

**Annual Study Center Review  
CIEE Study Center at the Universitat de les Illes Balears  
Palma, Spain  
2007**

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Each summer, program directors write a Study Center Review for each CIEE Study Center program commenting on the previous academic year. The program director writes the review based on input from the CIEE Academic Consortium Board members, resident directors, sending institutions, and student evaluations. Each report is made public on the CIEE website at [www.ciee.org](http://www.ciee.org).

### **Program Goals**

The program goals are to further develop spoken and written Spanish language skills and to pursue a variety of academic fields within the areas of humanities, business, tourism studies, Spanish literature and language, and social sciences. These goals are accomplished through daily interaction in Palma's business, social, and academic environment, direct enrollment in university courses, living with Spanish-speaking families, class-related excursions, a conversations exchange program, a University volunteer program, and an internship opportunity.

The program goals were met during the 2006-07 academic year.

### **New & Noteworthy Features**

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#### **Academic Features**

#### **Spanish Language**

#### **Community Language Commitment**

Starting with the first day of orientation, students become aware that communication within the CIEE team is always done in Spanish. Students become accustomed to it, and after a few weeks do not need to be reminded to use Spanish during program activities.

The fall semester students were very interested in speaking Spanish at all times. In the spring semester, half of the students had a lower level and less interest in learning Spanish. They used English among themselves and Spanish with staff. The other half was highly motivated and always used Spanish among themselves and with staff.

Students improve their Spanish if they have daily contact with Spanish students and locals; also if they find people outside the CIEE group to practice shared hobbies. CIEE staff helps students find the right situation where each one separately can practice with locals an activity/sport they like.

CIEE invites Spanish students to almost all CIEE activities. This year other international students from Mexico, Peru, Italy and Germany were also invited. The common language of the group was Spanish.

Homestays play a very important role in the language commitment; some students spend a great amount of time with their Spanish families, mothers and brothers. CIEE homestays are committed to the program goal of students learning the culture and the language of Spain. Even if hosts understand some English, they always express themselves in Spanish with the students.

The language class requires students to do four intercultural activities with Spanish students from the class "Spanish Syntax" at the Spanish department at the Universitat de les Illes Balears (UIB). The collaboration between the CIEE language professor and the professor of "Spanish Syntax" started in the spring semester; it has been successful. At the end of the semester both classes organized an event in which each group prepared a traditional Mallorcan dish.

CIEE students are encouraged to have an intercambio (language exchange partner). CIEE has started a relationship with the English department at the UIB, and has gathered a long list of Spanish students interested in doing an intercambio Spanish/English with CIEE students. Professors from the English department have received this initiative with interest and are encouraging their students to participate in it.

### **Language training/Language materials for CIEE courses**

The CIEE program in Palma gives special attention to language learning, particularly in everyday situations. Starting in the fall semester, the language credits were raised from 3 to 4 (60 hours). The course met for 15 hours during the first two weeks, and 3 hours per week when regular classes started for the remainder of the semester. Both semesters, all of the students were placed in the same class "Spanish for Students of Business and Tourism." Students commented that they learned a great deal in the course. There were no more than six students in the class.

The language class was complemented with two guided visits: to the official bank of the Balearic Islands "Sa Nostra," and its Cultural Foundation; and to the Saturday outdoor city flea market. Starting in the spring semester, an agreement was made with a professor from the Spanish department to organize a series of cultural and linguistic activities from which both UIB and CIEE students benefited. Each CIEE student was assigned two or three Spanish mates, and had to think about syntax matters as well as cultural, social and news in general. Students also participated in common cultural activities assigned during the course, such as going to a movie, visiting a museum, cooking a Mallorcan dish, doing interviews at Palma's main market, etc.

CIEE was assigned a new language professor by the university in the fall semester. The CIEE Resident Director (RD) trained the new teacher. The RD observed one class each semester, and met afterwards to comment on ways to improve methodology. The professor used material shared by the CIEE RD. Since the professor received outstanding evaluations from students, CIEE has agreed to maintain the same professor for all CIEE language classes.

