

## **Examining Issues that Impact Language Learning Among Spanish and Portuguese Speaking Adults in Cross-Cultural International Contexts**

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### **Abstract**

The current study examined issues that facilitate and impede Spanish and Portuguese speaking adults in language development while living in international contexts. A research team from five different organizations, in a joint endeavor, utilized an exploratory mixed-method design to research current issues regarding language learning among Latin Americans living abroad. Qualitative interviews in Phase 1 were conducted with Spanish and Portuguese speaking adult language learners in both languages. The findings from the qualitative data were utilized to craft questions for a quantitative survey (Phase 2). A total of n=145 (n=88 Spanish speaking and n=57 Portuguese speaking) participants completed an online quantitative survey in Microsoft Forms in Spanish and Portuguese. Questions were formed under the four main categories that emerged out of the qualitative section as follows: 1. The use of bridge languages (Lingua Francas), 2. Second Language Acquisition (SLA) Training, 3. Commitments and adjustments for learning to occur and 4. A better understanding of SLA. Descriptive statistics were examined, and Chi-Square tests were conducted in Excel documents on 52 separate questions from Spanish and Portuguese speaking learners' yes/no responses.

The most interesting findings that emerged from the data are reported. First, 92.4% of all participants stated that SLA training is beneficial. Second, a statistically significant finding indicated that Portuguese speaking field workers who have been trained in SLA prefer to have autonomy in determining how they pursue their own language learning, while Spanish speaking participant perceptions were split. Third, overall, SLA training was linked to a higher number of languages learned by participants

in international contexts. Fourth, financial support facilitates more language learning opportunity. Fifth, the learner's receiving team on the field facilitates learning when adequate time for language study is allowed. Finally, a perceived lack of organizational involvement throughout the language learning process is a potential impediment for some Spanish and many Portuguese speaking learners.

### **Introduction: Motivation of the Study**

In modern days of humanitarian aid and global travel, there are approximately 40,000 non-governmental organizations (NGOs) known throughout the world working among many different people groups in addition to the community-based organizations which number in the hundreds of thousands (APA, 2021). Individuals working for NGOs and other benevolent organizations transition from their home of origin and work internationally in a cross-cultural context. Most often, these workers are tasked with working among people that speak a different language or speak several different languages other than their first language. Subsequently, these field workers report having better work outcomes when they also have better linguistic outcomes in terms of speaking the local language of the people with whom they work.

Due to the large number of field workers leaving Latin American for international work, the current study was motivated by the need to explore current issues that facilitate or impede language learning opportunities in international contexts. The participants originate from Latin American countries where Spanish or Portuguese are their first languages but who are currently living in a cross-cultural international context for ministry and work opportunities. Also, because of the nature of their work is in close

proximity with local nationals, many Spanish and Portuguese speaking adults need to learn and proficiently speak the local language where they are living in order to ensure success and progress in their work. There is very limited research into Spanish and Portuguese speaking adult learners and the extent to which they have success in their language development while living among different peoples of the world. In order to fill this gap, the current study seeks to add insight into relevant issues that may facilitate or impede language learning among Spanish and Portuguese speaking cross-cultural workers.

### **Literature Review**

In 2006, *The Investigation Project* led by Levi DeCarvalho (COMIBAM, 2006), revealed that in 66% of Latin American adult learners working in international settings (i.e., living in host countries other than their home countries) reported that they could not speak the local language sufficiently to have substantive conversations in the local community. Coming out of the same research group, Jessie Ritchey (2018) ten years later reported that more recent empirical evidence from Latin American and national leaders of non-governmental organizations (NGOs) indicated minimal improvement of 55% of Latin American adult learners living cross-cultural contexts as unable to communicate adequately in the local language. Both of these reports provided by COMIBAM over a ten-year span substantiate a relatively large need that still exists in addressing how Latin American adult learners/workers can adequately acquire the local language needed for work purposes in a cross-cultural context.

Furthermore, in the more recent study by COMIBAM (2018) national leaders of different NGOs were asked about resources provided by Latin American sending entities (including necessary funding) for language learning. Among the 76% of national leaders that responded to the inquiry, DeCarvalho (2018) indicated that only 30% of sending entities provide resources for adult learners to completely acquire the new language. Another 24% provided sufficient resources for a maximum of one year and a third group of 6% do not provide resources for language study on the field.

In order to add insight to the already existing research conducted by COMIBAM, further investigation into sub-sections (i.e., issues surrounding language acquisition in the current study) would continue to benefit the Latin Americans in cross-cultural work. Some organizations, such as Conexion Training, IIBet and other organizations were founded to undergird and support the development of training for better success of Latin American adult language learners living abroad.

### **Rationale for Current Methodologies Relevant to this Project**

Very limited research has been conducted into Second Language Acquisition (SLA) of Spanish and Portuguese speaking Latin American adult language learners living in international contexts. SLA is considered a sub-field in the field of Applied Linguistics (where there is a working knowledge and use of language). Second Language Acquisition is concerned about instructional techniques and developmental stages of adult language learners. Many Latin American workers living abroad enter these various stages in the development of different languages without a cognitive understanding of the breakdown. Although understanding how to learn a new language is not required in order to learn new languages, quite often adult learners benefit from understanding the language

learning processes that occur during their own second language acquisition. Also of note, the term “second” language acquisition is a broad term encompassing the learning of any new language as an adult; this includes a third, fourth, fifth and so on new language.

Due to both the DeCarvalho (2006) and Ritchey (2018) COMIBAM reports, the current study was motivated to further explore why there has not been much improvement among Latin American cross-cultural workers in language learning abroad. If it is an assumption that 60% of the Latin American sending agencies provide support of some kind for language learning per Ritchey (2018), what do the other 40% do and what kind of support is supplied? What type of organizational support or resources are provided to the adult learners as they study additional languages? Do they know how/ what/with whom to study? What facilitates or impedes language learning among Latin American adult learners? Do they want or need to study a new language? Do they have leaders trained that can facilitate learning a new language? Are the learners held accountable for studying the new language? Do they know how to assess progress as they are learning a new language? Do they want to assess progress while learning a new language?

In order to design a survey that would address current issues per Spanish and Portuguese speakers living abroad and learning new languages, a sequential mixed-method qualitative and quantitative methodology was utilized. By using qualitative data collected from field workers through in-depth semi-structured interviews, a quantitative instrument, or survey, could be designed. The current study was motivated by the research questions in the following section.

## **Research Questions**

The current study was motivated by the need to identify current major themes that positively or negatively impact language learning among adult Latin American adult learners living in international contexts.

**Research Question 1 (RQ1):** What facilitates Spanish and Portuguese speaking adult learners' abilities to learn the language of their local people group in an international context?

**Research Question 2 (RQ2):** What impedes Spanish and Portuguese adult learners from learning the language of their local people group in an international context?

## **Methods**

### **Mixed Methods Definition**

Mixed Methods studies blend qualitative and quantitative methodologies in order to conduct more in-depth research. In a sequential two-phase design, a qualitative or quantitative component precedes the other depending on the purpose of the study. In the current study, exploration into current issues as to what facilitates and impedes language learning among Spanish and Portuguese speaking learners living overseas was highlighted. In an exploratory design, qualitative precedes quantitative. In an explanatory design the opposite occurs.

### **The Current Study**

The current study was an exploratory sequential mixed methods research design (Creswell and Clark, 2017; DeCuir-Gunby and Schutz, 2016). In this design qualitative

and quantitative research methodologies are utilized. In Figure 1 below, an adapted version of the exploratory sequence by Creswell and Plano (2011) was utilized. Figure 1 demonstrates the flow of research conducted by the research team as follows (as cited in Creswell and Clark, 2017):



Figure 1: The Flow of Procedures in an Exploratory Sequential Research Design (p. 66).

In Figure 1 above, Creswell and Clark (2017) demonstrate the flow of core design in an exploratory sequential research design. The project begins with qualitative design, data collection and analysis. Next, results from the qualitative component directly impact the design of the quantitative instrument. After the quantitative instrument is applied, then data collection and analysis are conducted. Finally, the results are calculated, and interpretation of the data is presented. Because the scope of the current study was quite broad (including Spanish and Portuguese speaking Latin American adult language learners working abroad for NGOs), a group of investigators collaborated to conduct the study.

In current research, the exact number of Spanish and Portuguese speaking learners working abroad is still unknown. However, in Decio de Carvalho's (2020) recent article, he states that there are more than 9,000+ known Latin American adult learners working globally since about 2006. Currently in 2021, it is thought to be approximately 15,000+ but there is no substantial data to support this supposition. With this significant number of Latin American adult learners currently working globally, it is paramount that some

major themes be identified regarding the issues facilitating and impeding their language learning. With the identification of current *major* (or broad-based) themes regarding Latin American adult learners in cross-cultural contexts, further research into these areas can and should follow. The current study was motivated by the need to explore current issues as identified by the Latin American adult cross-cultural language learners themselves that facilitate or impede learning opportunities of new languages in international contexts.

