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Identity and the Role of English in Study Abroad Contexts

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Abstract

This study investigates the potential role of English lingua franca in the construction of identity in study abroad contexts. This project adopts a qualitative approach and it employs techniques of ethnographic research. The research data were collected using individual semi-structured interviews and participant observation. The participants in this study were ten former exchange students who spent at least one academic semester abroad. The data findings suggest that the factors that influence the development of identity formation and identity construction are complex. Some of these factors include individuals' language practices, networks, language learning experience and ideologies. As will be shown, after their experience studying abroad, most of the participants wish to assume a global identity. The data analysis shows that English as a lingua franca and study abroad contributes to the forging of the participants' global identities.

1. Introduction

In the current global age, the movement of people across borders is a common phenomenon. People have always moved across borders for different reasons. Trade, commerce and business, political and religious reasons, economic and social reasons have long given rise to migration (Grosjean, 2012). In addition, studying abroad is one of the reasons why people move across borders. Students who participate in study-abroad programs seek to experience different cultures and languages and to establish international networks. In such international settings, the increasing predominance of English as a lingua franca is a *de facto* reality. Consequently, studies on the effects of the use of English on the construction of identities in international contexts have been largely discussed. For instance, Block (2007: 864) reflects on the effects of movements of people and its influence on the construction of an individual's identities:

“Many scholars frame identity not as something fixed for life, but as fragmented and contested in nature. In particular, when individuals move across geographical and psychological borders, immersing themselves in new sociocultural environments, they find that their sense of identity is destabilized and that they enter a period of struggle to reach a balance.”

Changes in the perception of self-identity in new sociocultural environments may especially apply to students who participate in study abroad programs.

This project seeks to gain further understanding of the construction and deconstruction of identities and attitudes confronting the use of English as a lingua franca in study abroad contexts. More specifically, this study attempts to analyze the role of English in negotiating identities and establishing networks among second language learners of English in study abroad contexts.

As for identity, there are several different ways of understanding this concept depending on social contexts. An individual's identification may be based on numerous dimensions including culture, ethnicity, gender, occupation, religion, among others

(Sato: 2014). In this study, identity is understood following Norton's claim that identity is "how language learners position themselves and are positioned by others depending on where they are, who they are with, and what they are doing" (1997: 2). Furthermore, this research project focuses on English second language speakers in study abroad contexts and their perspectives and attitudes towards the English language.

The present study pursues further inquiries into the relationship between language and identity among international students who are speakers of English as a second language. More specifically, this study seeks to answer the following questions:

1. How do exchange students construct and reconstruct their identities in study abroad contexts?
2. What significance do participants in the study assign to the use of English as a *lingua franca*?
3. Does English solely represent a language of communication, or could it also symbolize a language of identification in study abroad contexts?

This research project is organized into four sections. The first section presents a theoretical background concerning the notion of identity with the aim of establishing connections between English *lingua franca*, globalization, and identity. The second part focuses on the methodological aspects of the study, which include the participants' profiles, the data collected from interviews and participant observation, and the methods of analysis that are to be adopted. In the third section, there is an interpretative analysis based on the data collected. Finally, the last part of this study discusses concluding remarks reflecting on both literature review and research data.

2. Literature review

The concept of identity occupies a central concern in this study. In the recent decades, there has been an intense focus on this notion in a vast number of disciplines such as applied linguistics, philosophy, anthropology, cultural studies, and social psychology, among others. This study particularly focuses on several of the approaches adopted in the framework of linguistic anthropology. Bucholtz and Hall (2009: 374) comment on identity research and its issues in linguistic anthropological approaches:

The study of identity has been subject to critique on both theoretical and political grounds. Critics have charged researchers of identity with essentialism, a theoretical position that maintains that those who occupy an identity category (such as women, Asians, the working class) are both fundamentally similar to one another and fundamentally different from members of other groups. Essentialism takes as its starting point that these groupings are inevitable and natural and that they are separated from one another by sharp boundaries.”

This observation clearly illustrates one of the problematic aspects concerning previous studies, namely, essentialism. Although essentialism represents a starting point in identity literature, it presents an oversimplification of the multiple identities individuals can draw on in their daily lives. The problem with categories such as “man”, “black”, “white” or “Asian” is that they tend to highlight the homogeneity of people rather than their individual characteristics as persons. Furthermore, sharp exclusionary boundaries imply that individuals must belong to either one group or another and, therefore, they cannot belong to more than one group simultaneously. With reference to the sharp boundaries imposed in essentialist views, Shin (2014: 98) claims that essentialist categories “fail to capture the varied lived experiences of individuals and their unique positions in the world. This implies that people’s identities are not defined by any given category such as race, ethnicity, nationality, or gender, but are negotiated through social interactions.”

In response to traditional approaches, a postmodernist view focuses on the different identities a person draws upon in their daily lives in a complex world. This is due to the fact that “people’s identities cannot be defined solely by a particular position that they hold in society and every individual can play more than one role in their communities.” (Hemmi, 2014: 76). Therefore, previous perspectives fail to capture the existence of multifaceted identities. Similarly, Delanty (2003: 135) reflects on how contemporary understanding of identity has developed:

Identity becomes an issue when the self ceases to be taken for granted. Today, identity has become an issue because the reference points for the self have become unstuck: the capacity for autonomy is no longer held in check by rigid structures, such as class, gender, national ethnicity. The self can be invented in many ways. The contemporary understanding of the self is that of a social, self formed in relations of difference rather than of unity and coherence.

In contemporary approaches, sharp boundaries and categories which include physical features do not determine individuals’ personal traits. The social nature of identity is emphasized in this view. In other words, interaction is key to enact who a person is. A crucial notion in Delanty’s observation is that of “relations”. This implies that identities do not only occur “within” the individual but also in relation to their surroundings and in relation to other individuals. Therefore, the dynamics of relations prove absolutely crucial to understanding the complexity of an individuals’ uniqueness in relation to their position in society.

In trying to define the concept of identity, Norton (1997: 410) observes that this notion consists in the ways in which “people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future.” Unlike previous definitions found in the literature, this understanding attributes a dynamic nature to the notion of identity. Furthermore, Norton introduces two concepts which are crucial for this study: “time” and “space”. These

concepts are related to context. Therefore, context highly influences the negotiation and construction of identities. This is particularly significant since this study is concerned with the way in which individuals enact their identities in study abroad contexts at a particular time of their lives.

On that account, the uniqueness of an individual is not only multifaceted and relational but also dynamic. Du (2015:251) suggests that “an individual’s identity is never static; rather is it continually negotiated.” This perspective attributes a mutable nature to identity. The ways in which people negotiate their identities is equally significant. The basis for the projection of people’s identity resides in interaction (Shin, 2014:98). Naturally, language provides a means of interaction and communication among human beings. Given the social and interactional role of language, it is possible to establish a close relationship between language, and identity. Therefore, it is possible to consider language as a marker of an individual’s distinctiveness.

The link between language and identity has been theorized from various perspectives and disciplinary traditions. According to Block (2007:39), the relation between language and identity may be understood as “the assumed and/or attributed relationship between one’s sense of self and a means of communication which might be known as a language (e.g. English), a dialect (Geordie), or a sociolect (e.g. football-speak).” Similarly, Wolf (2006: 17) argues that “language is the very foundation upon which the concept of the ‘self’ is based: in and through language, we present ourselves as subjects. Subjectivity is ‘the speaker’s ability to present himself as subject distinct from ‘the other’.” Therefore, language is not merely a means of communication but also a means of identification.

With regard to these observations, this study focuses specifically on constructions of identities in relation to English lingua franca speakers who are living an exchange student experience. With the increasing growth of English as a *lingua franca*, research on this phenomenon has gained considerable attention in the field of applied linguistics. In today's world, *lingua franca*, describes a language used by people who do not speak the same native language (Fiedler, 2011: 81). UNESCO defines lingua franca as "a language which is used habitually by people whose mother tongues are different in order to facilitate communication between them" (Barotchi 1994: 2211). Based on this definition, English may be regarded as a lingua franca, and simultaneously a native language for a large number of people. Cheung and Sung (2014:31) reflect on the implications of this phenomenon for research:

As English has now become a global language, it is increasingly used by speakers from different linguistic and cultural backgrounds for intercultural communication. Given that second language (L2) speakers of English outnumber speakers of English in today's globalized world, most ELF communication takes place among L2 speakers themselves often without the involvement of any native speakers.

There is no doubt that the existence of English as a global *lingua franca* provides a huge advantage to a large number of people. This includes both native and non-native speakers of English. In most cases, the latter are willing to learn and use English because they know "how indispensable a vehicular language is for international cooperation" (Fiedler, 2011: 79). Thus, English *lingua franca* being predominantly used by non-native speakers is a sociolinguistic reality in today's globalized era.

In the last decade, one of the main focuses in English *lingua franca* research concerns its relation to identity. Some researchers argue that English as a vehicular language is merely used as a 'language of communication' and not necessarily a 'language of identification'. These terms were coined by the German applied linguist

Werner Hüllen in 1992. (Fiedler, 2011: 82). The dichotomy between language of communication and language of identification is explained as follows:

A “language of communication” is used for practical communicative purposes, and due to its primary functional nature, correctness or particular stylistic and cultural features associated with the speech community from which this language originates are less important. On the other hand, “language of identification” means a language which is learnt in order to be integrated and identify with the respective speech community. (Knapp, 2008, cited in Fiedler, 2011: 82)

Based on this dichotomy, it could be argued that in users of English as a *lingua franca* may use English as a means of communication, without necessarily identifying with English as a cultural symbol of their identities. However, the notion of English as a mere language of communication is questionable. For instance, Fiedler (2011, 83) challenges this view:

[...] the idea of English as a ‘native-culture-free code’ invites us to raise objections, as the attraction of and identification with Anglo-American products and values seems to be a motivation to learn and use the English language for many people. Our lives are so largely influenced by Anglo-American culture. To mention a few examples from Germany: American films and series make up a huge part of our TV programmes; new anchors address reports and co-presenters in CNN style using first names[...]

This growing interest towards Anglo-American culture provides a counterargument to the use of English by non-native speakers exclusively as a language of communication. Non-native speakers may wish to identify with Anglo-American cultures and as a result their use of English even in *lingua franca* contexts may be motivated to identifying with that particular group.

In addition, the wish to identify with global communities seems to motivate a large number of people to learn English. As some researchers claim, English second language speakers around the world may wish to belong to a worldwide culture in English *lingua franca* contexts. In other words, people may be willing to assume a cosmopolitan identity (Arnett, 2002: 775). These global identities may simultaneously

be combined with individual, local, national and global cultures, and identities in dynamic, hybrid and emergent ways. (Cheung & Sung, 2014: 32).

Having considered the connections between identity, language, globalization and English as a *lingua franca*, it is crucial to find a context where all these concepts come into play. Study abroad contexts seem ideal to analyze the connection between language, identity, and globalization since issues of identity become particularly salient in a foreign country. In relation to identity in study abroad experiences, Meinhof and Galasinski (2005: 8) suggest that “it is only through the Other that ‘we’ can establish our own identity, through what we are not.” Generally, in study abroad contexts, students are faced with unfamiliar practices, beliefs, and customs. As a consequence, the students’ lives and identities may be challenged.

Regarding the role of English as a *lingua franca*, most students who participate in study abroad programs use English as their language of interaction. The English language symbolizes a meaningful medium through which individuals can communicate to others (Edelman, 2013: 21). Particularly, this holds true for English second language speakers who spend their study abroad experience in countries where English is not the official language.

Some researchers have attempted to study the connection between English *lingua franca* and identity in study abroad contexts. For instance, Jackson (2008) studied the cases of five Chinese students who spent five weeks studying English in England. In her research, Jackson analyzed the students’ identity transformation. She particularly explored how adult advanced English as a Foreign Language (EFL) learners view themselves and use languages (Cantonese, English and Mandarin Chinese) in their home environment before, in and after traveling to an English-speaking country. The

results of this study suggest that there was a before and an after in the lives of the participants.

Similarly, Sato (2014) studied the construction of identities formed through a second language in relation to language learning in study abroad contexts. The findings in this study revealed that all participants constructed their second language identities by interacting with local people. Sato (2014, 28) observes that “the impact of the participants experiences had lasted well since they returned home.” These findings seem to be consistent with the notion of identity constructed in interaction and social relations.

3. Research Methodology

This project adopts a qualitative approach and it employs techniques of ethnographic research. The collection of data is based on individual semi-structured interviews and participant observation. One-to-one and semi-structured interviews were conducted in order to analyze the participants’ views and experiences concerning the use of English in study abroad contexts. Interviews represent the primary tool of data-generation since they provide insights into people’s experiences, beliefs and perceptions at a much greater depth than questionnaires (Richards, 2009). After being informed on their role as participants, they were provided with a consent sheet requesting their formal permission, in which it clearly stated that the information gained from them was used solely for the purpose of this study. The participants were also provided with a brief description of the study and their anonymity was guaranteed for the purpose of protecting their privacy. In addition, the consent sheet informed the participants that the interviews would be audio-recorded. Provided the participants’ formal and voluntary

authorization to take part in this project, the interviews were audio-recorded for later analysis. A sample of the informed consent sheet can be found in Appendix A.

3.1. Interview

The interviews were structured in a way that individuals could provide narratives of their lives before and after their study abroad experiences. A conversational style was adopted when conducting the interviews since this facilitated the elicitation of participants' narratives. Furthermore, the high degree of familiarity and friendship among the interlocutors contributed to the fluency of the interview. In most of the cases, I have known the participants since they were doing their study abroad in 2014 and 2015. After finishing their exchange and returning to their countries of origin, we kept in touch. In two of the cases, the participants were my classmates in my home university and I have known them from first year of university in 2012. Lastly, in one case, I have known the participant from high school in 2008.

The interview use in this study attempts to gain a general understanding of participants' self-identification and their attitudes and perspectives concerning the use of English in their networks and in international contexts. For instance, the participants were asked about their language practices, their networks, and their use of English during their study abroad, their future prospects and their English learning experiences. Appendix B depicts a guideline of the questions which were used for the interviews. As the interview questions aim to obtain responses and narratives, the majority of questions were open-ended. Asking open-ended questions provides an ideal tool to elicit explanatory data about the participants' unique experiences and views.

3.2. Participants

The participants who took part in this project consisted of ten former exchange students between 21-26 years old. They were from different national-state origins including South Korea, Spain, China, Indonesia, Finland, Bolivia and Poland. These students spent, at least, one semester (5 months) abroad. In addition to the interviews, a questionnaire was also administered in order to gain a descriptive account of the participants' background information, such as age, degree disciplines, country of origin, linguistic background and duration of study their abroad experiences. A sample of the questionnaire administrated can be found in Appendix C. Although the participants' linguistic backgrounds included a wide diversity, during their stay abroad, these students used English as a vehicular language with other international students and other people with whom they socialized. In addition, in most of the cases they took part in courses which were taught in English. This was particularly useful to determine whether the role of English was identical in academic and in socializing situations. Table 1 summarizes the information about each participant including their university degrees, linguistic background, country of origin, their ages and study abroad destinations and durations.

Table 1.

Summary Information of Participants.

