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A Student's Adjustment to Madrid

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The purpose of this thesis was to investigate the adjustment process of a student to one of the Europe's biggest cities, the capital of Spain, Madrid. The thesis is a research-based study. The research questions of this study were, how a student adjusts to Madrid, how culture shock can be seen in the student's life and how to make the adjustment process easier. The adjustment process was investigated through four themes, which were culture shock experiences in Madrid, adjustment to culture, adjustment to social life and adjustment to practical life. Based on the results received from these themes, development ideas were created.

The objective of this thesis was to develop Spain Internship's operations. Spain Internship SC is a company operating in Seville, Spain. The company arranges internship places and other tailored services to students to facilitate their adjustment to a new culture. Related to the thesis, a small guidebook was written as commissioned by the company in order to give the students practical information about the city before their placement.

The theoretical framework included the concepts of culture and adjustment. At first, culture and adjustment were defined at a general level. Since culture shock theory is often used to describe the adjustment process, it was covered as an own topic. The theoretical section also focused more on Spain and the features of the Spanish culture.

The research was approached as a qualitative research. The research method used was theme interview. The themes were chosen based on theory and self-made deduction to cover those parts of life, in which most of the changes occurred. Five students or interns were interviewed. All of them were living in Madrid. The research method made possible for them to speak freely about their feelings and changes, which had occurred during the removal to a new culture and country. Content analysis was used to analyze the material.

Almost everyone recognized the different phases of culture shock and was able to name situations where the characteristics were seen. According to the respondents Madrid was an easy city to adjust to. The adjustment to the culture went fluently, regardless of some moments of frustration. For the majority the language gap slowed down the adjustment to social life but in the end they were all able to make friends. The bureaucracy irritated some of the respondents but for example the size of the city did not cause problems or affect their lives. Independent search for information, an open mind and attitude were mentioned as development ideas and ways to facilitate the adjustment process. Other things that could make the adjustment easier were hearing the experiences of the people, who used to live in Madrid, and a guidebook, which would include basic information about the city.

Key words adjustment, culture shock, Spain, student

Lindeman, Nina

Opiskelijan sopeutuminen Madridiin

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Tämän opinnäytetyön aiheena oli opiskelijan sopeutumisprosessi yhdessä Euroopan suurimmista kaupungeista, Espanjan pääkaupungissa Madridissa. Opinnäytetyö on tutkimuksellinen. Työn tarkoituksena oli tutkia, miten opiskelija sopeutuu Madridiin, miten kulttuurishokki ilmenee ja miten sopeutumisprosessia voidaan helpottaa. Sopeutumisprosessia tarkasteltiin neljästä eri näkökulmasta, jotka olivat kulttuurishokki, kulttuurillinen sopeutuminen, sosiaalinen sopeutuminen ja käytännön sopeutuminen. Näiden pohjalta luotiin kehittämisideoita.

Opinnäytetyön tavoite oli kehittää Spain Internshipin toimintaa. Spain Internship SC on Espanjassa Sevillassa toimiva yritys, joka järjestää ulkomaisille opiskelijoille harjoittelupaikkoja ja muita räätälöityjä palveluita helpottaakseen opiskelijan sopeutumista uuteen kulttuuriin. Opinnäytetyön ohessa kirjoitettiin yrityksen pyynnöstä pienimuotoinen opas, jonka tarkoitus oli antaa opiskelijoille käytännön tietoa Madridista.

Teoreettinen viitekehys rakennettiin käsittelemään kulttuuria ja sopeutumista. Yleiset kulttuurin ja sopeutumisen määritelmät käsittelevät aihetta aluksi laajemmin. Kulttuuriin sopeutumista kuvataan usein kulttuurishokkiteorian kautta, minkä vuoksi tämä nostettiin omaksi kappaleekseen. Teoriaosuudessa keskityttiin myös yksityiskohtaisemmin Espanjan kulttuuriin ja sen ominaispiirteisiin.

Tutkimuskysymyksiä lähestyttiin kvalitatiivisena tutkimuksena. Tutkimusmetodi, jota työssä käytettiin oli teemahaastattelu. Teemat valittiin teorian ja oman pohdinnan avulla ja ne katsoivat ne elämän osa-alueet, joissa suurimmat muutokset tapahtuivat. Teemahaastattelussa haastateltiin viittä Madridissa asuvaa opiskelijaa tai harjoittelijaa. Tutkimusmenetelmä mahdollisti haastateltavien vapaasti kertoa omista tuntemuksistaan ja muutoksista, joita muutto uuteen kulttuuriin ja maahan aiheutti. Aineiston analysointimenetelmänä käytettiin sisälön analyysia.

Lähes jokainen tunnisti kulttuurishokin eri vaiheet ja osasi nimetä tilanteita, joissa eri vaiheiden piirteitä tuli esiin. Vastaajien mielestä Madridiin oli helppo sopeutua. Kulttuuriin sopeutuminen sujui vastaajilta lähes ongelmitta, pieniä turhautumisen hetkiä lukuun ottamatta. Suurimmalle osalle vastaajista kielimuuri oli alussa sosiaalista sopeutumista hidastava tekijä, mutta kaikki saivat luotua ystävyysuhteita. Käytännön elämästä kaupungissa saatiin kahdenlaisia mielipiteitä. Osaa turhautti asioiden hitaus, mutta esimerkiksi kaupungin suuri koko ei ole aiheuttanut käytännön ongelmia. Sopeutumista helpottavina tekijöinä ja kehitysideoina pidettiin omatoimista tiedon hankintaa ennen maahan saapumista. Myös avoin mieli ja asenne nousivat esiin. Muita tekijöitä, joiden nähtiin helpottavan sopeutumista, olivat jo Madridissa asuneiden henkilöiden kokemukset ja kirjallinen opas, josta löytyisi perustiedot kaupungista.

Asiasanat sopeutuminen, kulttuurishokki, Espanja, opiskelija

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Introduction

As the world is becoming more global every day, more and more students want to experience the international atmosphere during studies. Students leave their home countries in order to experience what is it like to live abroad. There are many ways to do that. Some students choose to study while some do their internship abroad. When students land in to this new country, soon they realize that things are different. Sometimes the adjustment process goes very smoothly whereas in some cases it can be rocky.