## **Participants**

Spanish and Portuguese speaking adult language learners working in cross-cultural contexts were solicited through the networks of the contributing authors. Regions of origin are more noted in the current study instead of specific countries of origin with a focus on Spanish and Portuguese speaking adult learners working in countries other than their home countries. Because this was a mixed-methods design, Phase 1 and Phase 2 participants were solicited as they met the criteria for each phase. Some overlap of participants can be noted in the two phases, but there were many more participants in the quantitative survey component of Phase 2. The participants in each phase are described in this section.

Phase 1 participants were solicited, and oral consent was received, for semi-structured interviews from each research team member's personal network. Criteria was established (in sub-section below) and participants were chosen from the task force's relationships soliciting adult learners of different ages, genders, countries of origin and countries of work. The task force members all conducted interviews resulting in twenty-nine audio-recorded interviews. Two interviews were eliminated due to errors in the

audio-recording. Some couples opted to be interviewed together. Subsequently, the final number of participants in Phase 1 semi-structured interviews with task force members was n=31 participants in twenty-seven audio-recorded and transcribed interviews. In Table 1 below, participant biographical information is displayed:

Table 1

*Phase 1: Qualitative Semi-Structured Interviews  
Participant Biographical Information for n=31 participants*

|                         |                  |                            |                |
|-------------------------|------------------|----------------------------|----------------|
| <b>Spanish Speaking</b> |                  | <b>Portuguese Speaking</b> |                |
| 24                      |                  | 7                          |                |
| <b>Female</b>           |                  | <b>Male</b>                |                |
| 16                      |                  | 15                         |                |
| <b>Married</b>          |                  | <b>Single</b>              |                |
| 24                      |                  | 7                          |                |
| <b>Age 18-29</b>        | <b>Age 30-39</b> | <b>Age 40-49</b>           | <b>Age 50+</b> |
| 2                       | 12               | 12                         | 5              |

In Table 1, n=31 participants were solicited for semi-structured interviews from Spanish and Portuguese speaking origins. Data was collected from n=24 Spanish speaking and n=7 Portuguese speaking adult learners. The data included n=16 female and n=15 male adult learners, with n=24 married individuals and n=7 single adult learners in the mix. The ages of those interviewed ranged from 18 to 50+. The majority interviewed (n=24) ranged between 30 and 49 years of age.

In Phase 2, participants were solicited, and consent was received on completed survey information forms. A cover letter and specific Participant Criteria was clarified through emails and at the beginning of each survey. Surveys were translated and distributed in Spanish and in Portuguese. In Phase 2, a larger number of participants were solicited from the research team’s networks to participate in the online survey through

personal and group emails with the survey link attached. The email requests resulted in n=145 participants solicited (n=88 Spanish and n=57 Portuguese speaking language learners) in the quantitative phase. Table 2 below, a breakdown of the participants is demonstrated by the various regions of origin. The participants live and work cross-culturally throughout the world.

Table 2

*Phase 2: Quantitative Survey Participants (n=145) by Region and First Language*

| <b>Regions</b>  | <b>Spanish Speaking</b> | <b>Portuguese Speaking</b> |
|-----------------|-------------------------|----------------------------|
| Caribbean       | 5                       | 0                          |
| Central America | 20                      | 0                          |
| South America   | 54                      | 57                         |
| North America   | 9                       | 0                          |

Phase 2 participants were first language Spanish and Portuguese speaking adult learners from Latin American countries of origin currently working an international cross-cultural place. Completed survey responses were submitted by n=88 Spanish speaking participants from the Caribbean, North, Central and South America. There were n=57 Portuguese speaking participants from South American, for a total of n=145 participants in the study. Due to the diaspora of some Latin Americans from other countries, such as political refugees from Venezuela and immigrants from Mexico, there was a small group (n=9) of the total number of Spanish speaking adult learners registered as being from North America (NA), although it was stipulated that NA was not their country of birth.

## **Participant Criteria**

All participants were sent cover letters and given explanations as to the exploratory purpose of the research prior to conducting qualitative or quantitative interviews. Oral consent was obtained during Phase 1 prior to the qualitative semi-structured interviews and consent was acknowledged upon completion and submission of the online digital survey in Phase 2 by all participants as the quantitative component. The following criteria was followed in selected participants for the current study:

- Receive oral consent prior to audio-recorded qualitative interviews
- Receive written consent of participants through the submission of online completed digital surveys
- 18+ years old
- 2+ years living and working in a cross-cultural context
- Currently working internationally/or are temporarily at home
- Is working with an organization
- Openly states that he/she is successful or unsuccessful in second language learning.
- Willing to be completely transparent about his/her experience in order to contribute to the current research
- Will speak to his/her own experience and not to the experience of another person such as his/her spouse or friend

In developing criteria, the research team agreed upon the guidelines listed here in recruiting participants in both phases of the research. The participants had to be 18+ years of age with at least 2+ years of work in an international cross-cultural context. In other words, adult second language learners with some experience abroad in a cross-cultural context. As part of the criteria, adult learners with recent experience living in a cross-cultural context (no more than 5 years home) and involved in some level of language learning were invited to participate. The adult learner, with either strong or weak language skills, was asked to share his/ her own personal experiences and the issues that either impeded or facilitated his/her language learning while working abroad. All

participants in both phases were asked to answer the interview and survey questions with the utmost honesty.

Finally, adult learners were asked to only speak of their own personal experiences and to answer questions on the survey regarding themselves and not to speculate or guess for others. Knowing the pool of thousands of Spanish and Portuguese speaking cross-cultural workers living in cross-cultural contexts, the sample size for Phase 2 was quite small. Thus, identifiable patterns in issues that facilitate or impede language learning, not trends, are highlighted.

## **Procedures**

### *Phase 1 Data Collection and Coding*

In an initial meeting in May 2020, the research team, who has extensive experience training NGO and community-based workers, developed the interview questions taking into account the challenges their workers face when working abroad. Initial interview questions were prepared and then the task force (also called the research team in the study) modified and agreed upon a set of questions for qualitative interviews. Interview protocols (Appendix A) and participant criteria (in the Participant section of the study) were discussed and agreed upon. The research team members agreed to participate and to interview recruited participants. Audio-recorded interviews were collected and logged from the various team members. The audio-recorded interviews were transcribed by bilingual speakers and the transcriptions were returned to the research team. The research team was then asked to read through the transcriptions and begin to tag major themes.

Major themes were extracted from the transcriptions digitally and by hand in printed versions of the transcriptions. After major themes were identified by research team members, a Corpus tool was used to further identify high frequency words and collocations related to the major themes. Corpus tools are software tools that allow researchers to closely examine computer corpora. These tools allow the researcher to search a corpus database and conduct linguistic analyses. In the current study, it allowed the researchers to identify and examine high frequency words and collocations used in speech in the semi-structured interviews. Different words and collocations that were used in speech in the transcriptions (from audio-recorded interviews) were examined as they related to the tagged themes. Certain words and collocations were highlighted due to frequency of use among individual participants, as well as frequency of use among the many participants.

To utilize the Corpus tool, the audio-recorded transcriptions were converted into text files and all of the text files were entered into AntConc (Anthony, 2011). A 125-page priority ranked frequency list of words and collocations was generated by AntConc (Anthony, 2011) and examined. For example, the word “language” was spoken 495 times and was ranked at #27 on the frequency of use word list. It was spoken in all of the qualitative interviews by all of the participants. The most frequently used words and collocations were utilized to verify and then modify the four major themes and related issues under each theme for Phase 2 of the research.

By doing the priority ranking in a Corpus tool with the compiled data, the prioritized issues, discussed largely by the participants, could be examined. Finally, an overall priority ranking of current issues are shown in Table 3 below. From this priority

ranking, Phase 2 Survey questions were then crafted. Issues discussed in the qualitative part were then used to form subsequent questions under each theme. Following the design of an exploratory mixed-methods study, four major themes were identified, and a limited number of questions (10 under each theme) were formed in Phase 2 from interview data in Phase 1 (Creswell and Clark, 2018). The four major themes that emerged out of the Phase 1 qualitative research questions are as follows:

Table 3

*The Four Major Themes per Phase 1 Qualitative Semi-Structured Interviews from Spanish and Portuguese speaking participants*

| <b>Theme Number</b> | <b>Subject</b>  |
|---------------------|---|
| 1                   | "Bridge Languages" or "Lingua Francas"                  |
| 2                   | Types of Courses, methodologies, and techniques in SLA  |
| 3                   | Time commitments and other adjustments while learning   |
| 4                   | An understanding of the language learning process (SLA) |

In Table 3 above, the first major theme emerging was that of the need for *bridge languages* or *lingua francas*. A bridge language is a language spoken by a majority language group (such as English, French or Russian) that may be used as a “bridge” or “shared” language with instructors and tutors to study other minority languages (such as Tribal languages, Creole, etc.). Many cross-cultural workers find themselves in situations where the new language they are learning is taught from the base of bridge language. One example of this is from a situation in the Middle East where Arabic is taught from an English base. Prior to entering the school, some learners are required to have a certain level of English proficiency in order to obtain Arabic. Thus, many cross-cultural participants have to learn a bridge language prior to focusing on the local language in their communities.