<i>Participant</i>	<i>Country of Origin</i>	<i>Age</i>	<i>Knowledge of Language</i>	<i>Degree Discipline</i>	<i>Study Abroad Destination and Duration</i>
Eun-mi	South Korea	22	Korean English German	Pedagogy	Germany/ 10 months
Jenny	Bolivia	22	Spanish Catalan English	English Studies	UK/ 9 months
Meizhen	China	23	Chinese English	Sustainable Development	Germany/ 1 year Italy/ 5 months Japan/ 3 months
Sabina	Poland	23	Polish English Finnish	English Studies	Germany/ 5 months
Ehuang	Indonesia	26	Indonesian Chinese English	Journalism	Germany/ 9 months
Min-ji	South Korea	22	Korean English Japanese	Translation and Interpretation	Spain/ 5 months
Maria	Spain	21	Catalan Spanish English French	English Studies	France/ 9 months
Hye-jin	South Korea	25	Korean English	Pedagogy	Germany/ 10 months
Cristina	Spain	21	Catalan Spanish English Korean	East Asian Studies	South Korea/ 10 months
Ainikka	Finland	23	Finnish English	Tourism	Spain/ 5 months

3.3. Transcription of the Data

After having conducted the various interviews, only relevant data for the study were transcribed. Small talk and greetings which took part before and after asking the interview questions were omitted. Thus, about 80% of the recorded data were transcribed. The interviews lasted between 20 to 90 minutes, depending on the participants' willingness to talk. A broad transcription of the interviews can be found in Appendix E, along with the exact duration, the location of recording, the participants'

pseudonyms and interviewer's and transcriber's name. As for the interview extracts quoted in the discussion section, these are transcribed using a discourse transcription method adapted from du Bois (1991). More specifically, a selective number of transcript symbols including pauses, intonation and paralinguistic features of the speech are employed. Notations for the interview conventions use in this study are included in Appendix D.

Following the transcription of the interviews, analysis of the data was carried out. The participants' statements were repeatedly examined to identify statements which were related to the topic of this study. There were several themes arising from the data gathered in the interview, each of these themes is developed in the next section.

3.4. Participant Observation

Participant-observation data mainly comes from my own experience as an exchange student. During the past years, I have met students from a wide variety of countries and I have become involved in exchange students' activities in both my home university in Spain (the Autonomous University of Barcelona) and my host university in Germany (Leipzig University). This provided a useful tool to examine the complex and dynamic processes taking place in study abroad settings. I engaged in the exchange students' community practices such as weekly organized parties, gatherings in pubs and cafes, occasional trips, language and cultural exchange evenings, among other activities. This participant-observation data took place mainly in Spain and in Germany, which means that I was able to first-hand observe seven of the participants when they were studying abroad. There was a difference in my role as an observer in each of these settings. In Spain, my observation came from an outsider's perspective, since I was not an exchange student. In contrast, in Leipzig, I was an exchange student and thus I observed the data

from an insider's perspective. For those who did their exchanges in other countries such as South Korea, France and England, there is not observational data. Although the main findings in this study will be particularly based on the participants' interviews, observational data symbolizes a way of complementing and extending on certain themes which might have not been directly addressed in the interviews.

4. Findings and Discussion

The present study aims to explore the connection between English *lingua franca* and identity based on the participants' accounts of their study abroad experiences. There were several themes emerging from the data collected. These topics were crucial to determine the connection between identity and English *lingua franca* in study abroad settings.

4.1 English Learning Experience and Motivation

First of all, there seems to be a connection between English learning experiences and the ways in which exchange students aim to identify themselves. For this reason, participants in this study were asked about their English learning experiences including their first exposure to English, their ways of practicing the language and their motivation to learn English.

From their early exposure to English, most participants found ways of practicing the language outside their school environment. Listening to music and watching movies and TV series in English were common practices among the participants. There is no doubt that in a global era in which most of the trending media material is in English. As the participants suggested, today, music from the US and the UK is enormously popular in their countries of origin. Some of the participants even expressed their preferences to

music in English than in their own native language. This evidences the possible existence of a strong sense of identification with the English language. As one of the participants observes:

But I really prefer English music to Korean (.) because the lyrics of Korean songs are always about love. English songs are popular in Korea. You know (..) maybe the reason is based on one's interests. Also(.) English culture has a lot of impact on Korean culture.

Furthermore, the use of language exchange websites was common among the participants in this study. This means of practicing English provided the participants with the opportunity of establishing contact with people from all over the world. There is no doubt that in the current global age, the Internet represents a way of establishing international networks. Following the discussion connected to identity, the use of language exchange websites represents a potential source to strengthen the participants' connection with a global community.

In relation to the underlying motivations to learn English, the instrumental value of English seems to most attract these students. In some of the participants' accounts, English is seen as a kind of capital which could bring more opportunities to their careers. Other participants believe that English opens a window to the world for them. Furthermore, as it was noted by other participants, English represents a way of improving their status and of feeling more 'international' and connected with the world. Based on these accounts, there seem to be specific values attach to English *lingua franca*. For instance, most participants emphasized the need to know English:

I think English is important whatever you do. For studying, traveling, for everything you need English everywhere. So (..) you can communicate with many people if you speak English.

I think that no matter what you do you're gonna need English in most of the jobs.

At this point, it is crucial to recall the dichotomy between a language of communication and a language of identification discussed in the literature review section. The different motivations that drove students to learn English suggest their willingness to use English, not only as a language of communication but also as a language of identification. Some of the participants may wish to identify with Anglo-American culture or to identify with an international community. Thus, it could be argued that English *lingua franca* symbolizes a marker of identification for exchange students.

4.2 Country-specific Views on English Lingua Franca

Beliefs about the instrumental value of English, both to the country and to the individual, are also found to be common among the research participants. When asked about the views of English in the participants' specific countries, there were differences and similarities in the answers provided by the participants. In all the accounts, the value of English as a requirement for job opportunities was recognized. Nevertheless, people from different countries seem to diverge in the degree to which people from their countries put their English into practice. This is instantiated in some of the participants' observations:

I think they kind of want to be the one who speaks English. They would look up at people who can speak English. But if they don't need it (.) they won't practice it, so it's like it would not be happy for them.

It's a kind of obligation because we are required to qualify in English. Even some people who are majoring in engineering but they are required to get a qualification in English.

If they don't have the experience going abroad or having foreign friends they will be afraid of speaking English. They can read and write in English but speaking it is hard (..) but they are interested in English because in Korea there are so many companies that want to employ people who can speak English.

They all think English is useful. They used to think it even before. My grandmother (..) she's now 70, she said that when it was communism and she was a little girl her parents were farmers. And her mother said that she just wanted her children to have like a good education she wanted them to speak many languages and she wanted them to speak English.

4.3 Ownership of English

Another concern this study addresses is the participants' perspectives towards the English language. Most of the participants view English as an international language. English was associated with freedom to travel, job opportunities, culture, and an enrichment tool. In addition, English was seen as a means to connect to people from all over the world. In fact, as users of English lingua franca.

Furthermore, the participants' identification as users of English is significantly linked to the ownership of English. Some participants expressed that they did not consider English as a 'foreign language'. Some others highlighted that English was not exclusively from the English native speakers but it was a language that belonged to whoever spoke it. As Sabina noted:

I don't really know, I mean (..) it's very hard for me to think of English as a foreign language because I use it so often that I sort of (..) lost this distinction that it's actually something foreign to me. And I don't really treat it as a foreign language. It's like my secondary language but I wouldn't say it's foreign because I think in it, I have dreams in it and (..)I use it so often. I'm so immersed in it that don't really think it's foreign

anymore. It's as natural as breathing or eating, so I guess it's hard for me to summarize it.

4.4 Study Abroad: Socializing and Academic Experience

Some participant did not place the same value to when socializing to international students and when socializing with locals of their host country. English allowed them to establish contact with people from different cultural backgrounds. Nevertheless, this was not always the case when trying establish contact with local people. Although in some cases, they were successful in socializing with the local people, in most of the accounts participants observed that their circle of friends during their stay abroad consisted mainly of international students. Therefore, not knowing the language of the local people was seen as struggle, as Eun-mi observes:

Yes, of course, it was ((laughs)). Actually I took part in the German class also but I need translation into English, so it was really helpful for me. Also it was really helpful to communicate with the other students. Especially for learning German also it was really useful. In Germany sometimes it wasn't useful because when we go to the restaurant they didn't speak English.

There is no doubt that the choice of language determines somehow the people with whom the participants socialize. In addition, the language of choice seems to depend on the participants' goals and country of destination. This is exemplified by Maria's account on her use of English during her study abroad:

Yes and no, it was useful if you wanted to socialize with English people but for some reason I chose not to do it because I wanted to learn French and I was a bit afraid of testing my English with natives. So I lost a big big big opportunity and I regret it enormously! I only spoke French and only in a few occasions I did speak English and then in class. In class it was half in English and half in French because French people don't like English. So even if we were reading Shakespeare the class would be half English and

half French (..) and things like this. I took some class about English history and it was in French! So the thing is that at first, the first month I spoke English and I tried to speak English and even with my coordinator I spoke English. And then I never used it much.

4.5. Impact of Studying Abroad: A Before and an After

As for the impact of the participants' study abroad experience, It appears that studying abroad has had a long-term impact in the participants' lives. There was a before and an after in their lives. The participants perceived changes in their identities, ways of thinking, and even future prospects. In all of the cases, studying abroad was perceived as a self-growing experience. As some participants note:

Yes, I think it's something you have to do, not so much for languages but because this experience shapes who you are and changes you in many many ways and challenges you. All the things you thought were truth about life they may or may not change and if they don't change they can be reinforced. And you learn more about yourself, you learn how to be independent and you grow as a person. I think it's a great experience but you have to be ready for it because it's a challenge. And I remember I met people who were not ready for it and they struggled.

I think I've change for facing the new one. Before I was a little bit afraid of meeting new people. I was very busy doing something else, studying and studying, studying. But when I visited Germany I had some time for thinking and to take a rest. And I can challenge myself. Because I see differences in the people I met. They thought it was very important to take a rest with the love ones.

This is consistent with the dynamics of identity as something which is constantly changing. Thus, the participants' study abroad experiences shaped to a large extent their selves. The participants' answers suggest that a study abroad experience allowed them to reflect on their own countries. This stage of self-reflection is characteristic of students

who study in a foreign country since they are faced with a new culture. This contributes to the development of a critical perception of the country of destination but also of their country of origin. This is exemplified in the participants' accounts:

Actually, after visiting the other countries I can see traditional customs in Korea. I can notice it. It was really different. Especially for traditional things. I'm now interested in traditional Korean customs.

Erm (...) I think that I learn that if I want to make an appointment with a German I should do it two weeks before ((laughs)). There's a big difference between German people and the Asian people. European people they care so much about their privacy. In Asian countries they care too much about their families. So I think that there's no secret in family ((laughs)). Also I think it's not easy to stay alive in Germany because everything is in Germany. If you can stay alive in Germany you can stay alive everywhere ((laughs)).

Erm (..) I wanted to experience at least lived half a year somewhere, and experience their culture and to get to know my own culture. See it as an outsider when I came back (..) so see the contrast. And just get new experiences learn better my language skills, make new friends, like there are so many pluses. I learn a lot from Spanish culture and also from other cultures because I met so many people from different countries. Everyone should do that because it really keeps you like erm (...) more open-minded

In addition, some participants expressed a significant change in their networks. The friends' circle of individuals are crucial in shaping who they are. A before and an after regarding their networks was common among all the participants. The fact that their networks have become more international after their experience abroad represents a crucial aspect in defining their identities as global citizens.

After my experience of exchange student, I made so many foreigner friends. So (..) I usually use English to talk with them. Also my second major is English education, so (.) I use it in the seminar. Almost every day I use it. One of my German friend always chats with me.

I actually think feel that now I can make friends with more people (..) like my friends' circle is not limited to only Chinese speaking circle. And it's like one more door that's open to me to go to another world where people speak English, to know how people think and work.

4.6. Future Prospects

As mentioned before, the impact of studying abroad transcended to the future prospects of the participants. Some of them manifested their wish to go abroad and even construct their lives in a foreign country. Some others observed that after studying abroad they planned to travel more often. A common observation stated by all the participants was the key role of English in their future job prospects. In fact, all of them recognize that English would be significant in their professional careers. Although most of them are not exchange students anymore, it seems that their study abroad experience has had a crucial impact in their present and their future. This is clearly seen in their plans for their future:

Well, I would like to travel a little bit and as far as English goes, it's going to help me with my future plans. And I think academically I'm probably thinking about studying a little be more, something related to English.

I want to go to traveling company. That will be nice if I can use the foreign language also.

I'd like to stay in Germany for my first job and then back to China. Because I think that working overseas would be nice, and then go back to China.

before my graduation from Finnish studies I would like just to work part-time like teaching English maybe, something with English. But then maybe I

would switch to Finnish, I don't know yet. Maybe I'll move to Finland so. I think there are better opportunities jobwise and living in general. They have like better healthcare and all that.

4.7. Exchange Students Identities

There are significant points to consider regarding the participants' perception of their identities. Two of the key aspects which characterize the participants were being former exchange students and being users of English as a *lingua franca*. These two aspects seem to interact to the construction of the participants' uniqueness. There were different dimensions which contribute to developing an understanding of the characteristics characterizes exchange students' identities.

First, their identities are constructed according to the way participants view themselves. As speakers of English they view themselves as 'internationals'. This contrasted with the way in which the participants perceive people who did not speak English. It appears that knowing English involves characteristics which correspond to an 'international' community. Simultaneously, knowing English serves as a means to distant themselves from people who do not speak English. This is clearly illustrated by some of the participants' accounts:

Yes, I think definitely it makes you feel like erm(..) because then you're more international it makes you more open-minded to other people other cultures and because you have the courage because you can speak English because you can contact all the people. And it makes you it makes you a bit like, I would say that people who don't speak English are more afraid. I think that it makes a difference. I think that if you know English you're more interested in other people in other cultures.

Now thinking about the people who don't speak English, not only talking about the movies thing because that's something that I like, but erm(..) when you speak English you have the opportunity to talk to so many people from

so many different countries erm (...) that, for me, has been very good to learn tolerate people, and I think that if you don't have the opportunity to talk to people in that same way, I think that you lose the opportunity to know more stuff, right?

Secondly, as former exchange students, the participants attributed to themselves characteristics such as open-minded and tolerant. The answers to this topic were parallel to the answers to the previous topic. Therefore, it seems that the participants consider exchange students and speakers of English as people who share similar characteristics. As for the way in which participants are perceived by others, most observed that others viewed them in similar ways to how the participants viewed themselves. Furthermore, all the participants claimed that there was a crucial difference between students took part in study abroad programs and those who did not. These points are illustrated by some of the participants' views:

Yes, because the students who go to study abroad are more open-minded. And they are different from those who don't study abroad because they experience a culture mosaic which can help them to adapt to different societies. And in my case, for example, my friends who haven't studied abroad they just care about their everyday life and their social circle around them. They just concentrate on everyday issues. They are not interested in the history and the culture of countries which are far from them. That's why they sometimes show less initiative to know what happens outside their living circle. Somehow they are a little bit more conservative. It feels so difficult to go to my hometown again because I feel so different, I've changed too much ((laughs)).

Yes, I think your mentality changes (...) I remember when I came back I was just thinking of going back and going abroad and traveling. I think that your horizons are broaden. You see that the world is your oyster. You feel safer everywhere because you've been through so many experiences.

Erm(..) I guess they kind of think that I'm an open-minded person in a way, and I am. I like trying out new things and I'm tolerant with people.

In relation to this data, the different dimensions of identity are instantiated. First, it seems that the participants self-identify as users of English and former exchange students. These two dimensions of their identity contribute somehow to their perception as 'global' citizens and open-minded people. The opposite is said about people who do not share these characteristics. In most of the cases, participants were even suggesting that people who do not speak English and do not take part in exchange programs tend to be more "conservative". This particular observation exemplifies the ways in which participants distance themselves from other people.

At this point, it is crucial to recall the idea of constructing identities at a particular time and at a particular place under certain circumstances. The fact that exchange students correspond to a certain group age in a foreign country is a distinctive feature of this group of study. This means that the observations found in this research may not necessarily apply to any type of individuals who live abroad. Derived from the data collected in this study it is even possible to establish the profile the exchange student as someone willing to belong to an international community.