The purpose of this thesis is to investigate how the adjustment process of a student goes in Madrid. The objective of the thesis is to develop ideas as how to make the adjustment process easier and, by that develop Spain Internship's operation in Madrid. Related to this thesis a guidebook of Madrid was written. The guide will be handed to every ingoing student through Spain Internship SC in Madrid. This guide is attached to the thesis as an appendix (See appendix 2).

This thesis was written to Spain Internship SC, a company located in Seville, Spain. Through them lots of students go to do their internship. The company is relatively young and they are constantly developing their services in order to help the student settle in. For that reason, they are interested in all development ideas.

This thesis begins with background information. It is followed by the theory part, which explains and defines culture and the adjustment process, first in general terms and after that more precisely focusing on Spain. After the theoretical part, the implementation of the research and the actual results are covered. This thesis is a research-based study. The study itself investigates the adjustment process that students go through in Madrid. This means, how the students have experienced the culture shock and how they can recognize the different phases of it. The study investigates adjustment from three perspectives. How student has adjusted to the life in Madrid culturally, socially, and from the practical point of view. Based on the results received from these themes development ideas are produced, how to make the adjustment process easier. Later, related to the thesis a guidebook of Madrid is written. The results of the research and the guidebook are given to Spain Internship SC, so the company can use them in the future. The research target is the current students and interns in Madrid. After the results and development ideas are presented, the concluding remarks are given.

1 Background of the thesis

The first chapter is made to present the background information of this thesis. It introduces the base of the thesis starting from the purpose and the objectives of the study. The research questions the study is based on are also presented below. The research questions are followed by the limitation. Since this chapter leads to the theme, the company this thesis was written is also presented here. General information about Spain is also given to understand better the framework of this study.

1.1 Background, purpose and objectives of the study

The purpose of this thesis is to investigate the process that students go through, when they move to Madrid. In other words, I am researching the adjustment process of the students and the interns in Madrid. The research target is the current students and interns in Madrid. The research will be based on theory, which will be presented before diving into the research itself. By the term adjustment process is referred to the moving and transfer situation from the home country to another country. This includes the last few days spent in the home country until the end of the stay. Later in the thesis, the term “adjustment” is explained more precisely.

The objective is to develop ideas, how to make the process as fluent and easy as possible and by this develop the operation of Spain Internship SC in Madrid. One way to development the company’s operation can be seen in the guidebook that is written about Madrid. The guidebook is related to this thesis and written by the request of Spain Internship SC. However, the main focus is on the research. The guidebook is attached to the thesis as an appendix. In the future the guidebook will also help the students find the right information even before the exchange or placement.

This thesis is a research study since my focus is on the research of the adjustment process. In general research studies are made in order to find information to benefit something. This thesis will benefit Spain Internship’s operation in Madrid. Spain Internship SC is still relatively young company so they will benefit from the research as well as from the development ideas. The received results from the research and the development ideas will be sent to Spain Internship SC. The company can use the ideas in order to help the adjustment process of the incoming students. Moreover, in order to avoid the research staying only in a hypothetical level, the guidebook of Madrid will be a concrete product made for Spain Internship SC and is made to develop their operation. The company can hand in the guidebook to every incoming student in Madrid. This thesis was written to Spain Internship SC. However, the incoming students also benefit from this research.

Same types of researches have been conducted before. In 2008 Karisto investigated the adjustment to Spanish coastal areas. Unlike in this study his target group was Finnish retired people who lived in Spain during the winters. His research consisted of nearly 450 pages and depicted their lives and adjustment in general based on interviews and diaries. He came to the conclusion that the Finnish have adjusted well to the life in Spain and the Spaniards have accepted them well. Among thesis one study was close to this study. It was written by Ikonen in 2010 regarding culture shock experiences and challenges related to that in Japan. In her research she came to the conclusion that the student did not recognize the different stages of the culture shock during their exchange.

1.2 Research questions and limitations of the study

The research questions in this thesis are: How students adjust to the life in Madrid? How students experience the different phases of culture shock? How the adjustment process could be made easier? These three basic questions are the most important. Theory and research are tied together to create a strong foundation. The theoretical section consists of culture shock phenomenon and adjusting to Spain. In order to research the adjustment process the research question are divided into themes, which makes the results easier to analyze. The themes are culture shock experiences, cultural, social and practical adjustment. Through these themes the purpose is find out, how the adjustment process went.

The study limits to Madrid. Spain Internship SC has interns doing their internship all over Spain but since they have lots of students going every year specifically to Madrid it is better to focus only on Madrid. Another reason to focus on Madrid is that so far Spain Internship SC does not have an office in the city. By doing the research Spain Internship SC receives information about the adjustments of the students. Madrid itself is big enough to implement the study. Why I personally prefer Madrid to other cities is because I lived there and that way I already have knowledge about the city, which will help me to write and search information for the guidebook.

The study limits to students and interns from Finland and Italy. Spain Internship SC has students coming from all over the world, but most of them come from Europe, mainly from Finland. For this reason this study was made to concern only European students and interns. Other continents are left outside also due to the different circumstances e.g. applying the visa and so on. Target group selected to this study is students and interns. The reason why not only interns were chosen is because the similarities in the adjustment process. By researching both students and interns it is possible to get a wider picture of this process.

This thesis consists of theory and research. This means the study includes a theory part and an empirical part. Empirical part refers to the research, which in this study is knowledge based on experiences. The thesis begins with a theory part. The first theory topic is culture adjustment. There are presented the definitions of culture and adjustment. Culture shock phenomenon is also presented in this chapter. Second theory topic is adjusting to Spain. The theory approaches the adjustment in Spain through cultural, social and practical perspectives. After the theory part starts the empirical part including the implementation of the research. In this implementation of the research chapter there are presented the research method, the theme interview. There is also deliberation of the reliability and validity of the research. The results can be found in the next chapter after the implementation.

1.3 Company presentation: Spain Internship SC

Spain Internship is still relatively young company, founded in 2010. The two founders were business-graduated students one from Finland and one from Spain. The head office is located in the capital of Andalucia, in Seville. Spain Internship SC organizes internships for students from all over the world. It has internship places e.g. for tourism, business, marketing and it-students. This works also other way round since Spain Internship SC is also helping the companies to recruit interns. The business idea is to be a reliable company for the customers offering tailored services for a fair price. The customer segment is students between 18 to 28 year-old. Most of the customers come from Finland and from the Netherlands. (Spain Internship 2012.)