In spring, the language class incorporated new activities and a more communicative methodology, stressing the functional and practical application of the knowledge

acquired in the classroom, and with special focus on the cultural and communicative context of business and tourism. Much work was task based and in groups. Students kept dialogue journals and were required to take part in activities with Spanish students. In the same way, the class carried out activities that put students in touch with the Balearic business community. Students doing an internship were required to present their observations on the Spanish business world to their classmates.

Beginning in the fall, three distinct language courses were offered: Spanish for Students of Business and Tourism, Advanced Spanish Business Writing, and Advanced Spanish Writing and Stylistics.

### **Subject Area Courses**

A full course load is considered four (13 credits) to five courses (16 credits). In spring, students enrolled in a CIEE language course, a CIEE core course, two or three regular university courses or one or two regular university courses, and an internship.

### **CIEE Courses**

In fall, CIEE offered Globalization, Human Migration and Tourism in the Balearic Islands. In spring, CIEE offered: Globalization, Human Migration and Tourism in the Balearic Islands, Palma in the Mediterranean, Spanish Politics and Society, and Contemporary Spanish Cinema and Literature.

### **Direct Enrollment Courses**

All syllabi for regular university courses recommended to CIEE students have been translated into English.

CIEE students enroll in a wider range of regular UIB courses from departments including: Hispanic Philology, Philosophy and Anthropology, Psychology, Social Education, Law, and Art History. In addition, CIEE students enrolled in Business, Economics and Tourism Departments.

For the first time, during fall, CIEE students could also opt to take courses on hospitality management from the School of Hospitality (Escuela de Hotelería). This is a very strong department where Spanish students who complete their degree also obtain accreditation by the European Foundation for the Accreditation of Hospitality Programs (EURHODIP). The Escuela de Hotelería is located inside the UIB campus and replicates a hotel with facilities adapted to the needs of forming specialists in the areas of hospitality and management at the national and international level. Two students, one in the fall and one in the spring, took two classes at the School of Hospitality. Students evaluated their courses positively: classes are small, professors establish a closer relationship with the students, methodology is more communicative, and CIEE students were particularly welcomed by professors and students.

In fall, students enrolled in the following regular university courses:

- Psychology of Art
- Psychology of Work and Organizations
- Management of Hospitality Corporations
- European Culture
- Skills and Resources for Oral Communication in Spanish
- Production Operations and Processes

During the fall semester all students enrolled in at least two regular university courses. All regular classes were evaluated positively by students. Two students also did an internship and those students commented that UIB tutors were extremely kind, available and helpful, and that they liked the welcoming environment at the company where they worked. One of the student commented that it took longer than expected for tasks to be defined.

During the spring semester, the students enrolled in the following regular university courses:

International Economics  
Corporation Quality Management  
International Tourism  
Text Writing and Composition in Spanish  
History, Art, Literature, and Traditions of Spanish Culture  
Management of Hospitality Corporations  
European Culture  
Sociology and Social Anthropology

During the spring semester, two students did an internship and a regular university course; two students enrolled in two or three regular classes; three students took one regular university course and the two CIEE culture courses. Text Writing and Composition in Spanish was the highest evaluated class. History, Art, Literature, and Traditions of Spanish Culture is taught by four different professors and also received very positive evaluations. Again, classes at School of Hospitality were very well evaluated.

### **Out of classroom activities**

Some UIB courses require out of classroom activities, such us Skills and Resources for Oral Communication in Spanish in which students visit an Association that works with immigrant women in Palma.

Both semesters, two field trips provided a practical component to the CIEE core courses. The Spanish language classes each included three visits:

- wine production in the towns of Porreras and Petra, and the home of Fray Junipero Serra, founder of the missions of California;
- visit to Sa Nostra, a local bank and its cultural foundation; and
- Palma's Gothic Cathedral, the flea market of Palma and the oldest creamery in town, Can Joan de S'Aigo, opened since the XVIII century.