The participants' status as global citizens may be instantiated in their international networks. As the participants' indicated, their circle of friends is not limited to people from their country but from other countries. English was the tool which allows them to interact with people from different countries. Therefore, their 'global' identity entails a sense of "connectedness with the wider global community and an awareness of multicultural diversity in ELF communication" (Cheung & Sung, 2014: 38). This idea seems to be consistent with Cheung and Sung (2014:37) findings in which they found

that participants indicated their desire to construct a 'global' identity which allows them to move beyond cultural boundaries.

5. Concluding remarks

Having considered some of the major themes identified in the data, the participants' study abroad experiences and English lingua franca interact to the construction of identities. The data findings suggest that the factors that influence the development of identity formation and construction are complex. Some of these factors include individuals' language practices, networks, language learning experience and ideologies.

As has been shown, the participants' experiences studying abroad have had an impact that has lasted until today. After being immersed in a foreign context, most of the participants wish to assume a sense of belonging to an international community. The data analysis shows that English as a lingua franca and study abroad contribute to the forging of the participants' global identities.

The participants' language practices clearly illustrate the strong connection between language and identity. English is not merely a language of communication but also a language of identification. Most of the participants recognized the immense value of English as a lingua franca in their lives. In addition, they were motivated by the instrumental value of English and by the wish to establishing international networks.

Part of the effects of a study abroad experience includes the development of a more tolerant and open-minded perspective. Those attributes are salient features of the participants who took part in this study. Furthermore, these experiences allowed participants to distance themselves from other people.

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Appendices

Appendix A. Sample Informed Consent Sheet



Informed Consent

Construction of Identity and the Role of English in Study Abroad Contexts

My name is Kimberly N. Carcamo Rodriguez and I am a student at the Autonomous University of Barcelona. I am conducting qualitative research on study abroad experiences for my undergraduate thesis.

The purpose of the present study is to learn about people's study abroad experiences in relation to globalization and the use of English in international contexts. The primary research question that guides this study has to do with the role of English in study abroad contexts. The data collected for this study will be used solely for the purpose of my undergraduate thesis. Your anonymity will be respected and guaranteed at all times.

Participation in this study is voluntary and it will involve an interview that will be audio-recorded for later analysis. You may choose to discontinue your participation in this study at any time, and you may also request that any part of the data you provided be eliminated.

By signing below you agree that you have read and understood the above information, and have accepted to participate in this study.

Signature

Date

For further information about this study you may contact:

Kimberly N. Carcamo Rodriguez
Poeta Ruyra 2, 2º, 1ª
17450 Hostalric (Girona) SPAIN
Mobile phone: +34 639551976
E-mail address: Kimberly.carcamo@gmail.com

Appendix B. Guiding questions for the interviews with the participants

Background and experience growing up

1. Could you tell me about the place where you were born and brought up?
2. Could you tell me about the countries in which you have lived?
3. What is the first language that you learned how to speak?
4. Where and when were you first exposed to English and how? Could you tell me about your formal educational experience learning English?
5. Could you tell me about other languages that you know and how you have learned them?
6. Tell me about what countries you have visited. Why did you visit those countries?
7. What kind of music do you like to listen to? In what language or languages do you listen that kind of music?
8. What kinds of movies/ TV shows do you like watching? In what language or languages do you watch those movies/ TV shows?

General questions on the use of English

9. Before you went to university, in what context did you use English? With whom did you speak English? Do you remember the topics you discussed in English?
10. In which contexts do you usually use English nowadays? How often do you use English nowadays?
11. How do people in your country perceive those who speak English?
12. How do your friends perceive those who speak English?
13. Does knowing English gives you a certain kind of identity? If so, what is it?

University/ Study abroad

14. How was English academically useful to you during your study abroad?
15. How was English socially useful to you during your study abroad?
16. What do you think is the difference between students who study abroad and those who do not?
17. Why would you recommend, or not, studying abroad?
18. With whom did you socialize when you were studying abroad? What were their nationalities? Which languages did you use to communicate with them?
19. Was there anything new that you learned about yourself during your study abroad?
20. Could you tell me about your usual activities during your stay abroad? (e.g. traveling, parties, going to museums, language exchanges, cultural experiences)
21. In which contexts did you use English?

Future

22. Is English important for your future plans? How?
23. Do you plan to work, to continue your education, to travel or other options? Do you think English will be important for doing this?
24. Will you consider constructing your life in another country? Where? Why?

Appendix C. Questionnaire.

Name:

Age:

Gender:

Country of Origin:

Ethnicity:

What languages do you speak? What languages do you practice?

What do you study?

In which country/countries have you lived in? For how long?

Appendix D. Transcription Conventions

The transcription conventions used for the fragments quoted in this paper are as follows:

- Overlapping utterances []
- Contiguous utterances =
- Intervals within and between utterances
 - (.) short pause
 - (..) slightly longer pause
 - (...) long pause
- Intonation
 - . stopping fall in tone
 - ? rising intonation, not necessarily a question
 - ! animated tone
 - halting, abrupt cutoff, or, when multiple dashes hyphenate the syllables of a word or connect strings of words, the stream of talk has a stammering quality.
- Transcriptionist doubt
 - (words) words enclosed in single parentheses are in doubt.
 - (xx) word not retrievable from recording.
 - (xxx) words not retrievable from recording
 - (www) items the transcriptionist does not want to transcribe.
- Intertextual comments ((coughs))
- Dependent tiers
 - %com: comment
 - %par: paralinguistics

Appendix E. Interview Transcriptions

Interview 1

Interview Date 05/05/2016

Location of Recording: Via Skype / Spain and China

Length of Interview 00:51:04

Interviewee: EHUANG

Interviewee's Profession: Translator

Interviewee's: Age 26

Interviewee's Place of Birth: Indonesia

Interviewer's Name: Kimberly Carcamo

Transcriber's Name: Kimberly Carcamo

Line	Speaker	Utterances
1	INTERVIEWER	First of all I'd like to know about the place where you were born. Was it in Indonesia?
2	EHUANG	Yes, it's in Indonesia, it's in Sorabaya, it's the second largest city in Indonesia. Indonesia is the largest Island country it has more than 13000 island but most of the islands are unpopulated and it is a developing country it has many mineral resources. I lived in Java island it's the fifth biggest island in Indonesia. And It is also the most populated, so there are so many people.
3	INTERVIEWER	Until when did you live in Indonesia?
4	EHUANG	Until I was 18 years old. After I graduated from high school I moved to China in Beijing.
5	INTERVIEWER	How do you like living in Beijing?
6	EHUANG	At first I liked living in Beijing but now I think it's too crowded. Too many people and the life is very quickly everyone is very busy.
7	INTERVIEWER	What was the first language that you learn how to speak?
8	EHUANG	Indonesian language and Chinese language (...) together actually because my parents were Chinese and they came from the South part of China and then they moved to Indonesia and settled down in Indonesia and I was born there. My parents were also born there.
9	INTERVIEWER	Do you remember when the first time that you were exposed to English was?
10	EHUANG	Yes, when I was in primary school in Indonesia. It was in second grade when I was 7 years old. We had the English class twice a week maybe and in high school I had English class for four to five times a week.
11	INTERVIEWER	Did you study English outside school? In other contexts?
12	EHUANG	Yes, maybe just for few years I had a teacher who came to my home and taught me English. But it was just for a few years.
13	INTERVIEWER	What were the reasons why you wanted to practice English outside school?
14	EHUANG	Because I think that English is important and because most of the people in this world speak English and I thought that maybe if I can speak English better I can do more what I want to do.
15		What do you want to do?

16 INTERVIEWER
 16 EHUANG Traveling around the world! So you need English of course.
 17 INTERVIEWER What do people in Indonesia think about English?

18 EHUANG Actually English is our first foreign language so they teach English at school. So if you can't speak English maybe they would think that you've never been to school and you're uneducated.

19 INTERVIEWER What about China?

20 EHUANG In China no, for Chinese people English is very important. Everyone learns English very hard because(...) for university students because they want to study abroad, so they learn English very hard, they read English books, English newspapers and they try very hard how to improve their English. And there are many English class outside school.

21 INTERVIEWER Where did you go to university?
 22 EHUANG I studied journalism in China and we used Chinese most of the time in class. We didn't have English class, but we had to read books in English because most of the related material to my major are in English.

23 INTERVIEWER Could you tell me about the music and TV shows that you listen and watch?

24 EHUANG I like New Age music and folk music and somehow metal music.
 25 In what language or languages do you listen to music?

INTERVIEWER
 26 EHUANG In many languages because I don't care too much about the words I just care about the melody. I listen some English, some Korean, some Japanese, and some Indonesian. But actually most of them I don't understand. ((laughs))
 27 What about the TV shows and movies?

INTERVIEWER
 28 EHUANG I like documentary movies, detective stories.
 29 INTERVIEWER Me too. I like watching detective stories.

30 EHUANG Oh really? What TV shows do you watch?
 31 INTERVIEWER I like watching CSI and criminal minds.
 32 EHUANG Oh really? Me too! I really like CSI.
 33 Do you watch it in English? Or in Chinese?

INTERVIEWER
 34 EHUANG I watch it in English but there are Chinese subtitles.
 35 I would like to know about the countries you have visited. Could you tell me about them?

INTERVIEWER
 36 EHUANG I visited Thailand because I have many friends there.
 37 Yes, I remember you recommended me to go to Thailand. Where else have you visited?

INTERVIEWER
 38 EHUANG Thailand and Laos in Asia.
 39 Why did you visit those countries?

INTERVIEWER
 40 EHUANG Thailand because I have many friends there and I'm also interested in Thai's religion and culture this is so different compared to other countries and Thai people are also very nice, very kind, helpful. You can talk to them and they would like to tell you about their culture and their thoughts. It's really interesting for me to communicate with Thai people

INTERVIEWER
 41 EHUANG In what language do you speak with them?
 42 English of course. Because I cannot speak Thai. English helped me to communicate with Thai people.

43 What about Laos?

INTERVIEWER
 44 EHUANG Just because it's closed to Thailand. And I've never visited it, so we said let's go to Thailand. Just like that.

INTERVIEWER
 45 EHUANG How was Laos?
 46 It's an underdeveloped country. Everything is expensive according to their salary. And there are a lot of tourists there.

INTERVIEWER
 47 EHUANG When did you go there?
 48 A few years ago, 2012 or 2013 maybe three years ago.

49 INTERVIEWER How about Europe? What countries did you visit there?
50 EHUANG Germany, of course!
51 INTERVIEWER Where else?
52 EHUANG Italy, and then I visited Czech Republic, Hungary, Austria and Poland. In Poland you can speak English without any problem. English was useful everywhere I go

53 INTERVIEWER Are you still learning German?
54 EHUANG Not really I'm not learning German at the moment because it's very difficult because you can't have the language environment so I don't know what's going to happen with my German in the future, maybe I'll forget everything.

55 INTERVIEWER Yes, it is difficult but how about English? Do you think you can practice English there?
56 EHUANG Yes, in China yes I think because I have foreign friends, friends from other countries and then we can communicate in English. Then sometimes we can speak in English as well. When I was in university I met a lot of overseas students.

57 INTERVIEWER From where are they from?
58 EHUANG Many different countries. Most are from South Korea and Japan. Most of them are from Asia countries and some of them speak English but some of them want to practice Chinese.

59 INTERVIEWER Where do you speak English nowadays?
60 EHUANG With my foreign friends, reading some English books and watching movies and traveling.

61 INTERVIEWER Before going to university do you remember in which contexts did you use English?
62 EHUANG In Indonesia I didn't have many chances to practice English because Indonesian people spoke Indonesian language.

63 INTERVIEWER Could you tell me about your experience living and studying in Germany? How was English useful academically speaking in Germany?
64 EHUANG It was not useful academically because I was studying German. The teacher didn't use English.

65 INTERVIEWER How about outside school? How was English useful for your social life?
66 EHUANG It was useful because if you can speak English you can do many things for example when you need help if you cannot speak English and you cannot speak German then you're dead ((laughs)). So if you can speak English of course it's really helpful.

67 INTERVIEWER Why did you go to Germany?
68 EHUANG Because my boyfriend had a work in Germany and so I decided to go with him. I think it's a good experience.

69 INTERVIEWER How was that experience? Would you recommend to people working or studying abroad?
70 EHUANG Yes, if they had the opportunities maybe I think it's better to study abroad because it can broaden your vision and then you can understand a lot of different people and a lot of different cultures and then you can try to experience a different world. Then you'll be an open-minded person and maybe you will be more tolerant and generous because you know more and you can accept more.

71 INTERVIEWER Do you think there's a difference between people who go to study abroad and people who don't?
72 EHUANG Yes, because the students who go to study abroad are more open-minded. And they are different from those who don't study abroad because they experience a culture mosaic which can help them to adapt to different societies. And in my case, for example, my friends who haven't studied abroad they just care about their everyday life and their social circle around them. They just concentrate on everyday issues. They are not interested in the history and the culture of countries which are far from them. That's why they sometimes show less initiative to know what happens outside their living circle. Somehow they are a little bit more conservative. It feels so difficult to go to my hometown again because I feel so different, I've changed too much ((laughs)).

73 INTERVIEWER Was there anything new that you learned about yourself during your studying abroad in Germany?

74	EHUANG	Erm (...) I think that I learn that if I want to make an appointment with a German I should do it two weeks before ((laughs)). There's a big difference between German people and the Asian people. European people they care so much about their privacy. In Asian countries they care too much about their families. So I think that there's no secret in family ((laughs)). Also I think it's not easy to stay alive in Germany because everything is in Germany. If you can stay alive in Germany you can stay alive everywhere ((laughs)).
75	INTERVIEWER	Apart from traveling what other activities did you do in Germany?
76	EHUANG	Meeting my friends, just walking around, riding bicycle and observing the German people to find something different between German people and Asian people.
77	INTERVIEWER	What are you doing nowadays? Working? Studying?
78	EHUANG	I'm freelancer and just try to make some translations from Indonesian and Chinese language. So I can still have some free time to learn something new for my self-improvement.
79	INTERVIEWER	What are your plans for your future?
80	EHUANG	It's a complicated question. I don't know yet.
81	INTERVIEWER	Will English be important for your future plans?
82	EHUANG	I think English is important whatever you do. For studying, traveling, everything you need English everywhere. So you can communicate with many people if you speak English
83	INTERVIEWER	Would you consider constructing your life in another country?
84	EHUANG	Erm (.) yes, actually because I think that if you stay in one place for a long time it'll be boring. I don't like China so much now because there are so many people. But if I find the opportunity maybe I will go to another country.
85	INTERVIEWER	Where would you like to go?
86	EHUANG	Not quite sure now, maybe Thailand!
87	INTERVIEWER	Why Thailand?
88	EHUANG	Because I like their culture, people, religion. It's not so difficult in Thailand to make friends. Maybe it's easier to make friends in Thailand than in Germany. If you're going to Thailand maybe you will not be so lonely.