The company has internship places in the big cities of Spain e.g. Madrid, Barcelona and Seville. There are also some internships in the Balearic Island and in the Canary Islands. So far most of the internships are located in Spain but the company also has job opportunities in London and in the USA. Nowadays many degrees in the universities include an obligatory internship period. Spain Internship SC offers a great opportunity to do it abroad. For the students it is possible to apply for a scholarship for the stay. Some companies also offer a small salary to cover some of the expenses. (Spain Internship 2012.)

Available internship places can be found for example in the company's website or in social media adds. Before the internship it is advisable to learn a little Spanish but not necessary since there are companies which require only fluent English. The applying process itself is easy. The first thing to do is to send a CV and an applying letter to the Spain Internship SC. After that you agree one Skype meeting, where you can tell your preferences and listen what kind of places there are at the moment. As soon as the starting fee is paid, Spain Internship SC contacts the suitable companies. When they have found the right place, they inform the student and organize an interview with the company. The last step is the acceptance and to

send all the agreements forms from the school to Spain Internship SC. Usually the applying process takes one week. (Spain Internship 2012.)

Besides the internship Spain Internship SC offers other services related to the internship. Accommodation is one of those services that the student can ask for help from the company. In Seville the company has its own residence for interns and co-operates with a housing agency. In other cities the company can advice the student in the search of the accommodation. Since lots of students are also interested in learning or approving their Spanish, Spain Internship SC has different language courses directed to interns. These intensive courses are useful before starting the work in the actual company. Moreover, Spain Internship SC is organizing trips to the countries nearby Spain. Internship abroad is a great opportunity to meet new people and in these trips the interns definitely find more contacts and can share their experiences so far. There are also parties, one of the biggest one being the Erasmus pool party couple times per year. There are lots of free time activities to go for. At the arrival it is possible to order a pick-up service from the airport to make sure to arrive to the right place. In Seville for every new student Spain Internship SC arranges a city tour guided by an intern from the office to help to perceive the new city and to tell the most important things to know. (Spain Internship 2012.)

1.4 General information about Spain

Spain is one of the most historic countries in Europe. The population of this South-western country is estimated around 47 million. The capital Madrid is the biggest city with the population around 3 million and if we count all the surroundings, the population of this metropolitan is around 6 million. This means, all the inhabitants of Finland could fit living in Madrid. Other big cities like Barcelona and Valencia are also large metropolitan areas. Despite the rural economic structure, the population is focused on big cities. Spain is located on the Iberian Peninsula. The Canary Islands, the Balearic Islands and a few islands in the coast of Morocco are also part of Spain, as well as the city of Ceuta and Melilla located in the North Africa. (Turespaña, Segittur 2013.) To perceive the size of the country Hobbs (2005, 40) reminds us that Spain is the third largest nation in Europe after Ukraine and France. This is, of course, if we include the Balearics and Canary Islands. Spain is a constitutional monarchy reigned by the King Juan Carlos. Spain became a full member of the European Union in 1986. The currency in Spain is Euro. (Turespaña, Segittur 2013.)

In 1978, when the constitution was created, there were 17 autonomous communities. Today there are 19 regions, depending on the position of Ceuta and Melilla. (Hobbs 2005, 40.) The official language is Castilian, the third popular language in the world. Castilian, also known as Spanish, is the most common language heard in Spain. However, there are several other dia-

lects spoken around Spain. To mention some examples, three of the autonomous communities Catalonia, Galicia and Basque country, have their own language. The province of Valencia also has its own dialect, Valenciano. In these areas people tend to understand Castilian but prefer speaking their own dialect. These languages are also taught at schools. All in all, Castilian is spoken all over Spain but different dialects make the life a bit more interesting. The good thing to know is that, the more south you go the faster people speak. (Hobbs 2005, 173-174.)

Spanish climate is affected by two water masses: the Atlantic Ocean and the Mediterranean Sea. Also the huge variations in altitudes make the climate more diverse. One surprising fact is that Spain is the second-highest country in Europe, Switzerland being the highest. (Spain Today 2011.) The mountainous north, green center with amazing forests and dry Mediterranean areas offer a lot to experience to visitors. (Turespaña, Segittur 2013).

There are enormous contrasts in the climate. This is why it is possible to ski in one place and sunbath in other place at the same time of the year. Hobbs (2005, 42) refers to Spanish climate using the words "climatic extremes". In the North of Spain the climate is mild oceanic. He compares the British climate to the North of Spain: there are plentiful rainfalls and that is why there are also green hillsides. In the center, the climate is continental Mediterranean. Typical to this continental climate are very hot summers and cold winters. Madrid, for example belongs to this climate zone, where the average temperature in the summer is 30 Celsius and in the winter 9 Celsius. East and South enjoy the Mediterranean climate. This means mild winters and soft to hot summers. The adjustable weather in the coast areas attracts lots of tourists around the year. Yet there is an arid area in the southeast corner of Spain, which has made possible to shoot western movies there due to the dry deserted climate. The offshore provinces such as the Canary Islands and the Balearic Islands have warm summers attracting the tourists. Whereas the Canaries attract tourists around the year, the Balearics cool down in the winter.

The weather is a huge factor, if we are talking about the most important industries of Spain. Sunny Spain draws tourists like a magnet. Tourism is extremely important for Spain since 11 % of the country's GNP comes from tourism (Yle 2012). According to the annual report of Instituto de Estudios Turísticos (2011) 56,7 million international tourists visited Spain in the year 2011. The amount is 7,6% higher than in the year 2010. The most popular time to travel to Spain is the summer. The growth of the tourism is important to Spain, especially because in the last few years the country has struggled with economical issues and the number of unemployment is around 25%. Most of the tourists come from Great Britain, Germany and from France leaving money to Spain. (Kauppalehti 2012.)

From the historical point of view Spain has profound roots in Europe. The country has seen glorious days as well as experienced many conflicts. As we have been taught in the history class Spain played a big role in the discovery of the America and was later affected by Arab culture. (Spain Today 2011.) Nearly 800 years the Muslims occupied the south area of Spain. In fact, there are still buildings reminding of the Arabic influence. (Graff 2008, 10.) As we continue the history we may recall that Spain was not playing the main role during the World Wars but what we do recall, is the leadership of the dictator Franco. The dictator ruled the country for 36 years until 1975 when prince Juan Carlos took over as provisional head of state. Some say that after Juan Carlos became a King, the doors of freedom opened in Spain. The transition to democratic country was a big relief for many Spaniards. (Spain today 2011.) The nation has traditionally been a Catholic country and 94 % of the Spaniards are Catholic. In general religion is an important part of life. The influence of religion can be seen for example during the Easter week, which is called la Semana Santa, the Holy week. (Graff 2008, 21, 26.)

