanding of the Spanish language through sheer exposure to it, both through the four rigorous Spanish courses I attended and through the process of applying and immersing myself outside of class, I gained greater independence from this rule-bound understanding of the language, wherein declarative gradually became procedural knowledge.

Through immersion, I gained fluency through practice, and my processing became more fluid and automatic. In Spain, I not only received approximately 17 more hours of class time each week than in my Spanish classes in Hawai'i, but I was required to actively engage, using the language within the community and with my Spanish-speaking host family. In my classes in Spain we would learn grammatical structures, such as how to conjugate verbs to give commands. I would no sooner be walking home when I heard these structures being used in the streets and at home: "*Bájate, Luis*," ("Climb down, Luis") a mother would say to her

child; "*Ven al acuario*," ("Come to the aquarium") an advertisement would read at the bus stop; or "*Pon la mesa*," or "*Tráemelo*" ("Set the table" or "Bring that to me") my host mother would tell me—all examples of conjugated command forms. Through cultural immersion, I learned new vocabulary through the traditional folk dance classes that I took in preparation for "*Feria de Abril*" (the famous April Fair) and the cooking classes I took from a Spanish neighbor. My comprehension and production skills were challenged as I daily interacted with my host family by cooking meals with them, talking on the terrace after dinner about the civil war or their favorite Spanish phrases, or accompanying them on daily errands or dinner dates. With this daily exposure, my ability to process the language transformed from a frustratingly slow speed to a more natural, fluid commodity, the language readily available on my tongue. The opportunity to be exposed to and use the language altered the formulaic grammar rules and the dry, impersonal verb charts I had previously studied to pass my language classes into a communicative art form I joyfully invested in to integrate into my newfound community.

The four rigorous language classes that I attended at the International College of Seville not only gave me the opportunity to better my Spanish, but also grow as a more independent and competent second-language teaching professional. One of the projects I was tasked with by the academic director of the college was to analyze how one's environment (learning Spanish in Spain versus Spanish in Hawai'i, for example) has an impact on second-language learning. Through my observations, I have become more familiar with the mechanisms that power language acquisition to better aid in my language-learning journey, but also to aid in becoming an effective second-language English teacher. In comparing my language learning experience (learning Spanish in the United States) with my study abroad experience, I am led to believe that a second-language context (Spanish in Spain or English in the States, for example) can provide greater quantity and quality of input and interaction in the second language and increase the second language user's motivation, which can ultimately result in greater proficiency for the student. Having to articulate my analysis of my experiences in learning Spanish in both contexts gave me the opportunity to continue to shape my teaching philosophy and enhance my future students' language learning experience. Furthermore, I was able to develop my skills as a language teacher by volunteering as an English teacher at a private school and as an English tutor to a family of six children.

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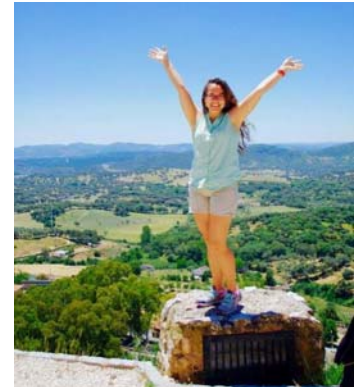
To analyze my classes strengthened my theoretical knowledge, while actually serving as a teacher and tutor helped me develop practical professional skills.

Lastly and probably most surprisingly is how I have personally changed so rapidly in these last six months, becoming a more confident and independent individual. As this was my first time living away from home (not to mention abroad!), I was given the opportunity to make important decisions on my own: how to spend my time wisely and, just as importantly, with whom to spend it; how to interact in relationships; how to budget my finances and then try to stick to that budget; and how to navigate through international airports, train stations, and metropolitan cities on my own (and at times without the help of a common language). I made my fair share of mistakes, too: losing flights and having to spend

sleepless nights in airports, getting ripped off by the locals and unintentionally paying through the nose, even misjudging people's characters and getting hurt in the process. And though I lost flights and buses, spent money in error, and burned some bridges, I gained inconceivably more: I learned through those moments my faults and how to correct them myself. Through this experience I have become my own person. Being away from home removed me from some of the constraining images projected onto me by my loved ones, images that I conformed to (for example, the little girl still dependent on her parents). Though I did not go to Spain expecting to grow in this specific way, I return different: strengthened with a greater spirit of independence, sharpened with a more confident self-image and firmer understanding of my own identity. This experience is one I consider a stepping-stone to life after graduation, hopefully a future that includes teaching English in Spain.