Interview 2

Interview Date 10/05/2016

Location of Recording: Via Skype/ Spain and Finland

Length of Interview: 00:48:06

Interviewee's Name: Ainikka

Interviewee's Profession student

Interviewee's Age: 24

Interviewee's Place of Birth: Finland

Interviewer's Name Kimberly N. Carcamo Rodriguez

Transcriber's name: Kimberly N. Carcamo Rodriguez

Line	Speakers	Utterances
1	INTERVIEWER	First, I'd like you to tell me a bit about the place where you were born
2	AINIKKA	I was born in Kalajoki. It's in Western Finland it's a pretty small city, like 14000 inhabitants. Not a big city. And I don't know, there's not that much happening, a bit boring.
3	INTERVIEWER	What's the first language you learn how to speak?
4	AINIKKA	Finnish.
5	INTERVIEWER	Besides Finnish which languages do you speak?
6	AINIKKA	Well, I speak English, Swedish, a bit of Spanish and French.
7	INTERVIEWER	How did you learn those languages?
8	AINIKKA	Well, Swedish I started in high school. In Finland it's 7 grade so I was about 13 or 14 years old and I started learning it twice a week or so.
9	INTERVIEWER	How about English?
10	AINIKKA	English I started to learn in primary school, I was about 8 or 9 years old. It was obligatory, you have to learn it.
11	INTERVIEWER	In which contexts did you learn English?
12	AINIKKA	During my whole life I've been learning English, first in primary school, high school and university. So basically during my whole life.
13	INTERVIEWER	Before you went to university, in which contexts did you use English?
14	AINIKKA	Erm,(..) it was mostly like I listened to a lot of music in English, some TV shows in English and movies as well. I loved watching Harry Potter. I also have pen pals, friends from other countries and I wrote to them.
15	INTERVIEWER	In which contexts did you meet those friends?
16	AINIKKA	On the internet.
17	INTERVIEWER	What were the reasons why you join this website?
18	AINIKKA	Well, I most of all, wanted to meet people, to get to know their culture and I also wanted to improve my English. And It helped me a lot because we discussed so many topics so I had to look for the vocabulary that I didn't know, so my vocabulary improved a lot.
19	INTERVIEWER	How often do you use English nowadays?
20	AINIKKA	I use English every day because I have so many contacts living abroad, so almost every day I contact some person and I speak English with them.
21	INTERVIEWER	What do people in Finland think about English?
22	AINIKKA	Erm (..) I consider this question a bit hard because English is very (...) like all the countries are very international nowadays. But if I think of the place where I'm living in (..) So in job place there are some people who are 40 or 50 or even some young people who don't speak English. So they're a bit afraid because they don't know English. It makes their world smaller in a way. In Finland many people can at least speak something. They may be very bad but they can survive they can try to say what they can to say and people will understand them.

- 23 INTERVIEWER Do you think that English gives you certain kind of identity? How do you feel different from people who don't speak English?
- 24 AINIKKA Yes, I think definitely it makes you feel like erm(..) because then you're more international it makes you more open-minded to other people other cultures and because you have the courage because you can speak English because you can contact all the people. And it makes you it makes you a bit like, I would say that people who don't speak English are more afraid. I think that it makes a difference. I think that if you know English you're more interested in other people in other cultures.
- 25 INTERVIEWER Right.
- 26 AINIKKA Yes, because I feel more like erm (..) how can I say it (..) erm (..) more international. Not just a Finnish person but it's like globally a person.
- 27 INTERVIEWER Sure.
- 28 INTERVIEWER Now I'd like to know a bit more about your Erasmus experience in Spain. Could you tell me about it? Why did you chose to do an Erasmus? Why in Spain?
- 29 AINIKKA Well, actually my first option was Iceland in the beginning. Because it depended on my courses in Vaasa I couldn't go to Iceland. So Spain was my second option and I'm actually glad that I got there because in Iceland the culture would have been pretty similar as in Finland. So there was a nice contrast when I came to Spain. But I think that the first idea came a few years ago when I watched Los Serranos, this Spanish TV show, and I was so interested in Spanish culture. And I know that you don't probably like it ((laughs))
- 30 INTERVIEWER I haven't watched it. ((laughs))
- 31 AINIKKA My Spanish spirit came from there. I don't know I like how Spanish people looked so happy and I like the culture and you go out. I like your personality. And I like your language so I also wanted to learn that. I think I should improve it.
- 32 INTERVIEWER Was it always clear for you that you wanted to study abroad? If so, why?
- 33 AINIKKA Yes, I always wanted to from my teenager time, I knew that I wanted to study abroad.
- 34 INTERVIEWER Why?
- 35 AINIKKA Erm (..) I wanted to experience at least lived half a year somewhere, and experience their culture and to get to know my own culture. See it as an outsider when I came back, so see the contrast. And just get new experiences learn better my language skills, make new friends, like there are so many pluses.
- 36 INTERVIEWER Did you achieved those goals?
- 37 AINIKKA Yes, definitely. I would say that I improved my language skills my English and also my Spanish and made so many friends and all the experiences that I had I won't forget. I learn a lot from Spanish culture and also from other cultures because I met so many people from different countries. Everyone should do that because it really keeps you like erm (...) more open-minded.
- 38 INTERVIEWER Sure! How was English useful academically?
- 39 AINIKKA Yes, it was definitely useful because most of my studies there were in English. And because I don't know Spanish that well to survive ((laughs)). So it was pretty much vital for me. If I wouldn't have had the level of

40 INTERVIEWER English I have, it would have been very harsh.
 41 AINIKA How was English useful to socialize?
 41 AINIKA It was useful as well because it was the language I used most of the time because I don't know Spanish that well, so it was very useful. I was speaking English all the time.

42 INTERVIEWER And could you tell me about the friends you met in Spain and what language did you speak with them?

43 AINIKA We spoke mostly English and I learned a bit of Spanish so I tried something in Spain. I met a Belgium girl, French girl, Spanish, Mexico and other nationalities from Southern America. And one Rumanian girl. Yes, I think most people were from Spanish. I didn't have many friends from Italy or Germany.

44 INTERVIEWER What kind of activities did you used to do when you were studying abroad?
 45 AINIKA Well, we used to party a lot ((laughs)). Every week we partied, when I was alone I did sports a lot. I went running and dancing on my own. And we went to see the city and the attractions, going to restaurants, cafes, studying together and of course some trips. I went to Madrid and coastal locations, we went to Valencia.

46 INTERVIEWER Did you discover anything new about yourself after being in Spain?

47 AINIKA Well, I would say that I've always been open-minded but now I'm even more open-minded. It's easier to get along with people, easier to speak English. I think I've changed a bit during that time, I think that I became more brave in a way with people and I don't know it's really hard to(..) but I know that I've changed so much.

48 INTERVIEWER What are your plans for your future?
 49 AINIKA Well, I'm working now and I'm planning to apply school again to study psychology.

50 INTERVIEWER Are you going to study in Finland?
 51 AINIKA Probably I'll study in Finland but I've been thinking of other options. I've been looking at some other schools in Europe, but I wouldn't like to study outside Europe because it's so expensive.

52 INTERVIEWER Will English be useful for your future plans?
 53 AINIKA Yes, definitely. I think that no matter what you do you're gonna need English in most of the jobs.

54 INTERVIEWER Will you consider constructing yourself in another country?
 55 AINIKA Yes, definitely, I think that I wouldn't move outside Europe, but yes I think I could see myself living in Spain for example, or in some other Northern countries.

56 INTERVIEWER Any final thoughts? Anything you'd like to add?
 57 AINIKA Well, I just think that every time you learn a new language it gives you like the cultural information and all that. And it changes your view of thinking and it makes your life so much richer.

58 INTERVIEWER Are there other languages you would like to learn?
 59 AINIKA In the future I would like to learn Spanish really well, and French as well. But in Finland it would be more useful to learn Russian, but I'm not very much into that.

Interview 3

Interview Date 09/05/16

Length of Interview 01:20:19

Location of Recording: Via Skype/ Spain

Participant's profession: student

Interviewee's Name: Jenny

Interviewee's Age: 22

Interviewee's Place of Birth Bolivia

Interviewer's Name: Kimberly Carcamo

Transcriber's Name.: Kimberly Carcamo

Line	Speaker	Utterances
1	INTERVIEWER	First I would like to hear about your background and your experience growing up, the country where you were born
2	JENNY	I was born in Bolivia
3	INTERVIEWER	Where in Bolivia?
4	JENNY	In a very small village.
5	INTERVIEWER	How many inhabitants?
6	JENNY	It was actually quit big, not sure, probably thousands or less.
7	INTERVIEWER	Have you always lived in the same village while you were in Bolivia? Or did you move?
8	JENNY	No, I moved a lot. My (..) I guess we (.) like had economic problems? or I don't know, my mom was always like trying to give us the best. So we went to la Paz, which is the capital and then we stayed there like for three years. I moved to la Paz after the first year when I was born. There were a lot of differences between living in the village and the capital. I felt more free in the village.
9	INTERVIEWER	Have you lived in other countries besides Bolivia?
10	JENNY	No, not before I came here to Spain.
11	INTERVIEWER	When did you move to Spain?
12	JENNY	I came here when I was 8 years old. I was in third year. I felt differences in the language and in the culture. I didn't have any problems learning the language because I was a kid, but I felt differences especially in the culture.
13	INTERVIEWER	What about the culture exactly?
14	JENNY	People are more open-minded here in Spain, I don't know how to explain. I was really lucky when I came here because in my class I was the only immigrant. They treated me like one of them and they didn't make any differences.
15	INTERVIEWER	What languages do you speak?
16	JENNY	Spanish, English, Catalan

17 INTERVIEWER Are you learning other languages? Or interested in learning other languages?

18 JENNY I was interested in learning French and Japanese. Languages are nice. I would like to learn another language because I like learning other languages and speaking in other languages. I think I learned how to speak English because I loved the way it sounded.

19 INTERVIEWER Oh really? And do you remember when the first time you were exposed to English was?

20 JENNY I used to watch a lot of TV shows with my brother, and especially MTV shows and stuff. And movies.

21 INTERVIEWER What kind of movies?

22 JENNY American movies.

23 INTERVIEWER What about music?

24 JENNY I started learning a lot of the lyrics in English. I was really interested in knowing what they said.

25 INTERVIEWER Did you find other ways of learning English?

26 JENNY Before I studied my degree I entered a website called... I don't remember [...], it was about learning English and there was a community there from all around the World.

27 INTERVIEWER Oh! Interesting. How did that help you?

28 JENNY A long time past, until I find people who could help me to practice my English because you may find people who are not really interested in practice English. I found a guy from Barbados and we are still friends. We have a great friendship

29 INTERVIEWER Did you join this website just for practicing English? Or were there other reasons?

30 JENNY Erm(.) I'm not sure really, but it was the main point. I wanted to (...) because I knew that English was a way of communicating with other people and I was interested in knowing about the rest of the world and other cultures.

31 INTERVIEWER Could you tell me about the countries you visited? And why?

32 JENNY I went to London, the first time was two or three years ago. And I went there because I wanted to ... it was the first time I went to a country on my own, I mean I was with a friend, but I wasn't with my family.

33 INTERVIEWER Yes, it is different

34 JENNY And I wanted to experience being on my own in a way and London of course because there was no other country nearby in which I could make myself understood. I went there to practice and it helped me so much. When you are there working it is a necessity to practice your English.

35 INTERVIEWER After that did you visit other countries?

36 JENNY Yeah, I visited for a short visit France and Germany. And English did really

helped, because I don't think anybody would have understood me.

37 INTERVIEWER Did that change your mind in any way? Would you feel now more adventurous to go to another country where English is not necessarily an official language?

38 JENNY Yeah, I knew since I started learning English, that it just opens doors and makes you able to communicate with a lot more people.

39 INTERVIEWER Before you went to university, in which contexts did you use English? And with whom.

40 JENNY Well, as I mentioned, the English website, and also at some point I found out I had family in Chicago so I started talking with my cousin at that time. He doesn't speak Spanish so I had to speak in English.

41 INTERVIEWER Do you remember what kind of topics did you speak about?

42 JENNY Basically everything, like family, work, university.

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43 INTERVIEWER What about the website?

44 JENNY Same thing. Just any kind of thing you can imagine.

45 INTERVIEWER What about nowadays? In which contexts do you use English nowadays?

46 JENNY Well I use it a lot with friends (..) I still keep in touch with friends from London, my friend from Barbados(...) Ermm (..) yes, basically friends. Friends I have here that are from other countries and they don't speak Spanish so we speak in English.

47 INTERVIEWER How do you think people from Bolivia, Spain, London view people who speak English?

48 JENNY Well I think that Bolivian people (...) you know, in Latin America people have the US like a goal, a big thing. So I think that it's a good thing to speak English. But I feel that in Spain, Spanish people are not very keen in learning English, English people, the "guiris".

49 INTERVIEWER So do you think there is a difference in that aspect between Spain and Bolivia?

50 JENNY Yes, definitely. Economy is different so I guess that's the main reason why.

51 INTERVIEWER Have you discussed your views concerning this aspect with other people?

52 JENNY Well, I have a friend who is from Spain. And I told him "if you want I can teach you English". Because he was kind of interested in it, but he dropped it because he said he just hated it so much. And when he tried to pronounce in English he has a very Spanish accent. He doesn't even try because he said it's enjoyable to him. It's funny to him to make fun of the language. He is very Spanish.

When I visited the UK I started to connect English with the country. Before, I just met people from all over, UK and US. My family they are American and they are Bolivian.

I connected English more with the movies, you know, I love movies. So that was the biggest area. But I mean that's very American. Most of the movie I watched are very Americanized. So at first I related English with the US. But I've never been there. We kind of know (..) we are very critical with that country because they are so globalized that we know what's going on over there. So, it's not that bad that we associated with a culture, because it's just a language.

53 INTERVIEWER How do you think your friends perceive people who speak English?

54 JENNY Erm (..) since most of my friends are people that have contact with foreigners and people who are opened not just for Spain, so I think they have a good perception of people who speak English, English. English is just a way of opening doors.

But not all of my friends think in that way. Now that I think about it, my brother in law doesn't like English that much. I mean, he speaks English

because he learned it when he was my age. He hates it but it's a necessity. He's the only person I can think about.

55 INTERVIEWER How about your family?
56 JENNY They definitely think of English as opening doors. My sister knows she has to learn English for work and university.

57 INTERVIEWER How about your personal academic experience learning English?
58 JENNY I've always like learning from things I enjoyed, series, movies and talking to people.

59 INTERVIEWER And what about school?
60 JENNY Erm (...) let's say that that it helped me a little bit because the level was not that high. I enjoyed English class because we talked about travelling and things about the world in the text books. That's why I enjoyed it because I was motivated about traveling and worldwide stuff.

61 INTERVIEWER Great! Now let's talk about your study abroad experience. Where did you do your Erasmus?
62 JENNY I was in London studying in the University of Roehampton.
63 INTERVIEWER And why did you choose this place?
64 JENNY Erm(..) because I had been there before, and I knew that it was gonna be good for me to practice more my English, and I didn't want to get involved in learning another language that was going to be a problem for me. I mean, I also wish I had chosen another destination because it's always good to get to know another culture and when you are there for so long you really get a sense of what it is. The people I related with were different too. Before I related to people who were not necessarily English, I related to people from other nationalities.

65 INTERVIEWER Oh really? How did you relate to them?
66 JENNY Because when I went there we stayed in a house from a friend who was Jamaican, and his other friend was Italian-African. All mixture of people. You know, I met people from Australia, from Italy.

67 INTERVIEWER What language did you speak with them?
68 JENNY English all the time. But it was different the time when I went to study abroad, because the people I met in the university they were just kids basically from first year. Most of the kids that were there just like to party a lot, in a way we couldn't have an intimate kind of conversation with them.

69 INTERVIEWER How was English useful to socialize?
70 JENNY English was useful to socialize, but I didn't practice it that much at the level I had practiced it more intimately and I could relax without exams and stuff.

71 INTERVIEWER What about academically?
72 JENNY Yes, it was useful too, because I wanted to improve it. I wanted to improve it because I was in an environment where everyone was better than me. So unconsciously you just try to do your best.
I related a lot with people from other countries, not necessarily English. Just because our program had organized like you know visiting to museums and stuff and we met each other more than the other English students so that made it not possible for me to practice my English with native speakers.