From the recent history the country remembers the bomb attack in Madrid in 2006. This attack was the result of the tentative peace negotiation in the northern Basque region. This bombing was planned and carried out by Eta, which is the Basque separatist group. Although riots and other troubles have been in the news and the name Eta is mentioned often, the bomb was a real wakeup call for the Spaniards. This anxiety in the north is one of the biggest domestic issues in the country. (BBC 2012.)

The symbols of the states are the flag, the coat of arms and the National Anthem. There are three bands in the flag red, yellow and red, representing the nation and the noble values of the constitution. It is a sign for example sovereignty, unity and integrity. The coat of arms has changed during the times, whereas the National Anthem Marcha Real is one of the oldest anthems. (Spain Today 2011.) Other things and big names in the cultural section are for example Velazquez Goya and Picasso. These painters are world famous still. While talking about art, we should not forget Gaudi, the man behind for example la Sagrada Familia. Spanish flamenco is also one of the basic pillars of Spanish culture. From the world of books most people are familiar with the novel Don Quixote. (BBC 2012.)

2 Adjusting to a new culture

What is culture exactly? What the adjustment means? What happens when we move to different culture? The theory part of this study begins with these general questions. This chapter introduces the culture in general level starting with the definition. Next there is presented the definition of adjustment, which is crucial to understand in order to investigate the student's adjustment process. The last paragraph deals with the culture shock phenomenon explaining stage by stage the adjustment process.

2.1 Definition of culture

We are all born at least into one culture. We all absorb habits, language and values of it. Some of us are proud to represent that culture; some of us would like to change the culture we were born in. However, culture is still a part of us wherever we go and whomever we meet. By reading, we can learn from the other culture, by traveling to other country we can experience another culture but by living in another country we can feel the other culture and dive deeper to understand it. Can we ever become a part of another culture that we were not born in? That is a question to be discussed by scientist and philosophers. It is a questions argued by the wise men. That being said, culture as a concept is wide. It changes, varies, grows and is affected by the world around us. (Salminen & Poutanen 1996 8-11.) There are so many opinions about culture, so it is best to start from the origins of the word.

Kolehmainen (2009) gives us a good glance to the history of the word. The word culture itself comes from Latin from the word *cultura* meaning the tilling of the soil, cultivation. It also means worship. The word has spiritual background since later it expanded to mean cultivation of spirits. In some cases it also meant the achievements of the human kind. We can all agree that as a word culture has very powerful meaning and history. As Kolehmainen (2009) reminds us that nowadays the meaning of the word is quite far from the cultivation. We hear the word culture often used in business world. Words like corporate culture or management culture describe habits and procedures followed in the business world. The word culture can also be linked with behavior. A good example of this is the concept youth culture. Salminen and Poutanen (1996, 8) add that culture is also linked to sciences and arts. We often refer to high culture when we see a painting we do not fully understand. More familiar forms of culture are national culture and popular culture.

Culture can be seen as an iceberg. Selfridge and Sokolik in 1975 and French and Bell in 1979 originally developed the iceberg model. (Pawlak 2011, 66.) The biggest part of the iceberg is hidden underwater. These are the basic values and assumptions. This hidden massive part of the culture is impossible to understand if we were not born and raised in it. It holds inside so many things from relationships to history, from highways to values. This part is the core of the culture. (Salminen & Poutanen 1996, 9.)

Salminen and Poutanen (1996, 9) continue that to the visible part of the culture belong different symbols, language and rituals. This is the visible part of the iceberg, the actual mountain. The peak of the iceberg is a hero. (Salminen & Poutanen 1996, 9). Famous people represent the culture in their own way creating an image to the rest of the world and representing their roots.

Every culture has its own iceberg. However, the shape and constitution vary. If we go deeper to understand the manifestations of culture Hofstede, Hofstede and Minkov (2010, 7-8) offer us a good theory of it. They compare culture to onion. Manifestations of culture are divided into symbols, heroes, ritual and values. In this onion model symbols are the shell and values are the core of the onion. The symbols can change easily and new ones come. This is why it is the superficial shell of the onion. The symbols are for example hairstyles, flags or dresses. The next level of manifestation of culture is a hero or heroes. They can be real people living or imaginary characters. Hofstede etc. (2010, 8) claim that even Barbie can be a hero in certain culture. Rituals, socially essential activities, are for example ceremonies or religious gatherings. Rituals are close to the core of the culture. It can be seen also in the way we speak or write. Or in the way we communicate. (Hofstede etc. 2010, 9.)

According to Hofstede etc. (2010, 9) values are the base we start building our identity, the core of the onion. Values are lasting, which we receive at young age. These values are often so inside of us that we don't even know how to explain them. They can be seen from the way we act in certain circumstances but often remain unconscious. Salminen & Poutanen (1996, 10-11) remind that values do change but in the long run. Values from the 1950's are different than values in 2013. Nowadays values can concentrate for example around ecological thinking. Different generation have different values. To put culture in simple words and summarize the definition, it can be said that, every culture has its own characteristics. It lives in us and is affected by the world around us. We learn and live in culture and it is a huge part of our identity.

2.2 Definition of adjustment

Larsen and Lubkin (2009, 68) have defined adjustment in their book. However, they remind that writers tend to define adjustment differently depending on the context and the framework. The first definition is a general definition. Adjustment and adaptation are often used in the same meaning. Those words could be used as a synonym to one another. Adjustment means a change, behaviour or a reaction, which is cause by something unusual, for example a different event. A stressor is usually related to these events. This means, the individual usually gets stressed in the adjustment. (Larsen and Lubkin 2009, 68.)

Sharpe and Curran (2006) give the second definition to adjustment from the medical context. They depict adjustment as a process, which starts from the first symptoms and goes on until the body has accepted the change. The result of the adjustment is that the individual becomes more suitable to the change. The more times the change occurs the more adjustable the individual becomes. Even though adjustment can be defined and depicted a little differ-

ently depending on the context, the definitions have something in common. The adjustment process emphasizes the change. It is the transition from the old to new. (Sharpe & Curran 2006.)