Second, learners discussed different types of courses, trainings, methodologies, and techniques surrounding how second languages are learned as well as beneficial methods and techniques for learning them. Third, the participants in Phase 1 talked about the time commitments needed, and other major life adjustments (classes, courses, transition to a new place, etc.) that were needed to work for their NGO and learn a new language. Field workers shared about where adjustments might/might not take place and how their organizations were involved with the process of relocation and language learning. Finally, participants discussed the difficulties in understanding the language learning process and the difficulties of beginning to learn a language that has no similarities in written or oral speech. Field workers continued to discuss the level of stress and commitment needed to move from the beginning stages to reach higher levels of proficiency. They emphasized the need for SLA training and having a deeper understanding of different aspects to learning new languages.

Participants also expressed the need to understand basic SLA principles, such as understanding the four learning skills (reading, writing, listening and speaking) in language development and how each skill is developed through effective learning techniques. They expressed a need to understand how to measure progress through the distinction of different developmental levels and sub-levels of proficiency. Participants also discussed how instruction may vary depending on a learner's language level and learning styles or preferences. The following issues were discussed: 1) How progress in language acquisition is measured. 2) What kinds of things should be studied at different levels/sub-levels. 3) What the most effective types of instruction are for helping develop at different levels/ sub-levels. Overall, the qualitative interviews were very transparent

and beneficial for the shaping of the quantitative survey. The differences in themes were rated and the ratings were calculated between the researchers' themes. After all the themes were categorized, the themes were then modified and adjustments in ratings were made. The final ratings achieved a 92% inter-rater reliability score for the four themes.

### *Phase 2 Data Collection and Coding*

In Phase 2, the research team met in November 2020 for two brief days on Zoom to discuss the findings and priority rankings from Phase 1. After these findings were discussed, the four main categories for the survey were agreed upon. The team members co-constructed 10 interview questions per category (40 total questions). However, a total of 52 yes/no questions with 10 optional questions were eventually agreed upon. The survey questions were modified and adjusted through smaller discussions between research team members and translators about word choice and meaning in various countries that utilized different forms of expression. The research committee was sent an adapted versions for approval and then the Spanish and Portuguese versions of the surveys were put into Microsoft forms. Definitions and explanations of more technical words and phrases were provided along with the survey questions in the Microsoft Forms documents to further ensure for clarity of meaning.

Research team members asked Spanish and Portuguese speaking adult language learners living in international contexts who met the criteria agreed upon to take the online survey anonymously. No emails or names were collected to ensure for complete anonymity. Each of the survey questions required a simple "yes" or "no" answer. One point was given for each answer in each question. The surveys were created, and the survey online URL link was distributed by the research team through Microsoft Forms.

Participants completed and submitted surveys through Microsoft Forms that then generated the data into Excel documents and question response forms in PDFs. Data were compiled and collected from the Spanish and Portuguese forms. All data were also downloaded on Excel documents. After all the data were downloaded, a master compiled document in Excel documents was created. All analyses were conducted from the master “compiled” excel document in raw form allowing the data to be combined or separated out according to Spanish or Portuguese speakers.

Data were examined in the PDFs with the descriptive statistics and a Chi-Square test was conducted on each of the 52 questions comparing Spanish and Portuguese speaking participants and their yes/no responses in Excel documents. The current study reported on interesting findings in distributions from a threshold of 80% agreement or more by all (Spanish and Portuguese speaking) participants on particular issues. Also, the Chi-Square statistically significant findings were reported and distinctions between Spanish and Portuguese speaking adult learners was reported in some areas.

### *Phase 1 Instrumentation*

In Phase 1, semi-structured interviews were developed and utilized by the research team in order to obtain qualitative data from adult learners currently working in international cross-cultural contexts. Criteria for purposive (selective) sampling of adult learners living abroad were established (per the research team May 2020 meeting) and protocols were followed during audio-recorded interviews (See Appendix A.). Only two interviews were eliminated for a breach in protocol. The following excerpts are the research questions developed by the task force:

Phase 1: Semi-structured Interview Questions in Interviews conducted by  
Research Team Members

1. What language(s) are you learning, or have you learned in a cross-cultural context?
2. How many years have you dedicated to learning language(s)?
3. What factors have helped you in language learning?
4. What factors have made language learning difficult?
5. Do you have a means to measure your progress in language learning?
6. Are there any recommendations that you would make to organizations to better facilitate language learning in a cross-cultural context?

*Phase 2 Instrumentation*

The quantitative instrument developed in Phase 2 was developed from the findings of Phase 1 qualitative research questions. The Phase 2 instrument developed was Spanish and Portuguese online survey questionnaires developed and distributed through Microsoft Forms. Each survey contained questions pertaining to the four major themes previously listed. In each survey, there were forty main questions and then additional “branch questions”. A branch is something that splits and provides two alternate options such as the branches of a tree go in separate and distinct directions. If a learner answered “yes” his/her subsection was different than for those who responded with “no” answers. By having branch questions, students were further questioned with more appropriate follow-up questions. For example, question 15 on the survey asked, “Did you learn a bridge language for the purpose of working with a local people group on the field?” If the participant answered “yes” then he/she was asked, “Did it help you to learn a bridge

language prior to leaving for the field?” But, if the student answered “no”, he/she was given a different follow up question. Here the participant was asked, “Did the fact that you had no bridge language make your work more difficult?”

At the conclusion of each survey, there were 10 optional questions presented to participants for response. As a result, each participant answered a total of 42 questions in the main body of the survey and 10 optional questions for a total of 52 yes/no questions per participant. All of the questions in the main sections and all of the optional questions were answered on all 145 participant survey forms. The Microsoft Survey questions are only available upon request from Conexion Training, Inc. ([info@conexiontraining.org](mailto:info@conexiontraining.org)) and are not available to the general public due to the sensitive nature of some questions.

## **Final Phase 2 Data Analysis of Quantitative Data**

### *Procedures*

In Phase 2, the surveys were submitted through Microsoft Forms generated data in Excel documents and question response PDFs. Using the exact data from the PDFs with the exact number of participants responding to each question, observed data were entered into an Excel document and converted to expected values. Chi-Square values and tests for significance were run in Excel. Each survey question from the Microsoft Forms results, as nominal data, was paired with responses from Spanish and Portuguese speaking learners in 2 X 2 crosstabulations in an excel document. Such as answering the question, “Did you learn the local language of the people where you work?” The 2 X 2 crosstabulation was with a “Yes” or “No” answer coming from either “Spanish” or “Portuguese” speakers. The most interesting findings are highlighted in the results section of the study.

A third party outside researcher was asked to review the article and challenge any unsubstantiated empirical findings. After the article was updated and corrections were made, the article was then submitted to the research team prior to presentation in a public forum.

## **Results**

There were two research questions examined in the current study.

**Research Question 1 (RQ1):** What facilitates Spanish and Portuguese speaking adult learners' abilities to learn the language of their local people group in an international context?

**Research Question 2 (RQ2):** What impedes Spanish and Portuguese adult learners from learning the language of their local people group in an international context?

Essentially these are two polarized questions for exploration into the broader issues that benefit or impede Spanish and Portuguese speaking adult learners from learning languages in a cross-cultural context. Descriptive statistics were examined and are demonstrated as well as Chi-Square tests were run for all questions from the survey data in the current study. There were several interesting findings that emerged from data of Spanish and Portuguese speaking adult learners working in international contexts and learning new languages.

### **A Bridge Language May Facilitate Learning**

Spanish and Portuguese speaking learners that learned bridge languages (Lingua Francas) or major support languages (such as English and French) were asked the question, "Was it beneficial to learn a bridge language PRIOR to going to the field?"