73 INTERVIEWER What kind of other activities did you participate in?
74 JENNY We partied a little bit, we usually made, you know, parties in a kitchen. There was a bar in the university so we went there on Fridays and Wednesdays. And we also went to another bar in London. We went to a couple only.

75 INTERVIEWER What kind of people were in this bar?
76 JENNY The first bar I went to was a Salsa bar, so not really talking just dancing. And the second one, we went there with a Spanish and an Indian friend. We went there because we saw an advertisement in a website for meetups. We saw something about language exchange and we went there. It was full of Brazilian and from many other countries. I practiced English there.

77 INTERVIEWER Did you travel during your study abroad?
JENNY We went to Bath, an old city. We stayed there for just one day. It was very small. We also visited Brighton and I really enjoyed that. I went there with Spanish friends, and we had to ask to the locals about directions. So English was definitely helpful.

78 INTERVIEWER Did you speak Spanish with your Spanish friends?

79 JENNY Erm (..) in Spanish and in English. We only spoke Spanish when we didn't want to be understood.

80 INTERVIEWER Could you tell me more about the people with whom you get along the most?

81 JENNY A girl from Spain and France. We were always together because we lived in the same flat. I had a chance to speak a lot with my roommates. They were nice, not very talkative. They were from England, from Spain. We were 20 in the flat. We had the chance to talk sometimes about cultural differences. There was a girl from Sweden, an Indian guy.

82 INTERVIEWER For how long did you stay in London?

83 JENNY For 9 months. It was tough during the first months because I was homesick.

84 INTERVIEWER Would you recommend studying abroad or not? Why?

85 JENNY I think people should do it because you learn things about yourself, you question things about your own culture, you learn things about other cultures.

86 INTERVIEWER What things did you discover about yourself?

87 JENNY I think it's part of growing up, because it makes you more mature being on your own.

88 INTERVIEWER Would you now consider living in another country?

89 JENNY I definitely love traveling but I'm not sure about going somewhere else to live because my family is very important for me. But maybe if they came with me, probably I'd live in another country. It would be a very hard decision, but maybe it's just a phase now. For necessity, maybe because we don't know what's gonna happen with economy or work. But now that we are talking about it, moving to another country wouldn't be a problem.

90 INTERVIEWER And if you were to start your life in another country, where would you choose?

91 JENNY I'd like to go to the US

92 INTERVIEWER Why?

93 JENNY Just because I think I'm very influenced by the American culture, I'm mean[...] I think we all are very critical, I'm very critical but in a way there's a lot of things that call my attention about the US. They are open-minded. I'd probably have to go there to get rid of the stereotypes, and images about that country. I guess that's why I want to go there. I'd like to go to New York or the West Coast.

94 INTERVIEWER What are your future plans after finishing your degree?

95 JENNY Well, I would like to travel a little bit and as far as English goes, it's going to help me with my future plans. And I think academically I'm probably thinking about studying a little bit more, something related to English.

96 INTERVIEWER Why would you like to study something related to English?

97 JENNY Erm(..) I'm beginning to have a really I mean a good level of English, so I'm feeling very comfortable about the language and I like it. So, why not?

98 INTERVIEWER How do you think people see you when you use English?

99 JENNY Erm(..) I guess they kind of think that I'm an open-minded person in a way, and I am. I like trying out new things and I'm tolerant with people.

100 INTERVIEWER How do you see yourself when you use English?

101 JENNY In the same way, I see myself as an open-minded person.

102 INTERVIEWER What do you think is the difference between students who go abroad and those who don't?

103 JENNY Erm.. I think that if you never ever been abroad, I think you have some issues. (laughs) you may have some issues with stereotypes. I think it's important in that sense to go abroad.(...)
I'm starting to like living here, after living abroad you kind of learn to appreciate what you have here. People who haven't been abroad may have like a close mentality.

104 INTERVIEWER What do you think is the difference between people who speak English and people who don't? Do you think the same differences apply to them?

105 JENNY Especially, especially to people who live in the UK because they have a very ideal imagine of their country and the nation. And I think they have to see the world, and see that there are other people. Maybe they do it unconsciously

- 106 INTERVIEWER Do you think English gives you certain kind of identity? Have you ever thought about that?(..) Put in another way, do you feel different from people who don't speak English? From your friends who don't speak English?
- 107 JENNY Yes, I feel different because for me for example erm (..) English is a part of what I love movies, cinema and creative things. And if I didn't know English I think that probably I wouldn't appreciate erm (..) for example the movies that I watch in a sense. I just feel very connected to the language. I like how it sounds. And when you know things about the culture and the language you know what they're talking about when you watch an American movie you know that that's very American.
Now thinking about the people who don't speak English, not only talking about the movies thing because that's something that I like, but erm(..) when you speak English you have the opportunity to talk to so many people from so many different countries erm (..) that, for me, has been very good to learn tolerate people, and I think that if you don't have the opportunity to talk to people in that same way, I think that you lose the opportunity to know more stuff ,right?
- 108 INTERVIEWER Right.
- 109 JENNY But also I was thinking that I know people who do speak English, I don't want to say names, but I have a Chinese friend who is studying tourism and he came here just to study his degree. And I think the sees the world in a very (...) how can I say this (...) as I told that people have America in a high place, I think that there's also the risk that (.) they are putting it in a high place the fact that they know about the culture. They are just seeing the language and the culture as if it's the best thing. I think that's a risk because you don't see it as a way of communicating to other people from other countries.(...)
But he always talks about America and how good they good and how great their country is and everything they do. And I don't think that's a good thing. As I said, it's a way of knowing and understanding more the world around you, not just idealizing one place.
- 110 INTERVIEWER How do you usually introduce yourself to people? As European? Latin American? Spanish? Bolivian?
- 111 JENNY It was actually the first time I had to deal with that question because I saw myself as Spanish, I lived here almost all myself. You feel that they are expecting something else because you don't look "Spanish". I usually say I live in Spain but I'm from Bolivia. But I can never say I'm from Bolivia, because I came to Spain when I was 8 years old. But I feel proud of being Bolivian, I mean, my identity the way I relate to my family I feel the most as "myself" I feel Bolivian. But in the same way I cannot just say I'm Bolivian. Especially to the European, they think we're primitives. And there's this sense of not wanting to be paired to this kinds of stereotypes. I don't do it for myself because I know who I am. I do it for them because they don't know what's like being Latin American. But I always say "I'm Bolivian but I live in Spain".

Interview 4

Interview Date 11/05/16

Location of Recording: Via Skype/ Spain and Poland.

Length of Interview 00:56:34

Interviewee's Name: Sabina

Interviewee's Profession: Student

Interviewee's Age: 23

Interviewee's Place of Birth: Poland

Interviewer's Name: Kimberly Carcamo

Transcriber's Name: Kimberly Carcamo

Line	Speaker	Utterances
1	INTERVIEWER	I would like to ask you first about your background and your experience growing up. About the place where you were born
2	SABINA	It's in Northern Poland, it's a small town there are about 40,000 people.
3	INTERVIEWER	Have you always lived in the same town?
4	SABINA	Yes, actually in the same house ((laughs)).
5	INTERVIEWER	What was the first language that you learn how to speak?
6	SABINA	The first language I learn how to speak was Polish, and then erm (..) I don't know how to explain it but it's like my erm (..) my grandfather's mother was Ukrainian so I learn some Ukrainian words like lullabies and stuff like this.
7	INTERVIEWER	Oh that's nice.
8	SABINA	But I can understand a lot even though I don't speak it. I was exposed to it when I was a child, but then she died. And my grandfather he doesn't really speak Ukrainian, because he feels he's Polish. He doesn't care really because he's lived here like all his life. And then I started learning German in school, it started when I was 7. We had like 3 hours a week of German instead of English.
9	INTERVIEWER	So you didn't have English by then?
10	SABINA	In primary no, I started learning English when I was thirteen in middle school. In middle school I had like both German and English and then in high school I had again German, English and Latin.
11	INTERVIEWER	Wow! Did you have other ways of learning English, besides school?
12	SABINA	Yes, it was like erm (..) you know when I started (..) you know I had this intensive German in primary school but then I wanted to have English so I went to a class that had English like as their primary language but of the people who took this class, they had like English before, so I was afraid I was going to be left behind because there were only like 5 people who didn't have any English. So my mom signed me up for an additional course, it was like private tutoring for a year or two years? I don't remember. So I made up very quickly. Because it wasn't really a high level so at the end of the semester I was like at the same level as everyone in the class. After that I didn't have any additional English for like two years maybe? And then in high school I had a course to pass the CAE exam and then I had a class with a native speaker. And then I went to university.
13	INTERVIEWER	So you said that you wanted to learn in a class where English was taught was a primary language.
14	SABINA	Yes, because I didn't like German.
15	INTERVIEWER	But why did you want to learn English at that age?
16	SABINA	Actually my mom wanted me to because people her age in Poland don't speak English because they had to do like Russian and she said that that's the language of Europe so you have to learn it ((laughs)). And I didn't like German that much it was easy but I didn't enjoy it. It feels like very harsh to me, so I didn't like how it sounded. You know how it is ((laughs)). Also it was like I just love the culture and I wanted to (...) maybe it's a

- stupid reason but when I was twelve maybe I saw an adaptation on TV of Macbeth and I just wanted to see it in English and then it was like yeah. Maybe it's not just one of the practical reasons ever but I liked that.
- 17 INTERVIEWER That's nice! So did you find other ways of practicing English? Perhaps by watching movies? Or listening to music?
- 18 SABINA Yes, actually I was listening to a lot of music, English music. And then I was just translating it by myself sometimes. I was really into rock music and metal when I was in high school. And I didn't know what they said so I had to translate them. Oh, it was so terrible now that I think about it ((laughs))
And I was just watching Lord of the Rings all the time because it is my favorite movie. Actually I think that after three semesters of English maybe I started reading novels in English. They were a bit difficult for me at first, but I was interested in them because I wanted to read Harry Potter. So I would read it in Polish and in English, but then I started to read it just in English. It's like now I think about it and I think that oh my god I was so dedicated!
- 19 INTERVIEWER Before you went to university in which contexts did you use English?
- 20 SABINA Movies (.) it's like culture in general. When I was traveling abroad for example. When I went to Ukraine with my parents they would speak Russian or just Polish. But if not I would speak English. Maybe when I was talking with people as well, at that time I already knew my boyfriend.
- 21 INTERVIEWER Do remember what kinds of topics you talked about in English?
- 22 SABINA Everything! Music, literature, general live, culture, ways of living. So he would ask me things about history and culture from Poland, but sometimes it was difficult to talk about history because I didn't know those historical terms. So I had to google some concepts. Now I'm grateful but I so hated it
- 23 INTERVIEWER Yes, now I remember you told me about the history of Poland when we met. It was interesting and you know so many things! So (..) nowadays in which contexts do you use English?
- 24 SABINA Well, actually I think nowadays I use more English than Polish because I go to university and some Finnish classes some are in Polish but in some cases they have native Finnish speakers so they use English in class. And they go to English classes and it's in English of course. Then I go home and I speak to you or my boyfriend or somebody else and I speak English only. And I just talk to my parents in Polish I don't know like 20 minutes a day. And with my friends from university like from English studies, sometimes we use English in the corridors. So I think that I use English a lot nowadays. I'm sort of forgetting Polish.
- 25 INTERVIEWER How do you think people from Poland view English? Are there many speakers of English in Poland?
- 26 SABINA About 30% people speak English in Poland. I think because they started teaching English in schools maybe at the turn of the century. Before it was only German and Russian. Russian was obligatory and the second language was German. So older people don't speak English, only younger people. If they are 30 they would know English, at least basic.
They all think English is useful. They used to think it even before. My grandmother, she's now 70, she said that when it was communism and she was a little girl her parents were like farmers. And her mother said that she just wanted her children to have like a good education she wanted them to speak many languages and she wanted them to speak English. But English was sort of forbidden and teaching it was forbidden because Russian didn't want people to speak English. And erm (..) it was forbidden to teach English and she just sent my grandmother and my grandmother's sister to private classes so they could learn English but it was illegal (.) and they started attended a few classes but then the lady disappeared. People don't know what happened. If they knew English was an important language

27 INTERVIEWER they would know it now as well.
Yes, sure.

28 SABINA Yes, it was like a kind of a dichotomy. People had to learn Russian but they thought English was a better thing because it was forbidden ((laughs)). Everybody should just forbid English and then everybody will learn it.

29 INTERVIEWER Do you think your friends think in the same way as most people from Poland?

30 SABINA Yes, but you know most of my friends study English so for them it's like the most important thing ever ((laughs)). I mean even if they don't speak English very well they think it's important anyway.

31 INTERVIEWER Now I would like to know about your study abroad experience. Do you think English was useful academically and socially?

32 SABINA Yes, especially from a social perspective because almost nobody knew German from the people I had contact with. English was the language of primary communication. Also academically because when you're studying English all the sources are in this language of primary communication, so when I went to the library there was a lot of material in English. I didn't look for any other language. Also English helped to meet a lot of people. In a social context with students it was always okay to use English.

34 INTERVIEWER From where were the people you met?

35 SABINA China, Korea, Polish, Spain, Italy, Slovakia, some people from France (.). Bulgaria, I had a friend from Syria, and another friend who I think was from Egypt and he knew Polish cuisine!

36 INTERVIEWER What were the activities you did during your studying abroad?

37 SABINA Well, we went to the library and trips. I met some friends, drink coffee. I was studying and researching a lot.

38 INTERVIEWER Would you recommend to study abroad, or not? Why?

39 SABINA Of course because you learn to be independent and it's different than living in your own country because it's like, it's a different culture so you have to adapt to it. It's an environment and a situation that is not familiar to you and you can't predict all your reactions maybe. I learned about people's different mindsets.

40 INTERVIEWER What would you say was the best thing about your Erasmus?

41 SABINA Trips and people.

42 INTERVIEWER Did you discover anything new about yourself while you were in your Erasmus?

43 SABINA I think I learned that if I survived Leipzig I can survive everything. It was a bit confusing at first, but we made it and everything was okay in the end. I also learned that I prefer Chinese food more than German food ((laughs)). I appreciate bread from Poland more I guess.

44 INTERVIEWER So what are your future plans after you graduate?

45 SABINA I've always wanted to teach English and I've always thought that Finnish would be just a secondary degree like for my own interest and my own development and for communication with my boyfriend. But recently I've been thinking that I've got more double opportunities with this, so I'm reconsidering my options. I've always hated translation in English I hated doing that but it's like with Finnish I think it could be enjoyable so I really don't know what to do. And before my graduation from Finnish studies I would like just to work part-time like teaching English maybe, something with English. But then maybe I would switch to Finnish, I don't know yet. Maybe I'll move to Finland so. I think there are better opportunities jobwise and living in general. They have like better healthcare and all that.

46 INTERVIEWER What language do you think you will use if you move to Finland?

47 SABINA Probably English and Finnish, but I don't know yet. But if I were to move

to another country like Hungary, I don't know any Hungarian, I just know how to say "Poland" in Hungarian, then I would use English. It depends on the country I guess. And I Poland I already use more English than Polish so(..)

48 INTERVIEWER
49 SABINA

Do you have any final thoughts to add?

Well, I think it is essential to know English if you want to survive in a foreign country especially when you when you can't always use the language of the country. I don't really know, I mean it's very hard for me to think of English as a foreign language because I use it so often that I sort of lost this distinction that it's actually something foreign to me. And I don't really treat it as a foreign language, it's like my secondary language but I wouldn't say it's foreign because I think in it, I have dreams in it and I don't know (..) I just use it so often, I'm so immersed in it that don't really think it's foreign anymore. It's as natural as breathing or eating, so I guess it's hard for me to summarize it.