### **Non-Academic Features**

#### **CIEE Orientation**

CIEE students now arrive two (instead of three) weeks before regular classes start. During the first week, orientation activities and sessions are combined with intensive Spanish class. This year, a new component of the orientation was a PowerPoint introduction to Palma and its history, culture and language. A more complete guided visit to the university campus done by a UIB student was also incorporated into the orientation. Biking Palma Bay was done with the staff during the first days as a new icebreaker activity. During the second week, CIEE students joined the orientation

organized by the UIB for international students--mainly Europeans and Latin American. Those activities included a welcome reception, tapas dinner, excursion to Soller by train, and a guided tour of historic downtown. This is a good opportunity for CIEE students to meet other international students. During the first two weeks CIEE organized different activities and excursions with Spanish students around the city and the Island. When regular classes started, students were already familiar with the city of Palma, and the geography of Mallorca; they had been exposed to intensive use of Spanish in and out of the classroom; and they have had the opportunity to establish relationships with other students on campus.

In spring, a new language activity was incorporated into an orientation. This was one hour per day "tertulia" during the first two weeks, in which students met with a CIEE tutor to discuss topics related to the social life in Palma.

### **Cultural Activities/Field Trips**

Most cultural activities and excursions were linked to the language and core classes by providing the list of excursions to the professors so they would plan a pre or post-exercise

During the fall students visited the following museums, guided by a CIEE guide, the RD or a museum guide:

- Bellver Castle, Gothic round castle from the XIV century with aerial views of the city
- Modernist building "Gran Hotel," and its Modernist painting collection
- Miró Foundation, one of the three world museums of Miró's paintings, the only one that includes his home and studio
- Historic center and Modernist architecture in Palma
- Contemporary Art Museum of Baluard
- Open Museums Night
- Fall students also did the following activities:
- Biking Palma Bay, from the Cathedral to the Beaches of Arenal
- Activities with Spanish students including films, dinner, shopping, going to the beach
- Excursion with hiking club to the natural park of La Albufera
- Outside market of Santa María & Festival Park with Spanish students
- Thanksgiving at the RD's home, with students, professors and other UIB students

In fall, students went on the following day trips:

- Roman walls and ruins in Alcudia, Pollença and cliffs and views of Formentor
- Town of Valdemossa, Deià, Son Marroig (XIX palace from the Archduke of Austria), Banyalbufar, and Andratx
- Soller by 1912 train and Port de Soller by tram, with UIB international students
- Drach caves

In spring, the program pursued the same activities and excursions, with the following additions:

- Guided visit to the Three Cultures: Jewish, Muslim and Christian Museum, a Jewish neighborhood, Almudaina Palace, and Arab Baths
- Night of “juegos y pambolis” (games and food) in Cafe Barroco, with Spanish students
- Cooking in Spain (learning to cook Spanish dishes)
- Tertulia during the first two weeks, with UIB Spanish Philology student who acts as the CIEE language tutor
- Carnaval in Palma: students dressed in different costumes
- Special invitation to annual Mallorcan wines presentation and tasting
- Three movies with the CIEE Cineclub
- Language class: Lunch at Costa d'en Blanes, cooking traditional dishes with Spanish students
- Excursion to Artá's natural beaches and Capdepera's Castle
- Town of Valldemossa, Deià, Miramar (medieval monastery by famous international Medieval Mallorcan philosopher Ramón Llull XIX), Fornalutx and Lluc's Monastery in the mountains

### **Overnight Fieldtrips**

In the fall the program visited Madrid. The group visited the Museo del Prado, Museo Reina Sofía, the Royal Palace, Parque del Retiro and the Templo de Debod with an art professor and did a guided tour of Madrid of the Austrian period. In the spring, the program traveled to Barcelona where students visited Gaudí's Sagrada Família and Park Guell, the Cathedral, the old historic center of Barcelona and the Modernist Paseo de Gracia with a CIEE Barcelona professor. In addition, there was a tour of the Rabal neighborhood and the Boqueria Market, a boat trip on the bay, visits to the commercial harbor and the Forum of Barcelona, and attendance at the Magical Fountains Show at the Museu Nacional d'Art de Catalunya (MNAC).