The emphasis in the following question was specifically regarding the timing of learning a bridge language, before transitioning to live in the participant’s place of ministry. The responses to this question are found in Figure 2 below:

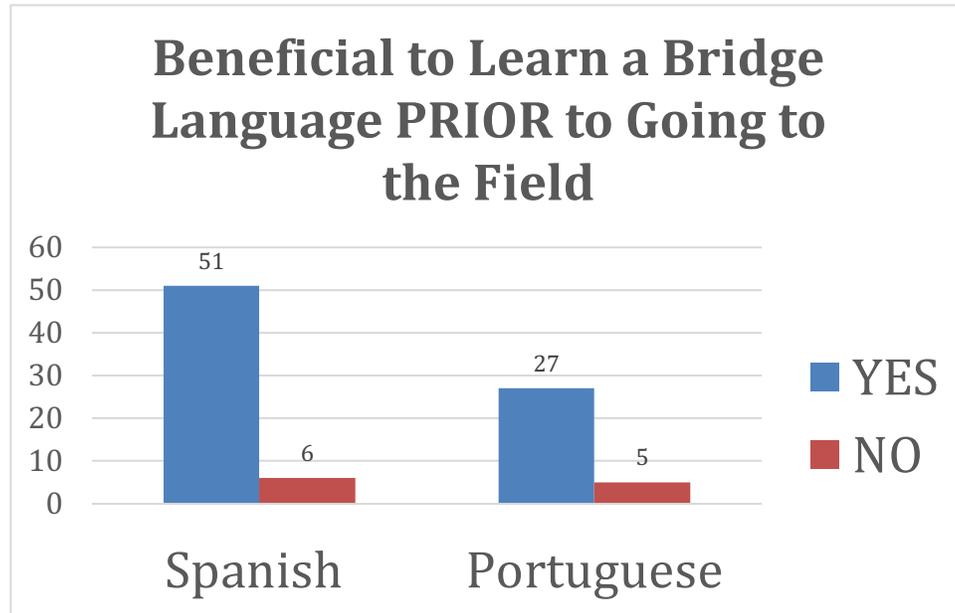


Figure 2: The perceived benefits by Spanish and Portuguese speaking participants of learning a bridge language PRIOR to going to the field are highlighted in the graph.

Spanish and Portuguese speaking participants responded to learning a bridge language as beneficial prior to going to the field. Of the sub-group of participants who had studied bridge languages, a total of n=78 (88%) perceived it to be more beneficial prior to going to the field and n=11 that didn’t see it as beneficial to study it before leaving.

In order to explore the need for learning a bridge language, the participants that had studied a bridge language were also asked the question, “Was it beneficial to have a bridge language in order to learn additional languages?” The emphasis of this question was for learners to respond directly about the benefit of studying a major language for the

purpose of support in learning additional languages; that is in order to learn a third, fourth or more languages. In the Figure 3 below, Participant responses are highlighted:

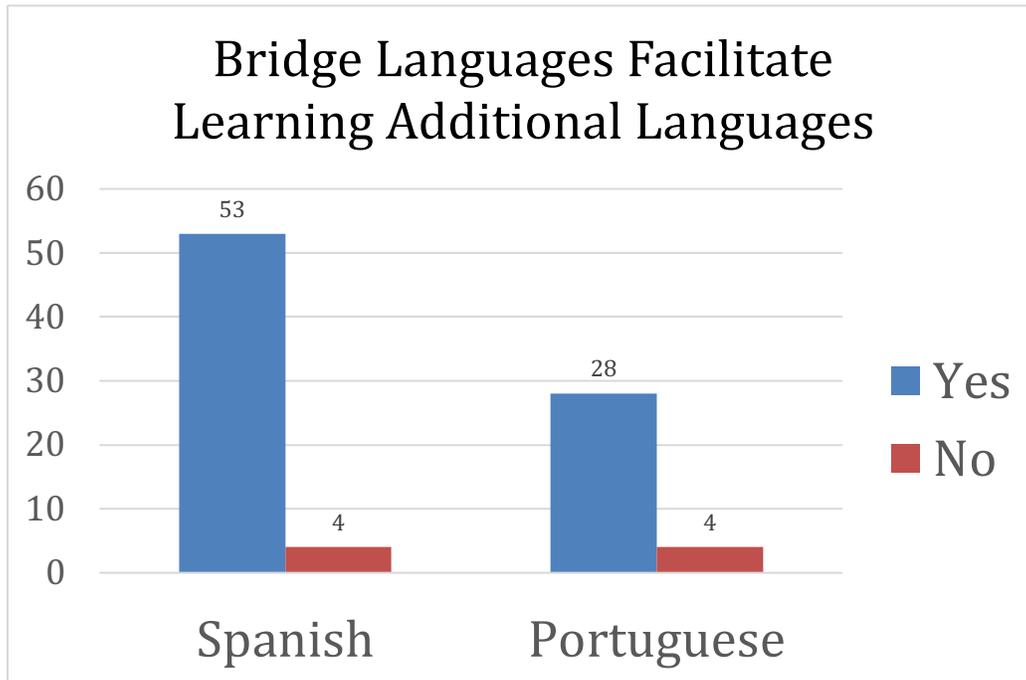


Figure 3: Bridge Languages (Lingua Francas) or support languages such as English, French, and other main languages are stated to be of benefit in the learning additional languages: the local languages of the people where participants live and work oversea.

In the Figure above, n=81 (91%) participants responded that bridge languages (major languages such as English, French and others) facilitate the learning of additional languages when students live and work abroad, while only n=8 responded otherwise. This indicates that bridge languages do facilitate learning additional languages and that learning an appropriate bridge language prior to going to the field may also be of benefit.

### **Linguistic Training is Beneficial and Facilitates Language Learning**

One clear issue that was initially addressed was that of SLA training and training in the use of various second language learning techniques and methods. Regarding training for Spanish and Portuguese speaking adult learners, the survey posed the question, “Would it help you to receive linguistic training and training in methods and techniques or in second language acquisition in order to help you learn a language before reaching your local group?” The majority of participants felt strongly about the benefits of training. In figure 4 below, 90% of Spanish speaking and 92% of Portuguese speaking participants stated that having linguistic training (on how to learn a language) and training in methods and techniques in second language (L2) learning would be beneficial. See Figure 4 as follows:

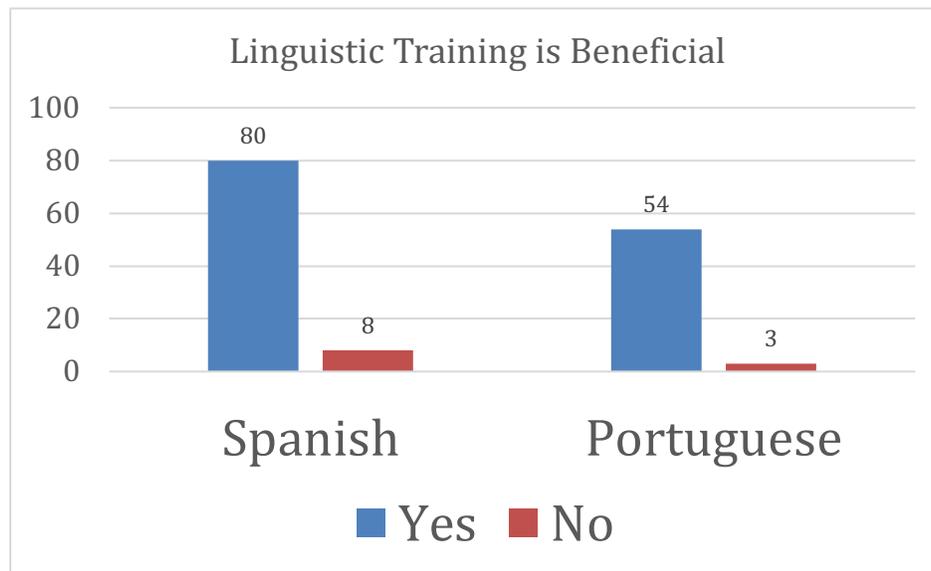


Figure 4: Spanish and Portuguese Speaking Language Learners Express that Training in SLA and Training in L2 Methods and Techniques is beneficial

In Figure 4, Spanish and Portuguese speaking language learners stated that it would be helpful to receive training in SLA principles and learning methods and

techniques. This suggests that training of this type is a priority to Spanish and Portuguese speaking participants in the current research project. From this main question, a secondary question (or branch question) was posed to those learners taking the survey that had previously had SLA training and training in L2 techniques and methods. Students who reported having benefited from such training (n=73 or approximately 50% of participants) in previous courses were then asked the following question, “Do you prefer to be more autonomous in determining *how to learn* the local language?” This question was posed to explore possible learner frustration in language learning as expressed by adult learners in the Phase 1 interviews when particular methods or techniques in language learning were imposed on them by well-meaning leaders.