Interview 5

Interview Date 13/05/16

Location of Recording: Via Skype/ South Korea and Spain

Length of Interview: 00:38:11

Interviewee's Name: Eun-mi

Interviewee's Profession: student

Interviewee's Age 23

Interviewee's Place of Birth: South Korea

Interviewer's Name: Kimberly Carcamo

Transcriber's Name: Kimberly Carcamo

Line	Speaker	Utterances
1	INTERVIEWER	Could you tell me about the place where you were born?
2	EUN-MI	I was born in Seoul the capital city, but I grew up in Gwangju for eight years and then I moved to Seoul again. My childhood was in Gwangju so I like Gwangju with the very fresh air and always playing.
3	INTERVIEWER	Have lived in other countries?
4	EUN-MI	Only in Korea, I just visited England because I was traveling and then I visited Germany as an exchange student.
5	INTERVIEWER	Do you remember when was the first time you started learning English?
6	EUN-MI	Erm (..) maybe I was 10 years old, it's the formal time in Korea when children have to start learning English.
7	INTERVIEWER	In which contexts did you study English?
8	EUN-MI	Actually (..) I studied English in school and in Academy 'cause in Korea there are so many academies for foreign languages, or more better schools with good levels. When I want to go to some special schools I have to study very hard English, it's very important. A lot of people go to these academies.
9	INTERVIEWER	Why do you think many people go to these academies?
10	EUN-MI	Actually (.) it's not just for English but other subjects such as Korea, Mathematics. We go to the Academy because we have to get high grade in school.
11	INTERVIEWER	Have you learned other languages besides English or Korean?
12	EUN-MI	Actually I graduated from the foreign language school and actually my major was German ((laughs)). I learned German, English and Japanese. This school is to enter high level university so many students want to go there. They teach English, Chinese, Japanese, German and French.
13	INTERVIEWER	Which languages are the most popular there?

14 EUN-MI Of course English.

15 INTERVIEWER Why do you think it is so popular?

16 EUN-MI There are so many demands in Korea for using English. Actually the entrance in the university was very difficult in English, but we had to do it.

17 INTERVIEWER So which languages do you know now?

18 EUN-MI English ((laughs)) but a little bit German also. I can understand some German.

19 INTERVIEWER What kind of music do you listen to?

20 EUN-MI Actually I'm teaching English as a private tutor, my student is just 14 years old and we can hear the pop songs. I think that's a good way of learning because the sentences are very hard to learn in Korean. And for students it's better if I make it fun. I used to listen to music to learn English, but also learn English. Many people in Korea listen to pop music but maybe they didn't do it to learn English, just to enjoy it.

21 INTERVIEWER Before you went to university, when and where did you speak English?

22 EUN-MI Actually there were not that many contexts with the English, just we erm(...) before I said I had to study English for the entrance exam in Korea. So I was just reading, understanding and answering the test questions in English. But not for communication. But sometimes when I met the foreigner in the street I could approach them and speak English. When I was 21 I went to England to travel around Europe.

23 INTERVIEWER How was English useful for your traveling?

24 EUN-MI It was very useful. Actually we learned the American English and they used British English so it was very difficult sometimes to understand everything. Especial intonation about them.

25 INTERVIEWER How was your travel? Did you visit other countries?

26 EUN-MI France, Germany, England.

27 INTERVIEWER When do you use English nowadays?

28 PARTICIPANT 1 Erm (..) right now I'm using English with you ((laughs)) and then in university I'm doing something for helping the exchange students so I have to use English. And then sometimes I want to teach them Korean and when I'm explaining some Korean I have to use English. And when I'm tutoring. I want to practice English very often because when someone wants to learn the other language we have to practice it.

29 INTERVIEWER What do Korean people think about English?

30 EUN-MI If they don't have the experience going abroad or having foreign friends they will be afraid of speaking English. They can read and write in English but speaking it it's hard. But they are interested in English because in Korea there are so many companies that want to employ people who can speak English.

31 INTERVIEWER Why did you want to learn English?

32 EUN-MI I like the language. It is very special to learn the other language and then I can get to know the culture of other countries. That's a very special experience for me. But then I also want to get a job with English, it is primary desire.

33 INTERVIEWER Do you feel different from people who don't speak English? If so, how different?

34 EUN-MI Actually, I plan to go to NY and I've got the opportunity to go to NY with the internship because I can speak English. I can feel differences with them because I have more opportunities to go abroad and experience something special. But I think when people don't want to get a job related to the foreign country they don't have to know English.

35 INTERVIEWER Do you think English was useful academically?

36 EUN-MI Yes, of course, it was ((laughs)). Actually I took part in the German class also but I need translation into English, so it was really helpful for me. Also it was really helpful to communicate with the other students. Especially for learning German also it was really useful. In Germany sometimes it wasn't useful because when we go to the restaurant they didn't speak English.

37 INTERVIEWER How would you define your experience studying abroad? Would you recommend it or not?

38 EUN-MI Yes, I recommend it to all my friends. It was a very special experience to me. Actually the speaking wasn't very difficult. The confidence to try to use a foreign language. And to meet the other countries' people and sharing their thinking.

39 INTERVIEWER Did you learn anything new about yourself?
40 EUN-MI Actually, after visiting the other countries I can see traditional customs in Korea. I can notice it. It was really different. Especially for traditional things. I'm now interested in traditional Korean customs.

41 INTERVIEWER How about yourself?
42 EUN-MI I think I've change for facing the new one. Before I was a little bit afraid of meeting new people. I was very busy doing something else, studying and studying, studying. But when I visited Germany I had some time for thinking and to take a rest. And I can challenge myself. Because I see differences in the people I met. They thought it was very important to take a rest with the love ones.

43 INTERVIEWER What kinds of activities did you do in Germany?
44 EUN-MI I went on picnics when there was a nice weather. Then I travelled around Germany and visited my friends in foreign countries.

45 INTERVIEWER How was English useful when you travel?
46 EUN-MI Everywhere. Sometimes they had difficulties in Speaking English but English was a very important language for my traveling everywhere. For very sight-seeing, there are so many people who can speak English so I just got a help from them.

47 INTERVIEWER Do you think there is a difference between students who go abroad and students who don't?
48 EUN-MI Yes, especially for speaking English. It's very good to learn English abroad. Because when I go abroad I have to use it, in Korea I don't have to do it. I don't have many chances to practice my English in Korea. So there's a difference in the fluency of English. And the thinking is very different. People who went abroad they can, they usually go, somewhere again, but those who stay all their life in Korea, they just didn't try to go abroad because they are afraid of the language and the other country.

49 INTERVIEWER Could you tell me about the people you met in your studying abroad?
50 EUN-MI I met Kimberly ((laughs)), I was really happy to see people, friends who knows Korean and Korea culture. It was very impressive! And then there were also German people who knew a bit Korean.

51 INTERVIEWER Which languages did you speak with them?
52 EUN-MI Actually we met for exchanging Korean and Germany but in the end we always used English ((laughs)) because English is easier to communicate and if we want to communicate deeply with each other we just use English.

53 INTERVIEWER What are your future plans?
54 EUN-MI I want to go to traveling company. That will be nice if I can use the foreign language also.

55 INTERVIEWER Will English be important to do that?
56 EUN-MI Yes, because if I want to do something related to the foreign country, Europe, or America it will be good.

57 INTERVIEWER After living in Germany and travel, would you consider constructing your life in another country?
58 EUN-MI Actually nowadays I also think about it. If I have a lot of money I'd like to go abroad, but my parents don't like that idea.

59 INTERVIEWER Where would you like to live abroad?
60 EUN-MI Germany was good, I can also go to England or English area. Sometimes it is really important where we live, especially for the nationality. But I think that Korea is too busy. I want to live in a country where life is not so busy.

Interview 6

Interview Date: 12/05/16

Location of Recording: Via Skype/ South Korea and Spain

Length of Interview 00:19:23

Interviewee's Name: Min-ji

Interviewee's Profession: student

Interviewee's Age: 21.

Interviewee's Place of Birth: South Korea

Interviewer's Name: Kimberly Carcamo

Transcriber's name: Kimberly Carcamo

Line	Speaker	Utterances
1	INTERVIEWER	I would like to hear about your background and your experience growing up.
2	MIN-JI	I was born in region in Korea near Seoul. I can't remember the place where I was born because I moved to Seoul when I was very young. And I've lived here almost all my life. So I'm going to talk to you about Seoul. These days China is developing at a higher pace and that's affecting Korea. I really hate it. When you come to Korea you'll be affected.
3	INTERVIEWER	Could you tell me about the countries you have visited?
4	MIN-JI	I've visited America for two weeks. I visited LA.
5	INTERVIEWER	Why did you go there?
6	MIN-JI	Just for travel.
7	INTERVIEWER	Did you use English when you were in LA?
8	MIN-JI	Because there are a lots of Korean so I didn't have to speak English, only when I went to shops, restaurants.
9	INTERVIEWER	Could you tell me about when did start learning English?
10	MIN-JI	Erm (..) I can't remember well. In Korea elementary school students in the first grade to third grade. So maybe at age 10. In Korea I went to private tutoring. In Korea there are a lot of schools for private tutoring for English and also for other subjects. These days I'm getting private tutoring in English.
11	INTERVIEWER	And how is it going?
12	MIN-JI	I think it's going well, my English is improving a lot. But there are somethings that are really difficult for me.
13	INTERVIEWER	How did you practice your English before you enter university? In which contexts?
14	MIN-JI	I try to improve my English input by watching President Obama's address. I also watched films in English, like Marvel's movies.
15	INTERVIEWER	In what other contexts did you use English? I remember we met in this website for language exchange.
16	MIN-JI	Ah! I remember that but it was just for promoting Korea not just to learn English.
17	INTERVIEWER	Could you tell me about what kind of music do you listen to?
18	MIN-JI	I love electronic dance music. These days I'm very fond of Avicci. Especially in Spain I used to listen Alesso and so on.
19	INTERVIEWER	In what languages do you listen the music you listen to?
20	MIN-JI	English, Korean and Japanese. But I really prefer English music to Korean. Because the lyrics of Korean songs are always about love. English songs are popular in Korea. You know, maybe the reason is based on one's interests. And English culture has a lot of impact on Korean culture.
21	INTERVIEWER	What languages do you know? What languages would you like to learn?
22	MIN-JI	I speak in Japanese. I learn Japanese by listening to music.
23	INTERVIEWER	Nowadays, in which contexts do you use English?

24 MIN-JI To prepare my admission tests. These days I don't meet many people to practice English. Some people in Korea are afraid of speaking English, but there are other people who are very good at speaking English because they have a lot of experience practicing English. Many people go to America.

25 INTERVIEWER What do you think people in Korea think about English?

26 MIN-JI It's a kind of obligation because we are required to qualify in English. Even some people who are majoring in engineering but they are required to get a qualification in English.

27 INTERVIEWER What do you think about English? Why did you want to study English?

28 MIN-JI It's like instinctive. When I was a kid I used to learn English in my childhood so I just continue learning English and I like it.

29 INTERVIEWER Would you recommend study abroad to your friends or to anyone?

30 MIN-JI (...) I would look his or her personality, and if the personality is expected to adapt to other cultures I would recommend it.

33 INTERVIEWER How was English useful in Spain?

34 MIN-JI In Spain, English was useful academically but not outside school.

35 INTERVIEWER What people did you meet when you were here?

36 MIN-JI Japanese, Germany, Chinese, Taiwanese and Norwegian.

37 INTERVIEWER Which languages did you speak with them?

38 MIN-JI I used English to speak to most people but then I also spoke Japanese to speak to Japanese people.

39 INTERVIEWER Could you tell me about your usual activities?

40 MIN-JI Travelling, I travelled to Italy and to France and Spain.

41 INTERVIEWER How was English useful in your travels?

42 MIN-JI I used English most of the time, but I travel with Korean friends so I often use English. So sometimes I had very low chance of speaking in English.

43 INTERVIEWER Do you think there is a difference between people who study abroad and people who don't?

44 MIN-JI (...) the difference is erm (...) erm (.) in your mind. There are some people who don't feel very free because they are obsessed with just studying and getting a job, some others take the challenge of going abroad.

45 INTERVIEWER Do you think there is a difference between the people who know English and people who don't?

46 MIN-JI Their interest. I think I started learning English because I had interest in learning it.

47 INTERVIEWER What was your interest?

48 MIN-JI It think it was communicating with other people because I had a dream of meeting many friends as much as I can and I wanted to know their ideals, dreams.

49 INTERVIEWER What will you do in your future after your graduate?

50 MIN-JI I would like to be a Korean and English interpreter.

51 INTERVIEWER Do you think English will be useful?

52 MIN-JI Yes, 100%. English will be my key to success.

53 INTERVIEWER Where would you like to work?

54 MIN-JI First of all, I will build my career in Korea, also I would like to live for some time in Germany or America because I don't like Korea.

55 INTERVIEWER Why not?

56 MIN-JI This is because I don't like the government.

57 INTERVIEWER Do you think English gives you some kind of identity?

58 MIN-JI English is a part of my life. Even though I don't feel completely 100% comfortable. I just like to learn English and that's all.

Interview 7

Interview Date: 07/05/2016

Length of Interview 00:32:11

Location of Recording: Via Skype/ Japan and Spain

Interviewee's Profession: student

Interviewee's Name: Meizhen

Interviewee's Age: 23

Interviewee's Place of Birth: China

Interviewer's Name: Kimberly Carcamo

Transcriber's name: Kimberly Carcamo

Line	Speaker	Utterances
1	INTERVIEWER	First, I would like to know a bit about your background and your experience growing up. So could you please tell me about the place where you were born?
2	MEIZHEN	It's near Shanghai. I think you know it (.) erm (..) I finished my Bachelor there about environmental engineering. It's a big a city like all Chinese cities ((laughs)) and there are a lot of foreign people. A lot
3	INTERVIEWER	Where do those people come from?
4	MEIZHEN	They are Indian, from Europe, from America, from everywhere because there are a lot of erm (..) foreign companies. So there are a lot of Germans as well
5	INTERVIEWER	What was the language that you learn how to speak?
6	MEIZHEN	Erm (..) the first language would be the dialect and then the Chinese Mandarin and then English.
7	INTERVIEWER	How did you learn English? Do you remember when the first time that you were exposed to English?
8	MEIZHEN	Erm (..) I think maybe in kinder garden already because I learn English from a very early age. Maybe in Kinder garden it was like one two three four five, one apple, one tiger, something like this ((laughs)). But English is officially taught in the first grade in primary school.
9	INTERVIEWER	Did you learn English outside school?
10	MEIZHEN	Erm(..) I (.) when I got into high school I always watched the American dramas and when I got to university, erm (..) before high school before middle school every week we would have a foreign teacher teaching us English, maybe this was the first contact with a foreign, every week two classes. It's super funny because we were so young and chaotic. I can only remember that we had a lot of pressure learning mathematics (.) so English was like a release to us. And because we were so chaotic and hard to control she always set a prize, like the first prize, the second prize, something like a movie ticket or a candy from her country
11	INTERVIEWER	Did you get any prize?
12	MEIZHEN	I cannot remember, maybe not ((laughs)).
13	INTERVIEWER	What about the movies that you watch? And music that you listen?
14	MEIZHEN	I listened to UK and American pop songs and as I remember there's an English class in my high school. It was an English travel class and in that association we had to introduce our school to the foreign visitors. So we were practicing some oral English.
15	INTERVIEWER	What made you join this kind of activity?