Above there is a definition of the word 'adjustment' first in general context and then in medical context to show that the word 'adjustment' can be defined differently depending on the context. However, more relevant to this study is to define the word from cultural context. In cultural context adjustment is usually depicted through culture shock theory. New culture affects the individual psychologically and physiologically. From the cultural point of view, the individual feels tension towards new culture since he doesn't know what to expect from it. The individual is frequently alerting the environment. The stage of readiness is also typical while adapting to new culture since it is impossible to know, what happens next. Anxiety reflects through adjustment process. This feeling comes from the uncertainty of not knowing what to do and how to behave in new culture. Everything familiar in old culture has been cut off and new things have arrived. (Craighead & Nemeroff 2004, 251.)

Sometimes adjustment process is depicted and perceived using the U-curve model. This model reflects the high and low movement what happens during the adjustment process. As the letter, the adjustment goes from high to low and back to high. This model is criticized since many researchers consider it too simple. The model is too general since every individual starts the adjustment process at a different point and every individual has its own pace. U-curve model also leaves out some important factors such as homesickness and depression, which usually form a part of the adjusting process. (Craighead & Nemeroff 2004, 251.)

Adjustment to new things occurs in our everyday life. At some point of life, we find a new apartment, new job or we move to a new city. We are forced to adjust in order to cope. Leave partly the old behind and look for ahead. In these new situations our previous behaviour may not be valued. The values we used to honour may not be approved. Even our previous culture background might be frowned upon. A change has to happen and that is adjusting. How long does it take and how complicated it is, depends on the individual. (Craighead & Nemeroff 2004, 251.)

Graff (2008, 1) deals with adjusting to Spain in her book. She approached the topic through 10 perspectives, which were: first impression, the land and its history, the Spanish, socialising, settling in, food and entertaining, culture and travel, communicating, doing business and facts about Spain. Later in this thesis in the chapters 5.2, 5.2 and 5.3 the adjustment process of a student is investigated based on the perspectives introduced by Graff. Since it would have been impossible to investigate all these themes, three themes were selected as main perspectives to investigate the adjustment process of a student. These three selected themes

were culture and travel, socialising and settling in. In this thesis they are called culture, social and practical adjustment.

2.3 Culture shock

Culture shock theory is generally used to depict the cultural adjustment process. Culture shock is an expression, which means the shock that a student goes through when he or she moves to different culture. If we imagine a student moving to Madrid, the first feeling when he or she arrives to the city is the enthusiasm, everything is new and different. However, after a little while a student notices that everything is too different, in some cases hard and impossible. The city is too big and complicated; nobody understands English and the paper work always takes forever. This face is called culture shock. After this face normally the student starts to adjust and in the end, life goes back normal. Each student goes through culture shock inside himself and it is different in each individual. Usually, the outcomes are new perspectives to the culture and the ability to adjust. (Pedersen 1995, 1.)

According to Pedersen (1995, 2) the concept of culture shock, was first used by Kalvero Oberg in 1960's. He introduced the term, which was originally describing the anxiety when a person moves abroad and has no clue what to expect from the new culture. Nowadays the term is used to describe any new situation from new jobs to relationships. In general the term is used with any new situation. Back in the days the term was often used in a negative way. Culture shock was more like a sickness. This negative echo came from the inventor of the term himself, since he listed six negative aspects of culture shock. All those aspects were negative feelings related to the phenomenon. Pedersen (1995, 2) continues that other writes have used culture shock theory in their work. The phenomenon has been used as a framework describing for example language shock and culture tiredness.

In this thesis culture shock term is used to describe the situation when a student moves abroad and faces a new culture. In theoretical terms culture shock is divided into four stages starting from the honeymoon stage followed by the stress stage. The third stage is acceptance. The process ends to the adjusting stage. It depends on the person how strong the culture shock is. In some cases the person does not even notice the cultural gap. One reason not to go through this culture shock might be because he or she is working all the time and does not have time to pay attention to the cultural differences. Kids also belong to the group that do not experience the culture shock so strongly. Mainly because their world is not "ready and all planned" and they are more open to changes so it is easier to adjust. (Salminen & Poutanen 1996, 88.)

As being said, culture shock phenomenon starts with the honeymoon phase. This is the stage when everything is new and exciting. This is the time when a person is getting to know the new environment. The person is open and because of that learns fast the basic things such as, how to take the subway and how to navigate in the map. The first stage lasts from few days to a few weeks. (Aro 1998, 20 - 21.) Pedersen (1995, 3) adds that even though a student is experiencing and enjoying all new excitement, the identity is still strongly holding on the actual home.

The second phase is called the stress stage, also known as the crisis phase, when the new culture starts to irritate. It is normal to start comparing the new culture and the own culture. The open mind has changed into frustration and depression and sometimes even to anger. All the good things at the beginning start to be different in a bad way. (Aro 1998, 23 - 24.) Some people start searching for people from the same nation and in these groups criticize the new country (Salminen & Poutanen 1996, 88). Pedersen (1995, 3) notes that it is difficult to help a person in this phase.

What is good news is that normally a person realizes that he or she is going through a culture shock. After this all gets easier and a person is able to help himself. This part is called the acceptance or recovery. Life stops to be only black and white and the person is able to see good things in both cultures. Usually this happens after six months. What is relevant in this stage is that, the person realizes that the change has to come from the inside. The person himself wants to change and adjust the new environment. (Salminen & Poutanen 1998, 88.) The concrete things that happen are for example that the values and norms start to be acceptable and the normal life situations go fluently (Coles & Hall 2008, 131).

The easiest stage is the last stage, the adjustment. In this phase the person understands the norms and habits of the new country. Communication is easy and misunderstandings do not usually happen. The person feels comfortable and confident in the environment. The only problem in some cases might be the loss of the cultural identity. The person doesn't feel like belonging to old culture, but neither will become a full member of the new culture since he or she was not born in it. (Aro 1998, 39 - 41.)

What is interesting is that, when a person returns to the home country they usually go through the same culture shock, this time at home. This is very common at least among students. The in official term "Erasmus depression" can be even harder than the one abroad. The home country has changed and perhaps the old friends have disappeared and the person himself has changed. Salminen and Poutanen (1996, 90) note that some people never adjust back to the life before and therefore stay abroad for the rest of their lives.