### **Training Facilitates Language Learning**

Because training is a clear priority for Spanish and Portuguese speaking learners, the following section was developed to look at training opportunities among all of the participants and their current language learning outcomes. *Linguistic training* is commonly referred to as the collection and study of the basic grammatical facts within a given language (Aronoff and Rees-Miller, 2020). For the purposes of this paper, it is referred to in a broader sense as a *general knowledge and awareness of how to learn new languages* by participants. Linguistic training is used in the current study to mean *training in learning new languages* or more commonly, *second language acquisition* (SLA) and the three collocations are all used interchangeably in the current study. Participants were asked if they had received training in how to learn other languages and if so, when this occurred. Table 4 below shows the number of learners found in each

category from both Spanish and Portuguese speaking participants regarding SLA training:

Table 4

*Spanish and Portuguese Speaking Participants and Second Language Acquisition Training*

| <b>Language Training</b>                               | <b>Participants</b> |
|--|---------------------|
| No Language Training of any kind at any time           | 37                  |
| Training AFTER arriving to the field                   | 31                  |
| Both - Training BEFORE and AFTER arriving to the field | 19                  |
| Training BEFORE going to the field only                | 58                  |
| <b>Total</b>   | <b>145</b>          |

In Table 4 above, a small number (n=37) of the current surveyed population had no linguistic training either before or after arriving to the cross-cultural context. The others in the survey received training: n=31 AFTER arriving to the field, n=19 both BEFORE and AFTER arriving to the field and finally n=58 (the largest group), BEFORE going to the field in pre-field cross-cultural language training. Tables 5 and 6 below show the breakdown of new languages learned among participants during their time overseas. Table 5 contains participants who self-reported learning 0, 1 or 2 languages and Table 6 contains participants who self-reported learning 3, 4 and 5 languages abroad.

Table 5

*Spanish and Portuguese Speaking Adult Learners With/and Without SLA Training*

| <b>Language Training</b>                               | <b>Number of New Languages Learned</b> |                   |                    |
|--|--|-------------------|--------------------|
|  | <b>0 languages</b>                     | <b>1 language</b> | <b>2 languages</b> |
| No Language Training of any kind at any time           | 8                                      | 11                | 9                  |
| Training AFTER arriving to the field                   | 0                                      | 11                | 12                 |
| Both - Training BEFORE and AFTER arriving to the field | 0                                      | 6                 | 7                  |
| Training BEFORE going to the field only                | 3                                      | 30                | 13                 |
| <b>Totals</b>  | <b>11</b>                              | <b>58</b>         | <b>41</b>          |

In Table 5 above, no languages were learned by n=11, one language was learned by n=58 and two languages were learned by n=41 participants in the current study. The greatest increase in learning a one new language can be seen by those with pre-field training prior to going to the field (n=30). Some adult learners reported learning many languages. Table 6 shows those field workers who continued learning additional languages in international contexts.

Table 6

*Spanish and Portuguese Speaking Adult Learners With/and Without SLA Training*

| <b>Language Training</b>                               | <b>Number of Languages Learned</b> |                    |                    |
|--|------------------------------------|--------------------|--------------------|
|  | <b>3 languages</b>                 | <b>4 languages</b> | <b>5 languages</b> |
| No Language Training of any kind at any time           | 5                                  | 1                  | 3                  |
| Training AFTER arriving to the field                   | 5                                  | 2                  | 1                  |
| Both - Training BEFORE and AFTER arriving to the field | 2                                  | 3                  | 0                  |
| Training BEFORE going to the field only                | 10                                 | 1                  | 0                  |
| <b>Totals</b>  | <b>22</b>                          | <b>7</b>           | <b>4</b>           |

In Table 6 above, three new languages other than their first language (of either Spanish or Portuguese) were learned by n=22 out of n=145 total participants. Again, with those trained prior to going to the field (n=10) as the greatest number. Four languages were self-reported as learned by n=7 and Five languages by n=4 participants. There are n=2 participants that reported learning more than 5 languages that are not in the table above. Pre-field training was provided to both of the learners that self-reported learning several languages. The four areas of possible training opportunities commonly offered to adult learners are demonstrated in Figure 5 below.

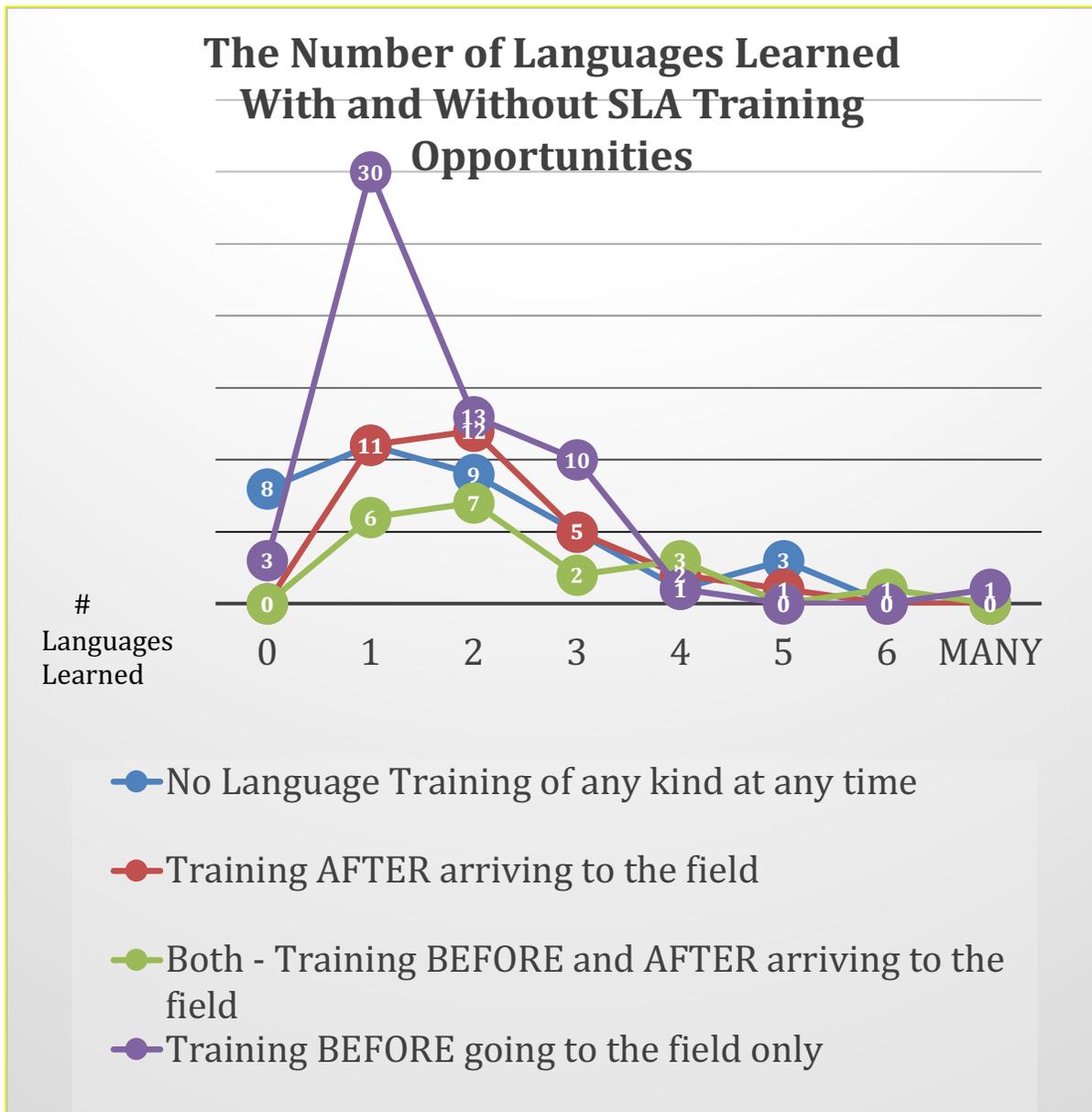


Figure 5: The number of languages learned by n=145 Spanish and Portuguese speaking adult learners with and without training opportunities

What is clear from the results in Figure 5 is that SLA training prior to going to the cross-cultural context has a much greater overall impact than any of the other training opportunities and especially over no training at all. When language learners have received training, their perspectives towards better outcomes may be shaped by local

options for their progress in the local language. As such, the following sections highlights participant perspectives towards the ability to make decisions about how their language learning will transpire once they have been trained in how to learn languages.

### **Learner Autonomy May Facilitate or Impede Language Learning**

As a sub-set of the participants in the survey who had already *received training*, participant responses (n=45 Spanish speaking, n=28 Portuguese speaking participants) were asked this question, “Do you prefer to be more autonomous in determining how to learn the local language?” The statistically significant results ( $X^2=5.418$ , Likelihood ratio=.27,  $df=1$ ,  $p=0.019$ ) suggest that the Portuguese speaking participants (with training) preferred to have a voice in the decisions made concerning their own language learning as seen in Figure 6 below.