- 16 MEIZHEN Because it is travel-related and I would really want to travel at that time and that's why I participated in it. But I just participated just one semester.
- 17 INTERVIEWER When was your first experience traveling?
- 18 MEIZHEN I traveled mainly in China.
- 19 INTERVIEWER Do you remember in which contexts did you use English before going to university?
- 20 MEIZHEN Before going to university there were some foreign people but I barely talked to them, so mostly watching TV dramas and music.
- 21 INTERVIEWER How about nowadays?
- 22 MEIZHEN Nowadays when I talk to international students, and when I go to class. But I have to complain because Japanese English is very difficult to understand.
- 23 INTERVIEWER What do people in China think about people who speak English?
- 24 MEIZHEN The working language is English, so they tend to hire people who can speak English because English is a requirement. Having an English certificate is good.
- 25 INTERVIEWER What do your friends think about English?
- 26 MEIZHEN I think they kind of want to be the one who speaks English. They would look up at people who can speak English. But if they don't need it (.) they won't practice it, so it's like it would not be happy for them erm (.) I don't know what I'm talking about ((laughs))
- 27 INTERVIEWER How do you feel different from people who can't speak English? Do you think that English gives you certain kind of identity?
- 28 MEIZHEN I actually think feel that I can make friends with more people, like my friends' circle is not limited to only Chinese speaking circle. And it's like one more door that's open to me to go to another world where people speak English, to know how people think and work.
- 29 INTERVIEWER How was English academically useful in Italy, Germany, Japan?
- 30 MEIZHEN In Germany people can English, in English Italy was so so but then Japan their English is so bad. I listened to many different kinds of accent. I'm worry that my accent would be bad too.
- 33 INTERVIEWER In those countries, how was English socially useful?
- 34 MEIZHEN Erm (..) the ranking goes down from Germany and Japan. Because most of the students come to Japan to learn Japanese. Actually my program it's the first time they take students from Germany. Before there were only people from Asian, not many white people.
- 35 INTERVIEWER Where are your friends from? In which language do you speak to them?
- 36 MEIZHEN I speak mostly English with them. In Germany I met people from Asia, from China and from all Europe of course.
- 37 INTERVIEWER Do you think there's a difference between people who go to study abroad and people who don't study abroad
- 38 MEIZHEN Yes, I think most of the people doing their Erasmus tend to be more fun

seeking, they party a lot. In Italy people they don't spend time study that much. And people in my home university they tend to study more. I think that in Italy they tend to see their mobility semester as something for fun. I would like to see my semester in Italy as for fun but this semester in Japan I can't see it for fun because I want to graduate. But I also want to have fun.

- 39 INTERVIEWER What about their way of thinking?
- 40 MEIZHEN Erm (..) I don't know how other people think but from my experience, I'm more open, I still remember my first experience in Germany I was super nervous, but now I'm more relaxed and easy going. When I was in Europe I felt more adventurous to travel.
- 41 INTERVIEWER Have you learned anything new about yourself?
- 42 MEIZHEN This is a hard question.
- 43 INTERVIEWER Do you think that you have changed?
- 44 MEIZHEN Yes (..) the friends I've met they have changed me and they have inspired me in different ways. I feel that I have a more positive thinking than some Chinese people I've met. I don't want to be like those Chinese people who always follow negative thinking. And then I know what kind of people I want to be and what kind of people I don't want to be.
- 45 INTERVIEWER What about the activities that you've done in your studying abroad experience?
- 46 MEIZHEN Travel, go to museums, and learn the country's history, going to party but not that frequently.
- 47 INTERVIEWER What are your plans for your future?
- 48 MEIZHEN I'd like to stay in Germany for my first job and then back to China. Because I think that working overseas would be nice, and then go back to China. I wouldn't like to be a research assistant but I would like to be something that I haven't tried before. I like doing that.
- 49 INTERVIEWER Do you think that English would be useful for your future plans?
- 50 MEIZHEN In China yes.
- 51 INTERVIEWER Would you consider constructing your life in another country? Where?
- 52 MEIZHEN Maybe Germany. But if I'm still by myself I'd go back to China to settle down there, if I meet someone in the middle I'd probably would go with them.
- 53 INTERVIEWER Why Germany?
- 54 MEIZHEN Because I feel comfortable living with them because they don't care about how you look, they like nature. So I think it suits my personality. I think it depends on your hobbies and your personality.

Interview 8

Interview Date: 11/05/2016

Length of Interview: 00:45:16

Location of Recording: Autonomous University of Barcelona

Interviewee's Profession: student

Interviewee's Name: Maria

Interviewee's Age: 21

Interviewee's Place of Birth: Spain

Interviewer's Name: Kimberly Carcamo

Transcriber's name: Kimberly Carcamo

Line	Speakers	Utterances
1	INTERVIEWER	I would like to know a bit more about your background and your experience growing up.
2	MARIA	Well I've always lived in Ripollet it's a town here not very nice but average and I was born there and the first time I lived abroad was just for a few months in 2012 not 2013 when I went to London with Judith for three months. And then when I did my Erasmus in France. But besides that I've always lived in Ripollet.
3	INTERVIEWER	And why did you chose to live abroad in 2013?
4	MARIA	It was because I have been to London in 2012 when there were the Olympic Games and I loved it very much so I thought it was a good way of practicing the language so why don't I go there and try to find a job and if I find a job I can stay there. And I found a job I actually found two jobs and so I stayed. And basically it was very I wanted to feel independent and learn English.
5	INTERVIEWER	Did you accomplish those goals?
6	MARIA	Yes, yes I did. Because I felt super independent I had my own flat in London and amazing flat and very cheap! And Also I remember I was preparing to get the certificate proficiency and that's why I went there and my English improved a lot. I felt a bit strange sometimes because I was always using the same words and I could understand more than what I could say. But I'm still the same now, so I don't know. But yes, it was interesting.
7	INTERVIEWER	When did you start learning English?
8	MARIA	I started when I was 8 or 9. In the academy where I work now.
9	INTERVIEWER	Why did you start learning English? Or why did your parents want you to learn English?
10	MARIA	Well, my parents asked me "do you want to learn English?" and I said, "yes, why not!" I was very motivated as a kid and I still am.
11	INTERVIEWER	Why were you so motivated?
12	MARIA	I think, I don't know, not because of music because at that time I didn't listen to English music, but I guess (...) I always like to study a lot, especially as a kid. I took so seriously, I would never skipped a class. So I started learning English as a challenge. I remember when I was learning the past tense form my father would walk me to the academy and he would say "be" and I would say "be, was, were, been, ser or estar" till we go to the academy. I stayed in the academy I worked now until I has 15 because I did a summer course in Barcelona and I told my teacher that I wanted a higher level than the one I had(..) but they did not have it. So I had to change and I changed to another school of English. That was a better option. They helped me more, there were native speakers.
13	INTERVIEWER	Which other languages did you learn?
14	MARIA	As a child only English, but when I was in high school I took some courses in

French and then when I was 17 or 18 I started learning Arabic because I thought it was so nicely written and I thought that there's a lot of disinformation going on about people from the Arabic countries, Islam and so on. So I thought that maybe if I learn the language I can understand about this as well and about their cultures.

- 15 INTERVIEWER Which was the first language that you learn how to speak?
- 16 MARIA Catalan.
- 17 INTERVIEWER What kind of music did you listen to growing up?
- 18 MARIA I listened to a lot of Catalan music, especially independence music, how do you call that? Erm(...) it was a bit old-fashioned, but then I guess when I was 13 or 14 I started to listen to English music a lot, like Simple Plan, Linking Park, Mcfly, and Good Charlotte and that helped me learning English a lot. I always say that 40% of my English is from songs. Because I remember I learned the lyrics by hard and I would I sing them every day.
- 19 INTERVIEWER What about the movies and TV shows?
- 20 MARIA I just watched Catalan TV and movies in Catalan or Spanish more than in English.
- 21 INTERVIEWER Is it the same nowadays?
- 22 MARIAx Now is completely different. I just listening to whatever is in the radio. And now I do watch things in English, even films. When I was 15 or 16 I started watching films in English even TV series in English.
- 23 INTERVIEWER Why did that change?
- 24 MARIA Because my parents wanted me to learn English and they could see that I was very motivated. I remember I would study English at home every day.
- 25 INTERVIEWER After learning English for so many years, were there other reasons that motivated you to learn English?
- 26 MARIA Yes, to talk to people. And I've always got this fascination with English people. You know my boyfriend is from England and nowadays we are watching Britain's Got Talent together.
- 27 INTERVIEWER What language do you speak with him?
- 28 MARIA I speak Catalan to him and he speaks English and we understand each other. I don't speak in English with him because I'm afraid I would make mistakes. The time when I was more confident about my English was in 2013 when I came back to London but then I start losing confidence. When I went to France for some reason I didn't speak much English.
- 29 INTERVIEWER What do people in Catalonia think about English?
- 30 MARIA Well I think there are two kinds of people. There are educated people who think that English is important and they really study.
- 31 INTERVIEWER In what sense English is important for those people?
- 32 MARIA For their jobs, and for culture in general. I understand that here in Spain people don't need English, but if you want to travel and if you want to know about your surroundings and especially like Europe and going abroad, traveling, getting a better job you do need English. Obviously, if you work in a supermarket you don't. That's why erm (..) do you know that now there's a new law? or there will be a new law enforced that you need to know English before you finish university, if not they will not give you your degree.

- 33 INTERVIEWER So what do you think about that?
- 34 MARIA I understand that the government wants to push people to learn English because they don't want other countries to think that Spanish people are stupid because they don't know English. But we don't needed that much here.
- 35 INTERVIEWER What about the other group of people you mentioned before?
- 36 MARIA The other group of people is a group that's always trying to learn English, but they never learn it. Sometimes when I meet people and they ask me about what am I studying, and I said I'm studying English. They are always like "I want to study English, teach me".
- 37 INTERVIEWER Do you always get that same reaction when you say that you're studying English?
- 38 MARIA Yes, most of the times they said "oh I'm trying to learn English" or "I've been trying to learn English" Like everybody has tried but they are not motivated enough.
- 39 INTERVIEWER What do your friends think about English?
- 40 MARIA I don't know, some of them like my friends back home, I've got two friends who are very very bad in English. And they don't even try because they don't see. If you ask them they would say like "yes, English is very useful" and all that but they will not learn it. But I'm sure they are these kind of people that when they have a kid they will put their kids in an academy to learn English.
- 41 INTERVIEWER Before you went to university in which contexts did you use English? With whom?
- 42 MARIA In the academy and outside of the academy I used it with people online like on chat and stuff. I remember I used to speak with an English teacher from Syria and we spoke in English. It was a website for language exchange.
- 43 INTERVIEWER What did motivate you to join that website?
- 44 MARIA Because I wanted to practice English and I felt that the Academy was not enough, so I was trying to find somewhere I could practice English. I remember I was 17 by then.
- 45 INTERVIEWER What kind of topics did you discuss in English?
- 46 MARIA I talked about everything. But if I had to talk about politics it's difficult. I may know the words in Catalan but not in English. If you ask me to talk about sports I remember the vocabulary because I watched videos on the internet. And also in very informal contexts I find it hard. I think that my English now is very academically and I would like to change that.
- 47 INTERVIEWER Do you think that knowing English gives you certain kind of identity?
- 48 MARIA I feel more international and I feel that I have access to more things than others. For example I can go to anywhere in Europe and other countries. I think of my friends who don't speak English and I think that they need constant help. Now they're doing their practicum and they were asking me about how to say some things in English. So I don't need as much help as them. I also need to look up somethings sometimes but at least I know if they sound right or not while my friends they just believe everything. Or I can travel alone and I have no problems traveling alone because I know I can talk to people and that there will always be somebody who speaks English everywhere in Europe. So in that sense I feel I have more access to information and I can read a lot of things. I can do anything!
- 49 INTERVIEWER Right. I would like to know about your Erasmus experience in France. Was

- English very useful in France?
- 50 MARIA Yes and no, it was useful if you wanted to socialize with English people but for some reason I chose not to do it because I wanted to learn French and I was a bit afraid of testing my English with natives. So I lost a big big big opportunity and I regret it enormously! I only spoke French and only in a few occasions I did speak English and then in class. In class it was half in English and half in French because French people don't like French. So even if we were reading Shakespeare the class would be half English and half French, and things like this. I took some Masters class about English history and it was in French! So the thing is that at first, the first month I spoke English and I tried to speak English and even with my coordinator I spoke English. And then I never used it much.
- 51 INTERVIEWER After your experience in France Would you recommend studying abroad?
- 52 MARIA Yes, I think it's something you have to do, not so much for languages but because this experience shapes who you are and changes you in many many ways and challenges you. All the things you thought were truth about life they may or may not change and if they don't change they can be reinforced. And you learn more about yourself, you learn how to be independent and you grow as a person. I think it's a great experience but you have to be ready for it because it's a challenge. And I remember I met people who were not ready for it and they struggled.
- 53 INTERVIEWER So was there anything new that you learned about yourself?
- 54 MARIA That's a very good question. Let me think... I became more confident in being alone and making my own way. So when I arrived I didn't know anybody and then I started meeting people. And I thought that was great. And then I started to learn how to cook, how to clean my stuff and do the laundry. Living alone, organizing myself. Living alone is so great.
- 55 INTERVIEWER From where were the people that you met in France?
- 56 MARIA They were from America, Italy, Mexico and Spain those were my three best friends. And then I hung out with a French girl. I spoke Spanish with the Mexican and Spanish girl. With the Italian girl first we spoke French and then we switched into Spanish because she knew Spanish. I spoke French with my French friends and with the American boy.
- 57 INTERVIEWER What kind of activities did you do when you were in France?
- 58 MARIA I took some sport courses, I joined boxing classes with my French friend and I also did some swimming. Sometimes we would go to Paris, to visit a castle, stay at home or go out for drinks. We would meet up with cook dinner together. Basically socializing was built around food and drinks ((laughs)). And I remember with my American friend, sometimes he would come to visit us and he would read together and I watched films.
- 59 INTERVIEWER What kind of films?
- 60 MARIA Some of them were in English, some of them in French, some of them in Italian. One even in Catalan!
- 61 INTERVIEWER Is there any difference between students who study abroad and those who don't?
- 62 MARIA Yes, I think your mentality changes (...) I remember when I came back I was

just thinking of going back and going abroad and traveling. I think that your horizons are broaden. You see that the world is your oyster. You feel safer everywhere because you've been through so many experiences.

- 63 INTERVIEWER Do you consider the possibility of constructing your life in another country?
- 64 MARIA No, not anymore because now I'm in love. Before I was completely sure of spending some years abroad. My idea was to go one year in England, and then traveling around the world and maybe doing a masters in France. That was my idea.
- 65 INTERVIEWER What are your plans for your future?
- 66 MARIA I want to continue traveling but differently. Not as in staying 3 months in a place, just like holidays.
- 67 INTERVIEWER Do you think English is important for your future plans?
- 68 MARIA Yes, for traveling and also because now I'm with my boyfriend who is from England and also because I would like to be an English teacher. I'd like to do a masters online on teaching.
- 69 INTERVIEWER Any final thoughts?
- 70 MARIA Regarding the use of English in my life, in my study abroad I can say that I regret not using English more because other friends of mine who hung out with English speakers improved their English a lot and because I didn't want to test my English I didn't hung out with them.
- 71 INTERVIEWER After living in France, could you compare people's way of thinking about English in France and in Spain?
- 72 MARIA I think that French people are very proud of their language, but so proud. I think that here people are not so interested in learning English but they do know it's important. In France they don't want to acknowledge the importance of English.
- 73 INTERVIEWER Would you like to continue learning French?
- 74 MARIA Yes, I would like to continue studying French and also Arabic.
- 75 INTERVIEWER How would you define your Erasmus experience in one word?
- 76 MARIA Necessary.
- 77 INTERVIEWER Why necessary?
- 78 MARIA Yes, I think it was an after and before. In my life and in everybody. Because when you finish your Erasmus either you finish your degree or you'll be finishing it. So it's like closing a period of your life. And you need to decide what you are going to do next. And the people you meet in your Erasmus help you decide what to do next.
- 79 INTERVIEWER Do you still have contact with the friends you made in your Erasmus?
- 80 MARIA Yes, I keep in touch with some of them, with my best friends basically. And with others as well. Like a girl from Italy who came to Barcelona and we met here and it was great! And the Colombian friend she came in August and she stayed at my place and I visited my other friend in France and I may visit my Colombian friend in Colombia or my Mexican friend in Mexico.