3 Adjusting to the Spanish culture

When a student is moving to Spain, the most visible changes happen in the culture surroundings, social circles and in the concrete things. This is why these aspects are chosen to this theory part and later referred in the research part. The purpose of the whole study is to investigate the adjustment process in Madrid. It is crucial to understand Spanish culture and the features related to that in order to write about the adjustment. This chapter starts by introducing the Spanish culture. Later, the second chapter handles with the social life in Spain. The last chapter dives into the concrete life. It explains what is the real Spanish life and how to adjust the concrete changes.

3.1 Cultural adjustment to Spain

One of the first words you should learn in Spanish is “mañana” meaning “tomorrow”. However, one important thing to know is that it may not always mean literally tomorrow. It can mean “later” or “much later” depending on the context. Only thing that is for sure is that it definitely does not mean today. At times it can be frustrating to wait at home for a repairman who had said that he would come tomorrow. He probably wanted to say to you that his schedule is more than full but he will try to fit it to his calendar. His attention is not to lie to you. He simply does not want to disappoint you by saying he does not have time at all. The best thing to do is to get used to this and not get angry. Patience is a golden word in Spain. (Graff 2008, 146.)

Bullfighting in Spain is considered as a form of art. Only in some parts of Spain it is forbidden but for instance in Andalucia it is still very popular and the best matadors are highly respected. Especially among tourists this form of art is frowned upon since after the show every bull is killed in a cruel way. Sometimes, when the arena has low barricades or is badly constructed the bulls have been able to jump to the crowd. Fortunately, this is extremely rare. Bullfighting has long traditions in Spain and it will take a long time before if ever until it will be prohibited. Bulls are strongly related to the Spanish culture. Besides bullfights, there is a big fiesta in Pamplona related to bulls in July. In San Fermin it is possible to run with the bulls. This route is considered very dangerous and only the most quickest and luckiest survive without injuries. (Graff 2008, 123.)

Flamenco and especially a fan can be seen as an icon to represent the Spanish culture. Andalucia is typical area for flamenco and the best and the most traditional flamenco shows are hold there. Flamenco was originally created by the gypsies in Andalucia but nowadays it has spread all over Spain and the flamenco shows are a good way to attract tourists. If you wish

to experience the real atmosphere of flamenco dance you should head to Sevilla to La Feria. (Graff 2008, 127 - 128.)

One curious thing related to the Spanish culture is the late hours. The Spaniards can go out until late and then next morning go to work normally. In general the clubs are open until morning, usually until 6 or 7 am. Your stamina should be good in case you wish to celebrate with the Spaniards. Maybe the siesta, the afternoon break has something to do with, how they can go to bed late and wake up early. As the Europe is becoming more integrated, the siesta is disappearing from the Spanish culture. Big department stores keep their doors open at midday also. Only some small shops are closed between 2pm - 5pm. (Graff 2008, 127.)

3.2 Social adjustment to Spain

In general the Spaniards love socializing. As the ancient Spanish proverb “ Life without a friend is like a death without a witness” says, social contacts are important. Spaniards love gatherings with family and friends. Meetings can occur in bars where men usually meet up to watch a football game or exchange the latest news. Women can be seen at the doorstep of their homes discussing the latest rumours or simply sharing a cooking recipe. In the family gatherings there are often many generations celebrating and it is not weird to see two generations partying together. Even though the Spaniards are considered social, they usually prefer meeting in public places instead of inviting the visitors to their homes. Typically the Spaniards are polite. However, the Spaniards are often considered temperamental. This temperamental nature can be seen in the social behaviour from time to time, especially during football matches. Other important thing to know about the social customs and etiquette is the use of surnames. The Spaniards tend to have two last names. Mother’s surname is used as a second surname. Moreover, unlike in many countries, wedding rings are placed on the right hand’s ring finger. In social gatherings for example in parties and celebrations it is typical to exchange kisses between friends to both cheeks. The kiss itself is actually given into air but the cheeks touch. Women greet each other by giving these kisses but men usually exchange hugs or shake hands between each other. (Graff 2008, 30 - 32.)

In her book Graff (2008, 41 - 44) talks about making friends with Spaniards. She writes that it might be more difficult to make friends with Spaniards, as people would think. Despite the social and open attitude there seems to be a barrier between a foreigner and a Spaniard. This barrier exists even though you would speak perfect Spanish. The reason Graff (2008, 43) offers is the fact that Spaniards are despite all “private people”. Especially older generation still seems to be a little alert when it comes to friendships with foreigners. Back in the old days women were kept background. They were doing their housework and not socializing easily. However, nowadays the younger generation Spaniards are considered more open than the

previous generation. According to Graff (2008, 44) there are exceptions and she reminds that sometimes all you need is good luck and you will find a true friend.

The big question is, how the foreigners have been accepted by the Spaniards. Is it possible to adjust socially in Spain? According to research conducted by Honkanen (1999, 117 - 119) Spaniards accept foreigners. The only country group the Spaniards concern behaving badly are the British. Reasons to this cold acceptance are that they speak English, a competitive language to Spanish. They are a big group and drink lots of alcohol, which makes them behave badly. When Finnish people were asked, how they have been accepted by Spaniards, their answer is "approvingly". According to Karisto (2008, 412 - 413) there are no signs of hostility towards Finnish. This is quite exceptionally since tourists are generally considered guilty for the disappearance of everything old (Williams & Shaw 1991, 3 - 8).

What is the reason behind the approving attitude towards foreigners? According to Karisto (2008, 414 - 416) there are three reasons why Spaniards accept foreigners. First reason is that foreigners bring money. The cold fact is that people who come to Spain bring money to Spain and by that improve the economy. The second reason is the strong position of the local culture and the immunity. Spanish culture itself is so strong that other cultures cannot change it, at least not so much. One example of this can be found in the food culture. Spaniards still enjoy tapas although other cultures would have the most exotic options to choose from. The third reason is historical. Phoenicians, Greeks, Romans and Arabs have conquered the country in the past. Spaniards are used to have people from other cultures living in their country. Karisto (2008, 415 - 416) reminds that different rules apply due to location. In general foreigners are more welcome to the coastal areas than to inland. Historically the inland is more valuable because it offers better possibilities and soil to cultivation.

3.3 Practical adjustment to Spain

One of the first things that an incoming person should do is to get the tax identification number (NIE). It is useful for many things. Even though work permit is not needed for EU citizens the NIE number helps you with things related to work and taxes. It allows you to work, open a bank account and vote. Another card, which is not compulsory, but could be useful, is the residence card. As said, it is not obligatory for EU citizen if you are for example an employed worker or a student. In case you are so called inactive resident, the residence card is compulsory. However, the card could be useful since Spanish law obligates a person to carry an identification document wherever. Many times passport is too big to carry which makes the residence card handy. The card is called TUE (Tarjeta unificada de extranjero). (Hobbs 2005, 86 - 87.)