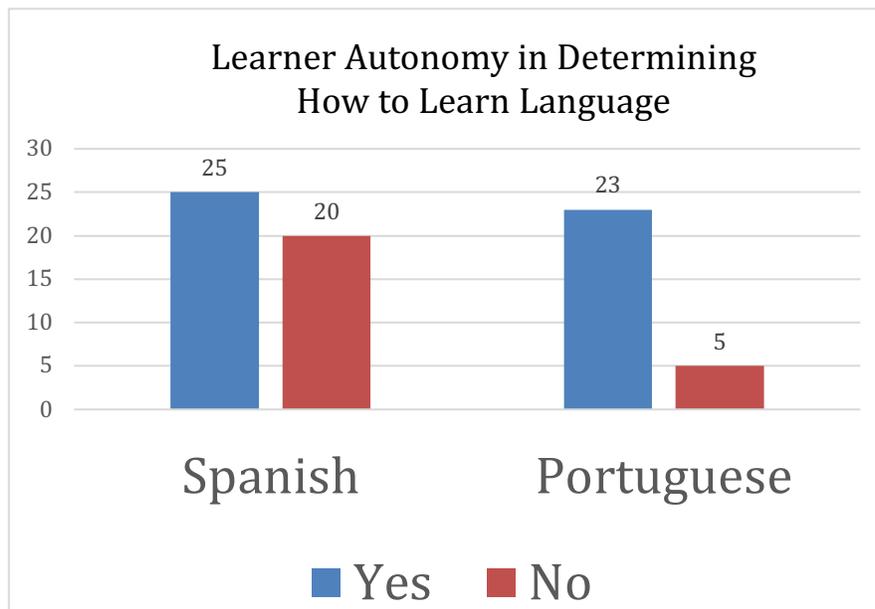


Figure 6: Spanish and Portuguese speaking learners express the need for autonomy in determining how they will learn their new language.

In Figure 6 above, Spanish speaking participants were split (55 to 45%) on making their own decisions regarding how they would learn their new language. While this finding suggests that many Spanish speakers (with training) prefer to make their own decisions, many learners (also with training) still prefer organizational involvement in decision making regarding how their new languages are learned.

In contrast, Portuguese speaking learners were more definitive (82% in the subset) and stated that they preferred to make their own determination about how to study their new languages after training in SLA principles and L2 learning methods and techniques. Portuguese speaking learners showed considerable preference to autonomy in determining how to learn their new language. This finding also shows that it may be difficult to ascertain the true preferences of learners without in-depth interaction with them about language learning and options available to them. Preferred leadership involvement varies among learners; thus, this issue should be further explored to find out more about the concerns surrounding it. More research is needed according to countries of origin, individual preferences and organizational structures and operations.

As previously demonstrated, a combined percentage of 91% of the entire participant population (both Spanish and Portuguese speaking) in the current survey stated that they believed there to be benefits of SLA training and training in language learning methods and techniques. The priority of training among adult learners, in the current study, working in international contexts needing to learn languages indicates that the many Spanish and Portuguese speaking adult learners prioritize linguistic training for successful language learning development, and ultimately to reach the principal goal, successful work and ministry. After training has been received, some Spanish speaking

and many Portuguese speaking workers responded to having more autonomy over decisions in how they would learn their new language. In the next section, three different areas of support were addressed as issues related that might facilitate or impede healthy language learning.

### **The Effects of Support on Language Learning**

#### *Financial Support Perceived to Facilitate Language Learning*

Finally, Spanish and Portuguese speaking participants notably responded to beneficial support that was perceived to facilitate better language learning endeavors. There are two areas where support was perceived to facilitate and a third area where support was perceived to potentially impede the process of SLA for some participants. Participants were asked about support systems in terms of the participants' receiving teams on the field, financial support as provided through contributions of kind benefactors and organizational financial support.

In Figure 7 below, participant responses are recorded when asked, "Would the ability to include the expenses for language learning in your budget, promote your budgetary needs and collect such funds facilitate your second language acquisition?"

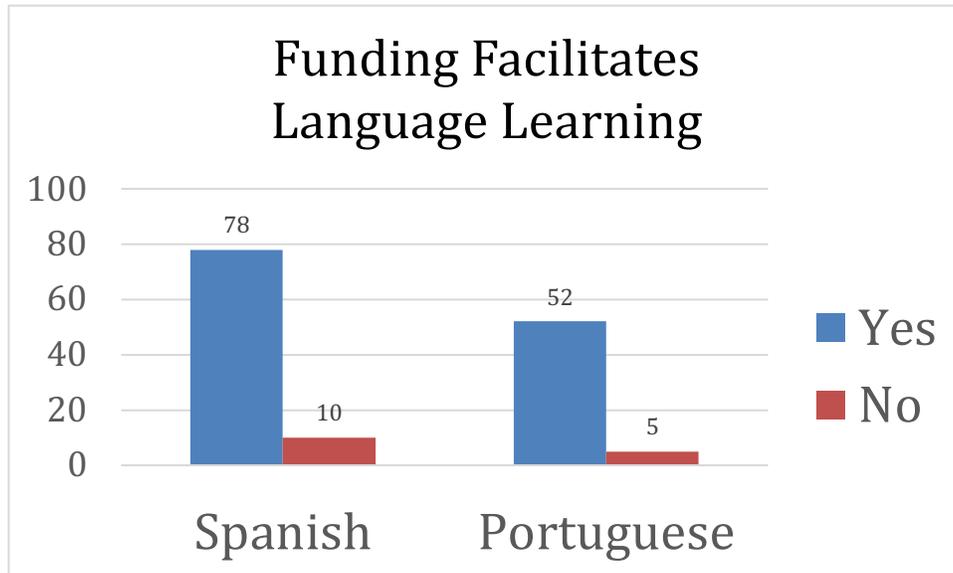


Figure 7: Spanish and Portuguese speaking participants respond to the benefits of funding provided in order to accomplish language learning.

In Figure 7 above, n=138 language learners (90%) of the total number of participants expressed the benefits of funding to facilitate language learning. This is a rather significant indicator that financial support allows a learner to study and focus on language learning. The predominate support base for this type of funding is received from benevolent supporters from the home country through contributions. The need for this funding through promotion and the subsequent collection of funding is predominately accomplish through the support network of individual workers.

#### *Local Team Support Perceived to Facilitate Language Learning*

When transitioning overseas and arriving to the field, participants reported that their local receiving team members also facilitated language learning by allowing learners adequate time to study the local language. To further explore how participants perceived support by their local team members for SLA, learners were asked, “Does your

local team WHERE YOU WORK permit sufficient time to study the local language?”

Figure 8 below demonstrates responses to this question.

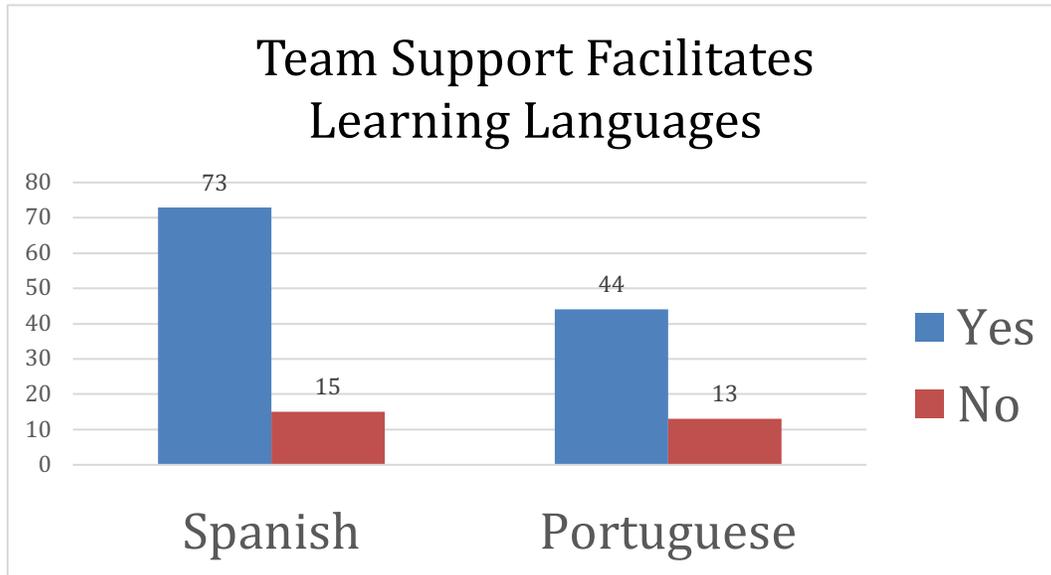


Figure 8: Participants perceptions about team support regarding language learning on the field

In Figure 8 above, n=117 (81%) perceived that their fellow team members allowed them sufficient time to study the local language of the people with whom they would work. This response indicates that many of the receiving teams on the field understand and allow sufficient time for new members to study the language as an investment to future work. It also demonstrated that 81% of the participants in the current survey were taking time to focus on language acquisition while living and working overseas.