How do I summarize everything I have experienced these last few months? I simply can't. My experience was rich and I am still processing and gleaning from all of my adventures. I have grown and been changed by this opportunity, becoming more linguistically proficient, professionally competent, and emotionally mature—an understanding and growth I could not obtain except by studying abroad. I am forever grateful for this experience that has changed me wholeheartedly into an independent individual ready to continue to explore and perpetually advance the borders of my own comfort zone.

Catherine Gardiner
Major: Second Language Studies
Minor: Spanish
Seville, Spain: Spring 2016



I will always remember Paris

John Lynham
UHM Dept. of Economics
Resident Director
Paris, France Study Abroad program, Fall 2015

I was lucky enough to be chosen as the Resident Director for the Paris Study Abroad program in the Fall of 2015. My enthusiastic students and I arrived in August to discover a city that was slowly transitioning from the hustle-and-bustle of the tourist season to begin preparing for *La Rentrée* (back to school). Paris was an incredible experience for all of us, full of difficult

challenges, amazing experiences, and lots of delicious meals.

The main class I taught in Paris was entitled Environmental Policy in the European Union. There were 25 students in the class from all over the world: Mexico, Spain, Denmark, Australia, Singapore, India, and the US. The class mainly focused on climate change policy and the timing and setting couldn't have been better. The 2015 Paris

Climate Conference (COP 21) took place in December and I designed the class around the conference. One of the more memorable exercises we did in class was having each student take on the role of a different country at the Paris Climate Conference and have them negotiate over a global carbon cap. The negotiations were extremely heated and the students got a taste of the messy negotiations that were extremely heated and



continues on Page 4



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*Dare to
Discover,
Dare to
Learn, and
Dare to
Understand*

...Paris continued from Page 3

and the students got a taste of the messy negotiations that were about to take place in December. The fact that COP21 led to the most significant breakthrough in global climate policy in the last ten years only served to underscore the importance and relevance of the class.

Outside of the classroom, we got to do lots of activities

and excursions together, including a memorable trip to the beaches of Normandy. But my most treasured memory of our time in Paris was probably the least French thing we did together. After the horrific events of November 13 and the tense weeks that followed, we decided to organize a Thanksgiving dinner in a local café. The Study Abroad program was kind enough to fund this

The Study Abroad program was kind enough to fund this extra expense and we had a wonderful meal together, where we each reflected on how thankful we were to be alive and healthy and sharing a meal with our friends in a beautiful city. It was a special night and one I will always remember.

Fall 2016 Calendar at a glance

for Students and Faculty:

Study Abroad Fair
Wednesday, Sep. 7
9:00am – 2:00pm
Campus Center Mall

for Faculty:

Teaching and Researching Around the World
Friday, Sep. 9
1:30pm – 2:45pm
KUY 106

for Faculty:

Summer 2017 Application Deadline
Monday, Oct. 3
***Berlin, Germany Applications [Closed]**

for Faculty:

Fall 2017/Spring 2018 Application Deadline
Monday, Oct. 31

for Students:

First Steps to Study Abroad Workshop
Wednesday, Sep. 14
3:00pm – 4:00pm
Moore 155A

for Students:

Funding Your Study Abroad Program
Thursday, Sep. 15
3:00pm – 4:00pm
Moore 155A

for Students:

Spring 2017 Application Deadline

- Kōbe, Japan only: Monday, Oct. 3
- all other programs: Friday, Oct. 14