When it comes to the cost of living, Spain is not so cheap as it used to be a few decades ago. While life has got more expensive, the salaries have not followed the phase. The prices have risen everywhere in Spain due to inflation. The Balearic Islands are the most expensive at the moment, Majorca the most expensive. The cost of living there is even higher than in the UK for example. However, in the mainland it is still a bit cheaper to live. The most affordable areas are the small villages in the countryside. If we are looking for some numbers, an average second house costs approximately 200 000€. The strongest rise on prices has occurred in Madrid, where the increase in prices has been 18%. (Hobbs 2005, 86 - 87.)

Health service in Spain is free of charge for those who pay social security contributions. It is free of charge also for pensioners, the unemployed, people under 18 year-old and for EU citizens with the Health Insurance Card. The Spanish public health care system is developed. The fact that it is free makes it better compared to some other EU countries. The quality of the treatment is high. This means the doctors and nurses know what they are doing. Even though the public health care system is free and developed, lots of people in Spain have a private health insurance due to the inefficient way of handling the social security system. There are not enough hospitals to treat everyone so the waiting lists may be long. On the other hand, the private sector has its problems too. Some say that in the private sector the doctors and nurses may not be as qualified as in the public sector. (Hobbs 2005, 221 - 223.)

When it comes to transportation, Spain has an excellent transportation system. The distances between cities are often long, which makes the high-speed trains called AVE handy. RENFE is the government-run Railroad Company, which operates in the most of the cities. What is surprising and often irritating is that trains usually run only until evening. If you wish to travel by night, the buses are the only option. Traveling by bus is more economical than taking the train. However, the bus ride takes often a lot longer than by train. In the big cities such as Madrid, Barcelona and Valencia the metro connects the different parts of the city and facilitates the moving from place to place. Metro is often the fastest way to go around the city. In general, the transportation system in Spain is excellent. The prices are relatively fair and there are good connections everywhere. From this point of view, the transportation system should only have a positive impact to the adjustment. (Graff 2008, 83 - 85.)

While talking about settling in, Graff (2008, 92 - 94) writes about the law and order. According to her there is one police officer to every 250 inhabitants. She continues that it is a lot. There are three different sorts of police: Municipal, Nacional and Cuerpo superior de policia. She points out that foreigners moving to Spain seem to think that Spanish law doesn't consider them. There is no need to pay the traffic fines or no need to apply for the permits to build a house or a pool. This often leads to problems. Although Spain in general is considered a safe country in Europe there are lots of pickpockets especially in crowded cities and mass events.

More than often something small is stolen usually telephones or cash. A good advice to remember is to take only the things you know you will need and leave the rest at home. (Graff 2008, 75, 93.)

4 Implementation of the research

This fourth chapter of the thesis focuses on the implementation of the research. Here are described all the methods used in this thesis. Research methods are all those different ways to gather information and make observations. (Hirsjärvi, Remes & Sajavaara 2009, 183.) First this chapter presents the research method and data collection. Second, there is depicted the use of theme interview. The third topic of this chapter is the analyzing methods of the material, in which I will explain, how I am going to analyze the received material. Last, there is a glance to quality and reliability of the research.

4.1 Research method and data collection

This research is a qualitative research. In a qualitative research the objective is to understand the target (Hirsjärvi etc. 2009, 181). In a qualitative research the aim is to get as close as possible to the target and find out their point of view (Kiviniemi 2001, 68). When the research aims to understand feelings and experiences, an interview is a good research method (Hirsjärvi etc. 2009, 185). Since the point is to find out, what the students and the interns are thinking, experiencing and feeling when they are adjusting to Madrid, the research method used is an interview.

To be more precise, the research method used is a theme interview. In a theme interview the interview questions have been divided into different themes. This research method was chosen because through the themes it is more interesting and easier to perceive the adjustment process. It also focuses on certain themes and aloud conversations. A theme interview also helps to stick in the chosen topic. What is important in this research method is that, the respondents are aloud to talk free and open but the themes guarantee a certain frame to the conversation. The themes consist of the basic elements in our lives. This method emphasizes the experiences of the individuals. A theme interview is a semi-structured interview method, which means some perspectives are sealed but not all. The base of this interview method lies in the focused interview. In this method the researcher knows that the respondents have experienced a certain situation. He has also read about process and its structure. He has made assumptions about the situation and based on those assumptions the researcher has a made a base to the interview. (Hirsjärvi & Hurme 2006, 47 - 48.)

Things to be considered before implementing a theme interview are the following. While doing a theme interview the researcher does not have to have a total control of the course the conversation is going. Not following strictly the body of the theme, interview may bring lots of material but the risk is losing the main point. Sometimes it occurs that the person interviewing and the person to be interview are not in the same page. This can lead to misunderstandings. However, it is not always a bad thing that misunderstandings happen. Interesting points may come out, what would not have happened if the interviewer had led the conversation fluently. (Karisto 2008, 76.) Alasuutari (2001, 152 - 153) reminds that interviews are interactive situations. People also act differently depending on the situation. This should be taken into note before implementing an interview.

The data collection took place in Madrid and in Valencia. The target group whom I interviewed were current students and interns in Madrid. Five students were chosen into this interview. All the students were females from 20 to 25 year-old. The interviews lasted from 30 minutes to 45 minutes. The first interview was conducted on 22nd of April in 2013 in Valencia where the Respondent D was interviewed at her home. The other interviews were conducted on 23rd of April in 2013 in Madrid in a sunny day in a park called Parque del Oeste. A recorder was used to record the interviews in order to help the analysing process later. Three days before implementing the interviews the respondents received the questions by email to look at them and possibly think the answers beforehand.

Respondent A was an intern from Finland who had lived in Madrid for eight months. She had travelled in Spain and in Spanish speaking countries often before coming to Madrid. Before the internship she had studied business at the University in Madrid as an exchange student. Respondent B was a Finnish intern and a student in Madrid. She came to Madrid to do her internship and later applied for university as an exchange student. She studied tourism and had been living in Madrid for 15 months. She had also been working in England for one year before coming to Madrid. Respondent C was a student from Italy. She studied medicine. This was her first time as an exchange student. She had been living in Madrid for 8 months. Previously she had been traveling in Spain for vacations. Respondent D was a student from Finland. She was the only one who lived in Spain permanently at the time. She lived in Madrid for one year and after that she moved to Valencia where she has been living for the past four years. She studied odontology. Respondent E was a Finnish tourism student. This was her first exchange. She had been living in Madrid for 6 months.