Regarding positive support, funding from supporters at home and team support on the field to allow learners time to study indicate that these are two contributing factors that better facilitate language learning among Spanish and Portuguese speaking participants living and working abroad. With this said, we then want to better identify

potential elements that might impede language learning for some Latin American workers in the area of support.

*Lack of Organizational Involvement Perceived to Impede Language Learning*

Due to the complex nature of language learning, it is a common assumption that it is a process that occurs through time. There are many misunderstandings and myths regarding the language learning process. There were mixed reviews regarding organizational support perceived by participants from Spanish and Portuguese speaking origins. In order to best encapsulate the type of support needed there were two complexities involved. One was that of *duration* or walking with someone throughout the entirety of the language learning process that may involve years. Second entailed an organization's ability to understand sufficiently the complexities associated with the linguistic nature of language learning. In order to best encapsulate an in-depth interaction with field workers by a representative of the organization (meaning an individual that becomes involved with the complexities of language learning throughout the duration of the process), the word "accompany" was chosen by the translators.

In working with Spanish and Portuguese speaking translators, the word "accompany" was chosen to define someone walking with a learner throughout the extent of his/her language learning process as that may occur through time (measured in terms of months and years) and with all of its complexities. For example, if we accompany someone who has just learned that they have cancer, it may entail that we learn about the specific cancer that the individual has. We might make hospital visits with them and take them food as they receive treatments that are difficult. It may entail a longer duration of months or years for recovery or worse. To accompany the person implies walking with

him/her through the duration of a long, sometimes painful, process and becoming involved in that process.

In discussion with the licensed certified translators, to use the word “accompany” would mean that the participant would have a companion that would walk with him/her throughout the deep and difficult process of learning one, or more languages. This referred to organizational involvement of their various learners, as learners’ language development occurred through months and years of study through many changes and much growth of the individual.

In order to explore organizational involvement, the following question was asked, “Does your entity/organization accompany you in the language learning process?” Of the n=145 participants in the study, the statistically significant results were mixed between the Spanish and Portuguese speaking groups ( $X^2=10.722$ , likelihood ratio=3.38,  $df=1$ ,  $p=0.001$ ). Figure 9 below demonstrates the mixture of responses between participants.

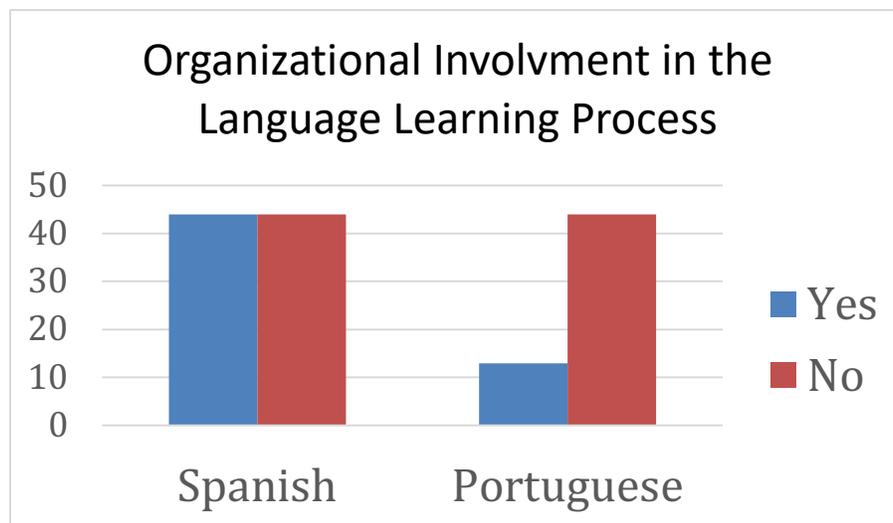


Figure 9: Spanish and Portuguese speaking adult learner perspectives about the involvement of their sending/receiving entities in their language learning process

In Figure 9 above, the Spanish speaking population (n=88) was evenly split as to their perspectives towards agency involvement in their language learning. The Portuguese speaking population (n=57) perceived that their organizations were three and half times more likely to not be involved with their language learners; with n=44 participants stating that they're not involved and only n=13 stating that they are involved. This suggests that there is pattern of a lack of organizational involvement among Portuguese speaking learners' organizations in the participants language learning process in the current survey. The finding suggests that the lack of organizational involvement among some Spanish and many Portuguese speaking participants may be an impediment to the language development among field workers.

### **Implications**

From the findings discussed in the current research, Spanish and Portuguese speaking language learners in international contexts highlighted different areas of concern. The overall research questions explored issues that either facilitated or impeded the successful acquisition of a second, third, fourth or more languages.

### **Bridge Languages**

Of the participants in the current study, different bridge languages (English, French, Russian, etc.), or support languages were reported as facilitating learning additional languages needed. Not only this, but when participants learned the bridge language prior to leaving for the field this facilitated focusing on learning local languages upon arrival. Thus, ascertaining the need for a bridge language (its usefulness in work) and prioritizing it for study prior to leaving for the field is also of better benefit.

## **Second Language Acquisition Training Facilitates Learning Languages**

Next, the survey among Spanish and Portuguese speaking adult learners demonstrated that linguistic training benefitted learning languages. The most advantageous linguistic training occurred in *pre-field training* prior to the adult learner going to the field. The greatest number of learners that reported *not learning any languages* had also not *received any linguistic training* at any time (Before or after arriving on the field). All of this to say, that receiving SLA training at some point in time was demonstrated to be of greater benefit than having no training.

With this said, more languages were learned by adult learners who were trained PRIOR to going to the field through time. This suggests that when adult learners study language learning prior to going to the cross-cultural context, their focus on the field is beyond training. At this point they are no longer focusing on the principals of *how to learn* new languages, but rather they are focusing on *learning particular languages* (such as Arabic, Urdu, Mandarin, etc.). This suggests that pre-field linguistic training for adult learners should take priority in pre-field cross-cultural training design and implementation. The implications of this finding suggest that SLA pre-field trainings should be included, *perhaps even be required*, as a prerequisite component BEFORE leaving for the field. During this phase of preparation, the cross-cultural learner is fertile for learning. When he/she arrives, and if adequately prepared, then he/she may find ample motivation to move forward with the language(s) needed to in order to work effectively among his/her local people. It is clear to see that as the number of languages learned increases with pre-field or other opportune training (75% of participants) and that the number of adult learners able to learn them decreases without training (25% of

participants). This indicates a strong association between training (especially pre-field) SLA training and the ability of Spanish and Portuguese speakers to learn new languages when living overseas.

It should also be noted that n=3 participants reported learning five languages without any training of any kind. Although unusual, it is still quite an accomplishment to do such a difficult thing. There are many variables that should be considered for follow up study in this group. Such as, what does it mean to “learn” a new language? How is that defined? How could it be measured? Perhaps the term “learned a new language” was interpreted quite differently by different learners. Can the learner truly self-report that he/she’s learned five different languages without some understanding of how languages are acquired and how language development and progress are measured? These issues should be further examined and clarity as to what it means to “learn a new language” among the participants clarified. Do learners understand the different stages of language development and how to measure progress within given languages?

When considering the differences among language learners, there are very gifted and capable learners that may be able to learn multiple languages with ease and depth. In these few cases, these learners are quite proficient in the new languages and would be considered as having “learned” them by measurable standards, such as by organizations that define levels of proficiency within given languages such as the American Council on the Teaching of Foreign Languages (ACTFL), the Common European Framework of Reference for Languages (CEFR) and other scales. With all of this said, further research is needed into the language learning among Spanish and Portuguese speaking adult

workers learning languages abroad with better definition as to the learners' proficiency within given languages.

### **Learner Autonomy in Language Learning May Facilitate Better Language Learning for Some**

Spanish and Portuguese speaking learners who have received SLA training differ in their perspectives towards autonomy and determining how they will learn a new language. While approximately 50% of Spanish speakers in the sub-set and more than 80% of Portuguese speakers preferred to be involved in the decision making regarding their language learning on the field. The implications from this indicate that adult learners from Spanish and Portuguese speaking countries perhaps need more dialogue about how they are allowed to learn their new language. Also, to some degree, more decision-making ability should perhaps be considered and shifted to the adult learner on the field who is aware of local opportunities. Because this is a very broad-based study, many variables should be considered when allowing this to transpire such as the maturity of the individual, the resources available in his/her context and many other pending issues related to adult cross-cultural language learners, the organizations and the learning context. Autonomy can be liberating or scary depending on the learner, the context and the organization. Thus, in-depth involvement by organizations should be part of how decisions are co-constructed for many learners and ensuring that the worker on the field is heard in what he/she prefers to pursue for the best possible outcomes.