- 81 INTERVIEWER Do you have any plans of traveling in your future?
- 82 MARIA Yes, this weekend I'm going to Switzerland with my boyfriend. In July I'm going to New York with my cousin and I may stay in the US for one extra week on my own. That's the thing, after my Erasmus I feel I can be on my own everywhere. English gives me confidence in that way. And then in August I may travel to England or to Asia maybe to Thailand.

Interview 9

Interview Date: 11/05/2016

Length of Interview: 00:40:51

Location of Recording: Via Skype/ Spain and South Korea

Interviewee's Profession: student

Interviewee's Name: Cristina

Interviewee's Age: 21

Interviewee's Place of Birth: Spain

Interviewer's Name: Kimberly Carcamo

Transcriber's Name: Kimberly Carcamo

Line	Speaker	Utterances
1	INTERVIEWER	Could you tell me about the place where you were born?
2	CRISTINA	I was born in Girona which is the second largest city in Catalonia. But when you went there it feels like a little town because there aren't tall buildings. You can feel like it's a little town. When you go to Barcelona it feels so different from Girona. Girona feels very calm and people don't have many hurries there.
3	INTERVIEWER	Which was the first language that you learn how to speak?
4	CRISTINA	I think that the first language that I learn how to speak was Catalan because my family all of them speak Catalan. So maybe the second one was Spanish, because I had Spanish grandparents who only speak Spanish but they understand Catalan. So that's why the first was Catalan, the second one was Spanish and the third one was English at school.
5	INTERVIEWER	When was the first time that you were exposed to English?
6	CRISTINA	I was in first grade of school I think, we learned with songs that I still remember. We also learn the alphabet and the only way I remember it is by singing it. Then the numbers, then grammar, but it was like kids play because they used to make use of flashcards.
7	INTERVIEWER	Did you practice English outside school as well?
8	CRISTINA	First, I started learning English in school because I was very small, then I started watching TV series from America, I listen to American pop songs. While playing games I used to practice English, you know this ((laughs)). I used to write to inter pals.

- 9 INTERVIEWER What kind of people did you meet there?
- 10 CRISTINA I used it to contact Japanese and Korean people because I'm interested in Asian cultures. So at that time I didn't know Japanese or Korean so I used English to communicate with them. We only use English and that's why the only thing TV series, inter pals, and video games.
- 11 INTERVIEWER Could you tell me about the places where you have travelled?
- 12 CRISTINA Unfortunately my parents don't like to travel a lot, so the places where I've been are within Spain. Maybe the furthest was Egypt, but I was very small by then. Then I went to France, my mother knows French so we didn't use English there. So while traveling to those places I didn't speak English, only till I came here to Korea. The first contact that I had to speak English was inside the plane for coming from Spain to Korea. So the pilot and the flight crew only spoke English and Korean. That's why I had to speak English. Then when I came to Incheon airport I had to ask the information lady how to get to Seoul. Maybe in the street because at first we lived in Itaewon that is the place where all the American bases are. Maybe in the streets we practice English sometimes. But unfortunately our Korean friends are studying Spanish so we speak Spanish with them.
- 13 INTERVIEWER Which other languages do you speak? What are the languages that you are learning? Or what languages would you like to learn?
- 14 CRISTINA In my university back in Spain I'm studying Japanese, but since I came here to Korea I feel that I've forgotten everything because I started learning Korean. When I started to learn Korean I realize that I forgot my Japanese. Now I'm only focus on Korean. Maybe future language, French my mother can teach me. Get better in English. Or an easy language like Italian.
- 15 INTERVIEWER So before you went to university where did you practice your English?
- 16 CRISTINA While playing video games, watching TV series, and writing to inter pals. Inter pals is a website where you can talk to people around the world
- 17 INTERVIEWER What got you into trying this website?
- 18 CRISTINA Because I wanted to make friends from around the world, and maybe we can exchange postcards, letters or something like that. Also I had to travel to Korea to study so I wanted to meet some people from Korea. I didn't know the language at that moment. Then I was like let's meet some people before I go there. But then I started to talk with some English, American, and Norwegian.
- 18 INTERVIEWER How was this website useful for you?
- 19 CRISTINA Yes, somehow, but unfortunately the friends I met there I couldn't meet here. Just on the Kakaotalk which is the App they use to chat.
- 20 INTERVIEWER How was English useful at the beginning of your experience abroad?
- 21 CRISTINA It was useful because I started to live in Itaewon and as I said it's where all the Americans live because it has military bases. So in the street there are soldiers.
- 22 INTERVIEWER What do you think people from Catalonia think about people who speak English?
- 23 CRISTINA A lot of my friends just talk English. They finished High school and 'Batxillerat' and they stopped learning English. They watched TV just dubbed. So a lot of my friends are afraid of talking in English. They know

it but I think they just know the basics and they are not so interested in using it.

- 24 INTERVIEWER Why do you think they don't have the interest to use it?
25 CRISTINA Erm (..) one time I was in a train going back to my hometown. And one American was confused and he wanted to take my train which went to the opposite the direction. He was asking about how to get to the right train, and all the people even the young ones were just like ignoring him. And I was like, why. So I told him. And people were just ignoring him, even young people. Young people are learning English. So I think that Catalans don't have that interest in speaking English or they just don't want to. Or they are afraid because here I have this problem with Korean because I'm afraid to speak Korean sometimes. Because when I speak Korean I may use a word that just my Korean teacher can understand, but not people from the street.
- 26 INTERVIEWER So how to you think English is useful?
27 CRISTINA English is useful because without English you can't go to the World, to any part of Europe, if you don't know English you can't go to Korea. But if you finish high school and never practice English it's difficult.
- 28 INTERVIEWER Was English academically useful in Korea?
29 CRISTINA No, they only teach me in Korean. But maybe if I don't understand something that the teacher is saying in Korean, so I can ask them in English. If they know English of course. Even among my classmates, most of them were Chinese and they didn't know any English, just a couple of words. But sometimes I tried to google on internet some material to learn Korean. And because you can't find much material in Spanish, English was useful for me to have access to learning material in Korean. In that way it's useful. Also English is useful for me to learn Korean vocabulary that comes from English.
- 30 INTERVIEWER Do you think that knowing English gives you certain kind of identity? Or how do you feel different from people who don't speak English?
31 CRISTINA In a way a feel different from them because I can go outside and communicate with other people. If someone from Catalonia, who doesn't speak English at all went outside of Catalonia, or outside of Spain they couldn't do anything. And I would be afraid to go to some other country without knowing English. If you don't know the language that a country speaks, or if you don't know the international language. How can you live! It's like the Chinese who come from China to Korea without knowing English or without knowing Chinese, they just know how to speak Chinese. So, why! I told to a Chinese girl and she said that she used to learn English at school but didn't make any effort to learn it.
- 32 INTERVIEWER Do you see other benefits of knowing English?
33 CRISTINA You can make friends and speak English with them and maybe they become interested in my language and my culture and I can share with them information about my culture. If you don't know English you cannot go outside of your English. For me, English gives you freedom to move around the world, to make friends to try different kinds of travel, you can go inside the shop and ask things. With English you can communicate without English you cannot do it. I don't feel special because I know English because I didn't put that much effort on it.
- 34 INTERVIEWER What kind of topics do you feel comfortable talking in English?
35 CRISTINA Sometimes in the plane I didn't know the vocabulary, but I think that I can try to speak with any topic that they give me. I didn't practice English, and I'm having an interview with you!
- 36 INTERVIEWER Do you think there's any difference between people who study abroad and those you don't?

37 CRISTINA Before I went to study abroad, I've never been on my own. If you go to a place with a different culture it makes you force yourself to become a more mature person. So I think that I'm a better person now that I got to study abroad. I didn't even know how to take the subway in Spain. When you go to study abroad you return home feeling like a different person. Before I used to like things that I don't like anymore. I've changed I don't know why but I've changed.

38 INTERVIEWER Did you discover anything new about yourself?

39 CRISTINA I like photography!

40 INTERVIEWER Would you recommend to your friends studying abroad?

41 CRISTINA I would totally recommend it because it helps you to be yourself. You stop being a girl, you make yourself better, you are more independent (..) you can try to meet new people. I now have a New Zealand friend, a Norwegian friend, a Chinese friend.

42 INTERVIEWER What kind of people did you socialize in Korea?

43 CRISTINA Only Koreans that knows how to speak Spanish, a Chinese girl that knows English a lot and she invited me to China and I'm considering to go there. And I met a lot of international studies from America.

44 INTERVIEWER Which language did you speak with them?

45 CRISTINA English.

46 INTERVIEWER What activities do you do nowadays?

47 CRISTINA With my friend we like cinema a lot, and here movies are not dubbed so it's in English so we can understand the movies. We can understand the movie. We watch American movies. We went to museums where the information is in English. We travel a lot in Korea.

48 INTERVIEWER What are your future plans?

49 CRISTINA After I graduate I don't know if I will graduate in my major because I lost interest and I forgot Japanese. Maybe I'll take a sabbatical year to relearn Japanese, maybe travel. I would like to do an au pair, somewhere in Europe.

50 INTERVIEWER Will English be useful for doing this?

51 CRISTINA I think so, but I'm not sure about there. I'll find out when I'm there.

52 INTERVIEWER Would you consider constructing your life in another country?

53 CRISTINA I think so, because I don't like Spain.

54 INTERVIEWER Where would you like to construct your life?

55 CRISTINA Maybe in an English-speaking country so I can practice my English. I'd like to go to America.

56 INTERVIEWER Why an English-speaking country?

57 CRISTINA So I can practice my English and maybe I can meet someone there. Maybe I can have an English-speaking boyfriend ((laughs)). It's easier because I can learn a lot of things about his culture and his language.

Interview 10

Interview Date: 09/05/2016

Length of Interview: 00:19:47

Location of Recording: Via Skype/ Spain and South Korea

Interviewee's Profession: student

Interviewee's Name: Hye-Jin

Interviewee's Age: 24

Interviewee's Place of Birth: South Korea.

Interviewer's Name: Kimberly Carcamo

Transcriber's name: Kimberly Carcamo

Line	Speaker	Utterances
1	INTERVIEWER	Could you tell me about the place where you were born and brought up?
2	HYE-JIN	I was born in South Korea, and brought up in South Korea too.
3	INTERVIEWER	Could you tell me about the countries in which you have lived?
4	HYE-JIN	I lived in South Korea and South Korea till 21 years old(..) and then I went to Germany, and lived 1 year.
5	INTERVIEWER	What is the first language that you learned how to speak?
6	HYE-JIN	Korean
7	INTERVIEWER	Where and when were you first exposed to English and how? Could you tell me about your formal educational experience learning English?
8	HYE-JIN	I was first formally exposed to English 10 years old. I learned English in the elementary school. I was in 3rd grade. In Korean education curriculum, students learn English in 3rd grade.
9	INTERVIEWER	Could you tell me about other languages that you know and how you have learned them?
10	HYE-JIN	Chinese, German and French little bit. I learned Chinese, because I was interested in the language so I went to private academy in the Korea. I learned German because I lived there 1 year (..) and French, I learned it little bit in high school. In Korea, students have to learn 3rd language in the high school.
11	INTERVIEWER	Tell me about what countries did you visit. Why did you visit those countries?
12	HYE-JIN	I visited Germany, because I was an exchange student. and I visited Japan, China, The Philippines, and other several European countries for traveling
13	INTERVIEWER	What kind of music do you like to listen to? In what language or languages do you listen that kind of music?
14	HYE-JIN	I like English ballad or Korean.
15	INTERVIEWER	What kind of movies and TV shows do you like watching? In what language or languages do you watch those movies and TV shows?
16	HYE-JIN	I like action movie and I don't like TV show (..) by Korean or English.
17	INTERVIEWER	Before you went to university, in what context did you use English? With whom did you speak English? Do you remember the topics you discussed in English?
18	HYE-JIN	I learned it in school and use it in the English class. In Korea, we learn English from elementary 3rd grade to high school student. All my families and neighbors are Korean, so I didn't use it in other context (.) and I didn't discuss by English in school.

19 INTERVIEWER In which contexts do you usually use English nowadays? How often do you use English nowadays?

20 HYE-JIN After my experience of exchange student, I make so many foreigner friends. So (..) I usually use English to talk with them. Also my second major is English education, so (.) I use it in the seminar. Almost every day I use it. One of my German friend always chats with me.

21 INTERVIEWER How do people in your country perceive those who speak English?

22 HYE-JIN Many people want to be a friend with them because all the Korean want to have nice English skill, so I think they want to be a friend and learn English but actually, many Korean are too shy to speak with stranger.

23 INTERVIEWER How do your friends perceive those who speak English?

24 HYE-JIN They think the same.

25 INTERVIEWER Does knowing English gives you a certain kind of identity? If so, what is it?

26 HYE-JIN Yes because nice English skill can give me a job. And it is very useful in the nowadays, because the world becomes familiar and more familiar, so knowing English is helpful for my life.

27 INTERVIEWER How was English academically useful to you during your study abroad?

28 HYE-JIN I can speak with the other person by English (..) also I debate with other person by English. so it was useful

29 INTERVIEWER How was English socially useful to you during your study abroad?

30 HYE-JIN I can make a lot of foreign friends, so it was useful. I cannot speak German well, so English is socially useful.

31 INTERVIEWER What do you think is the difference between students who study abroad and those who do not?

32 HYE-JIN I can make a foreign friend, so I can use English for normal days (..) so it is very different with the other person who don't have any experience to study abroad. Also (..) I can see the world more widely.

33 INTERVIEWER Why would you recommend or not studying abroad?

34 HYE-JIN I recommend to studying abroad because you can see the world more widely.

35 INTERVIEWER With whom did you socialize when you were studying abroad? What were their nationalities? Which languages did you use to communicate with them?

36 HYE-JIN I lived with my school mate, she was from South Korea too. We communicate by English. And I met many German friends in the seminar, and I met the other country's friend in the Wilma. It is kind of foreign student's community.

37 INTERVIEWER Was there anything new that you learned about yourself during your study abroad?

38 HYE-JIN I learned to cook? Especially Korean food. In Korea, my mom cook for me or I bought my food. But in the Germany they don't have much Korean restaurants, so I have to cook, and I was surprised that I can cook well. I learned it in Internet.

39 INTERVIEWER Could you tell me about your usual activities during your stay abroad?

40 HYE-JIN I traveled a lot of European countries. It was first time to go to European country, so I traveled a lot.

41 INTERVIEWER In which contexts did you use English?

42 HYE-JIN In the lecture, seminar, and communicate with the other person. I am not that good at German, so I use English almost every time.

43 INTERVIEWER Is English important for your future plans? How?

44 HYE-JIN Yes (...) I want to be an English teacher in Korea. So (.) it is very important.

45 INTERVIEWER Do you plan to work, to continue your education, to travel or other options? Do you think English will be important for doing this

46 HYE-JIN I want to work after my graduation. But (..) before work, I have to study more for pass the teacher's exam. English is very important for exam.

47 INTERVIEWER Will you consider constructing your life in another country? Where? Why?

48 HYE-JIN I don't have consider that yet because I don't want to live too far away from my families, and friends.