The fall semester students seemed very pleased with the activities organized by CIEE. Students especially enjoyed the field trip to Madrid, the two excursions with professor Salvà to Valldemossa and Formentor, and the visit to Miró's Museum and Foundation.

In spring, half of the students participated actively in all activities and excursions, and commented that they enjoyed the fact that we invited other Spanish and International students. They also commented that they enjoyed the excursion to Valldemossa. The other half of the group felt over programmed and didn't participate in many of the activities. All the students had positive comments about the field trip to Barcelona.

### **Housing**

All students lived in homestays, one student per family. Starting in the spring, students had breakfast and dinner during weekdays, and all meals on weekends. Students have been satisfied with their homestays and comment on the Spanish only environment as well as how regularly the families include them in events.

### **Community Engagement and Integration**

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#### **For-Credit Internship and Community Service Options**

Four students participated on an internship organized by the UIB, two in fall and two in the spring. In the both semesters students worked at a hotel chain's headquarters. One student did market research and the other did website development and translation. In

spring, one student helped open a new store and pursue research for a fair trade organization and another student did web development and market research for a marketing and technology company.

Students were required to always speak in Spanish with their colleagues. They presented a weekly journal, a final project, and an oral presentation at the end of the program. UIB and CIEE organized a session for final presentations and involved UIB professors, CIEE students, and the Resident Director.

### **Not-for-Credit Community Service/Volunteer Projects**

Staff researched volunteer possibilities because a few students asked for them, but they ended up not following through on the possibilities.

## **Challenges & Future Directions**

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### **Academic Challenges**

To confront the problem of students arriving on-site with a lower level than the expected, the language class meets intensively during the first weeks of the program. CIEE also has a tutoring and an intercambio program designed specially for those students who need to improve their oral and written communication in Spanish.

Since the program is small, CIEE classes are small in number. Starting in fall 2007 the CIEE core class Spanish Politics and Society will open to other UIB students which will be a great benefit to CIEE students.

Spring 2007 students commented during the semester that the CIEE Film and Literature class had too many assignments and was too difficult. Staffs investigated and found that students were not completing the readings and were missing classes. In order to control the situation, students were forced to write summaries of each reading. Of course, this measure will not be done in the future unless necessary.

It is hard for students that some UIB professors do not always clearly explain the requirements and readings for their classes. It is also sometimes difficult for students to adapt to assessment only at the end of courses.

The course registration process for direct enrollment is done through the office of the Business department and it is working effectively.

### **Non-Academic Challenges**

Because this is a fairly small program, problems with group dynamics can often be magnified. In fall, students felt and acted like a family, supporting and helping each other with classes and with personal issues. In spring, there were two groups: students who were more studious and wanted to integrate and did activities on their own with people they had met on the island. The other group of students did not have much interest in improving their Spanish language proficiency or integrating culturally.

There is a long examination period at the end of the spring semester. Many students complete their exams earlier in the period and then have a substantial amount of free time prior to their return to the U.S. Some homestay issues developed late in the

semester because of students having too much free time. CIEE is investigating the possibility of changing the end date of the spring semester.

### **Future Directions**

Beginning in fall 2007, CIEE will offer an independent study option matching interested students with UIB faculty members.

The RD will meet regularly with directors of the internship to be that that contact hours and goals are being met.

The Resident Director plans to link more CIEE cultural activities to the language and culture classes. The RD will also reduce the number of activities, based on student feedback, keeping open the possibility of adding additional opportunities if there is interest.

The RD is working with the University to attempt to have all CIEE classes taught in the same building where CIEE has its office.

Some CIEE classes will be opened to UIB students, Spanish and International.

CIEE staff are trying to obtain student University IDs in a more efficient manner. Currently, IDs arrive after students have been on campus for over a month.

At least two meetings will be organized during the semester to discuss multi-cultural issues. The RD will lead the discussions and students will be asked to review their goals and present strategies to achieve them.

The program has been able to adapt the fall program calendar to be compatible with US universities' calendars (ending before the Christmas holiday). The pre-registration form will indicate which classes end in late December.