### **Lack of Organizational Involvement May Impede Language Learning for Some**

Finally, organizational involvement, or lack of involvement, emerged as a serious issue especially among the Portuguese speakers in the current study. Obviously with such

a small sample size, further study into the issue would be prudent. What is unclear from the survey as well is a better understanding of what “a lack of involvement” means. What type of involvement would be preferred/needed? What types of modifications or improvements in organizational structure might be of benefit to overseas personnel? To what extent should agencies be involved? How best can an organization determine what the needs are for adult learners from their organizations? How much responsibility should or do organizations have regarding the success or failure of their adult learners’ language learning endeavors? Or how much responsibility should or do organizations have regarding SLA, for providing for the development of leaders, or for providing more training opportunities for adult learners?

Some organizations report having annual reviews and employee feedback and suggestions for improvements. How might organizations find out more about the needs and preferences of its personnel? It’s very difficult to find “human resources” personnel for non-government run organizations with limited resources, so exploring how organizations might find ways to receive better feedback from personal might also be of benefit.

### **Limitations**

One limitation in the current study was that of a small sample size. Only n=145 participants from among thousands does not adequately represent the entire population of adult Spanish and Portuguese language learners in international contexts. Also, per the use of specific criteria for purposive sampling (selective sampling) of adult learners limited the responses as well. Here, only participants involved in language learning currently living overseas (or on a brief visit home) could address positive and negative

language learning experiences. By asking participants to meet the expected criteria, some participants without experience abroad or without language learning experiences were eliminated. This could have contributed to a lower number of participants in the current study. Additionally, by not defining proficient language development and the breakdown of levels and sub-levels within different languages, participants may have perceived different meanings for what it means to “learn a language.” Without utilizing measurement standards, it is difficult to establish a common framework for the concept of what a “learned language” truly means.

Another limitation was the sample size of the quantitative component (n=145). This is a very small number of participants when a reported nearly 15,000 Spanish and Portuguese speaking adult language learners live and work abroad. Due to the small nature of response, associations and indications were made, but there was not a sufficient sample size to view a trend of a current thought of magnitude among the broader population. Finally, this survey was a very broad, predominately opinion-based survey. Opinions can vary greatly, even within the same family. With this said, the goal of the survey was to hear what Spanish and Portuguese speaking language learners (working for NGOs and community-based organizations in international contexts) perceived were the greatest relevant issues in facilitating or impeding their language learning. Hearing current thought as to what field workers themselves feel are real concerns gives those in support roles more insight into how to improve training, and support.

## Conclusion

There are a great number of adult Spanish and Portuguese speaking language learners living in international contexts working for many different organizations. The current joint research project was born out of a need to understand relevant issues that either facilitate or impede progress in language development among Spanish and Portuguese speaking language learners working overseas. Because many of the participant population in this study make great sacrifices to transition abroad, it is significant to understand the underlying issues that make such sacrifices result in healthy well-adjusted adults functioning in new places with highly proficient language skills. Proficient language skills are for the purpose of contributing to more successful and effective work outcomes. Of the many questions asked in the current research article, several issues emerged that could be further examined as to how they each facilitate or impede language learning for Spanish and Portuguese speaking learners.

The highlighted issues per the surveys are briefly mentioned here: 1. Learning a bridge language prior to leaving for the field was more productive in learning languages when the learner arrived to the field, 2. SLA training was perceived as beneficial for language learning and preferably in pre-field training, 3. Some Spanish and many Portuguese speaking language learners that had received training preferred more autonomy in how they would learn the language of the local people and 4. Financial support from home and team support on the field facilitated learning for all learners, but a lack of organizational involvement was perceived to have impeded language learning by the Portuguese speakers in the survey.

Although further research is needed to pursue more insight into the various larger issues addressed in this article. Spanish and Portuguese speaking language learners working for NGOs and non-profit organizations demonstrated an openness to discuss and dialogue about these issues in this research. The fact that the participants are talking about how to better facilitate language learning among Latin Americans living and working abroad, demonstrates a desire to get better at learning languages. The persistent desire to learn a new language can be a significantly *positive* thing. The participants in the current study show a deep desire to push forward and continue learning the languages that are needed for effective work overseas. Identifying avenues for learning bridge languages prior to leaving for the field and receiving SLA pre-field training could significantly change the trajectory of many field workers lives for more successful ministry. While it is true that a lack of organizational involvement might impede language learning for some, further research into this issue might shed light on the areas of need that field workers have and how organizations might meet those needs regarding language learning. The further development of leadership in SLA training and oversight of team members in their learning of new languages could bring powerful results in outcomes. If learners are truly equipped and subsequently allowed to learn and thrive in their particular international contexts, their work and goals may greatly benefit.

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## Appendix

### Appendix A: Research Protocol for Phase 1

#### Research Protocol

1. The interview may be conducted in Spanish or Portuguese and the data may be entered in English or Spanish onto the excel doc. Please choose English or Spanish and do ALL of the interviews in the language of choice.
2. Make sure that the interview participant criteria is followed before selecting the participant. Otherwise the interview will be eliminated from the study.
3. Make sure that you have either a Spanish or Portuguese Consent form for the Interview participant to sign prior to the interview.
4. Upon signing the consent form, immediately record all biographical information prior to the interview. The information provided in the biographical portion will be protected and no other agency or entity will be allowed to access this information. This will be guarded with full privacy for the participant.
5. Choose a suitable ***pseudonym*** for the participant. Please do not use the participants real name when conducting the interview. Example: Instead of using “Steve Nolen” maybe Steve would give permission to call him “Saul” during the interview. Please record the real name in the biographical information, but the pseudonym on the bottom tab with the corresponding number to the excel document. This is the only document that should connect the two names.

Here is the example of the person's real name:

|    |  |  |
|----|--|--|
| 29 |  |  |
| 30 | Nombre                                 | Steve Nolen  |
| 31 | Edad                                   |  |
| 32 | Género                                 |  |
| 33 | País de origen                         |  |
| 34 | Nivel de educación                     |  |
| 35 | País de servicio                       |  |
| 36 | Cantidad de soporte mensual            |  |
| 37 | Nombre de su agencia de envío          |  |
| 38 | Nombre de su agencia receptora         |  |
| 39 | Número de años en el campo             |  |
| 40 | Nivel de éxito en el campo (Nota)      |  |
| 41 | Nivel de su segundo idioma             |  |
| 42 | Nivel de relación con su iglesia (0-5) |  |
| 43 |  | 0= no relación, 1 = relación mínimo, 2 =soportable, 3 = neutral, 4 = relación buena, 5= relación solidaria |
| 44 | Tipo de visa en el campo               |  |
| 45 | Plataforma                             | /si/no   |
| 46 | Si tiene plataforma, cual es?          |  |
| .. |  |  |

Here is an example of the use of a pseudonym in place of the real name:

|    |   |  |
|----|---|--|
| 51 | 1 | ¿Qué significa el aprendizaje exitoso de idiomas?          |
| 52 | 2 | ¿Como mide su propio éxito?                                |
| 53 | 3 | Quiere aprender el idioma de su grupo de personas no alcan |
| 54 |   | Por qué? Con qué propósito?                                |
| 55 | 4 | Qué necesita para aprender el idioma de su grupo de persor |
| 56 | 5 | Cuáles son los cambios que necesita hacer para aprender el |
| 57 |   |  |
| 58 |   |  |
| 59 |   |  |
| 60 |   |  |
| 61 |   |  |
| 62 |   |  |

Ready 1. Saul 4.

6. Fill out all of the biographical information before beginning to interview the participants with the agreed upon questions.
7. Have the participant sign a consent form and/ or send an email stating that he/she agrees to participate in the research without any coercion. Make sure that they do not have to answer any questions that they are uncomfortable answering and may stop the interview at any time during the research project.
8. Conduct the interview: use the usb recording device supplied by Conexion Training and audio record the interview. Make sure that you state that the audio recorded interview can be stopped at any time and the participant does not have to continue if he/she is uncomfortable or unwilling to continue. Example, "Please know that we can stop the interview and the audio recording if you become uncomfortable or unwilling to continue."
9. Audio record the date/ the time/ and the location of the interview. Record your own name, the individual conducting the interview. If I am conducting this interview I would say, "This is Ruth Nolen on March 22 at 11 a.m. in Panamá recording this interview."
10. State the pseudonym of the participant and the tab number when beginning the audio recorded portion. Example, "Today I am with Saul, participant #1 on my excel doc."
11. Begin the interview.

12. State:

My name is Ruth Nolen (your name as the researcher).

Today is February 19, 2020.

I am talking to "Name of Student".

To begin, I'd like to ask you.....

Appendix B. Microsoft Forms Spanish Document Survey (Upon Request Only:  
[info@conexiontraining.org](mailto:info@conexiontraining.org) )

Appendix C: Microsoft Forms Portuguese Document Survey (Upon Request Only:  
[info@conexiontraining.org](mailto:info@conexiontraining.org) )