4.2 Theme interview

The selection of the themes was a long project. Culture shock phenomenon is often used to depict the adjustment a new culture (Craighead & Nemeroff 2004, 251). For this reasons this

was the first theme, which was chosen. As mentioned before in the chapter 2.2. Graff (2008, 1) approached the adjustment to Spain through 10 perspectives. It would have been a long project to investigate the adjustment through all these themes. Self-made deduction was used in order to decide which themes were the most relevant to this study. The selection of the themes started by writing down every word that came to mind of the word "adjustment". Words such as 'moving', 'living', 'culture' and 'life' were written down. Later all these words were compared with the perspectives introduced by Graff. Three angles seemed to form a natural body. These three angles seemed to cover the most important changes that a student experiences in the exchange. Those themes were also perspectives that Graff had used in her book. These themes were cultural adjustment, social adjustment and practical adjustment. This is how and why the themes were chosen. All the questions were open questions because the idea was to investigate their experiences. This was the empirical part of the research since the respondents were asked to describe the circumstances. It was not generalization more like focusing on the individual experiences.

The first theme was the culture shock experiences. The four steps according to Coles and Hall (2008, 131) were honeymoon, crisis, recovery and adjustment. In this theme the students described their culture shock faces. This theme described the adjustment process in general. The theme was chosen because culture shock reflects the adjustment process and explains every stage in it. Culture shock theory is often used to describe the adjustment and the different stages of it.

The second theme was cultural adjustment. The theme included questions about the cultural adjustment process. This theme included things that students have experienced; what were the most difficult cultural things to understand and to adjust. Cultural perspective was an important part of the interview. This part handled with all the changes and difficulties that students felt from dinnertime changes into the differences in the way of thinking. The theme was chosen because the change of culture is such a big part of the adjustment. It is the first big change in the surroundings that was there to be seen and experienced. It was an obvious change and adjusting to the new culture was the key factor in the adjustment process.

The third theme was social adjustment. The theme consisted of questions e.g. how student had adjusted to Madrid socially. It was interesting to investigate whether or not the social circle was bigger and how the Spaniards had accepted the foreigner. Since cultural and social perspectives were close to each other, this perspective focused only on people and the social surroundings. The idea of this theme was to find out, how the social adjustment had gone. Humans are social animals. We need each other to feel comfortable and in order to survive. Social relationships have a huge impact to the adjustment process and to our every day life.

The theme four was practical adjustment, meaning the actual life in Spain. This theme focused on the concrete things students faced, when moving to Madrid e.g. finding a flat and moving in the city. Sometimes all the practical things came as a surprise to the students, especially if they were moving to another country for the first time. Here the things investigated were for example, what things the students had felt easy and which were the most difficult ones. Practical part can also be very frustrating. As we all already know from Maslow's hierarchy of needs, if the basic things are not fulfilled there is no way a person could totally enjoy the stay (Montana & Charnov 2008, 238 - 240). For this reason the practical adjustment was chosen.

4.3 Analyzing methods of the material

In a qualitative research the analyse bases on the received material. First, important and relevant themes are chosen and structured. This is done in order to understand the phenomenon in its context and the special characteristics. Qualitative research is a process. The more information the researcher gets, the wider perspective he receives. (Kiviniemi 2001, 68.) The analysing process starts already during the interview. Researcher makes observations based on frequencies and special occasions. In qualitative researches original words of the respondent are often used in the analysing stage. There is no one right or better technique to analyse the material. Best way to learn is by trying and experiencing. (Hirsjärvi & Hurme 2006, 135 - 136.)

After the interview a transcription is made. Transcription means writing down the interview word by word. In this study the transcription is done immediately after the interviews because at that time the material is still fresh. Also it is easier to add information while the interview is still in fresh memory. Transcription usually takes time. Transcription is made to facilitate the analysing process. Important is to follow the same pattern from the beginning until the end. Once this is done, begins the reading of the material. Material itself is familiar because it was handled first in the interview situation and then during the transcription. However, the material needs to be read through carefully. (Hirsjärvi & Hurme 2006, 138 - 140, 143.)

Analysing stages are normally description, classification, combining and interpretation. Typically analyses follow this pattern. Of course, the chosen analysing methods affects, how the analyse is finally made. Another thing that affects the result is the researcher himself. In a qualitative research such as this thesis, the researcher makes his own deductions based on the transcript. As researchers we all are different and come from different backgrounds, which has an impact to the outcome, to the way we interpret the material. (Dawson 2006, 111.)

There are numerous analysing methods. A content analysis is chosen as an analysing method in this thesis. This method is often used in open questions. The idea of this method is to read through the transcript bit by bit and highlight the words that appear frequently. This is made in order to compare the answers and later generalise the results. This method is very systematic. During or after highlighting the frequent words, the words start forming different categories. Based on this, the researcher can start making deductions. (Dawson 2006, 119.)

The stages of this analysing method are the following. First the phenomenon is depicted in general level and a hypothesis is written down. After this the researcher starts to test this hypothesis to prove that that is valid. If the researcher finds statements that do not match the original claim, the hypothesis needs to be changed or revised. The search of the contradiction goes on until the researcher is ready to make a generalisation of the theme. All in all this method is suitable, when the material needs to be classified, categorised and organised. (Eskola & Suoranta 2000, 186 - 187.)

4.4 Quality and reliability of the research

In order to make a valid and quality research, there are some things the researcher can do before implementing the research. Good preparation of the interview base is needed. The themes need to be general and well thought before, but the interview should not only base on those main themes. Extra questions have to be thought beforehand. This way the interviewer makes sure to get deeper understanding of the theme. (Hirjärvi & Hurme 2006, 184.) Before implementing the interview, the interview base is approved by the professors. Extra questions are written down on the paper before implementing the interview. Hirsjärvi and Hurme (2006, 185) add that transcription should be done immediately after the interview in order to get a quality material.

Reliability means that the same result is received two times, two researchers come to the same conclusion or the same result is received with two different research methods. (Hirsjärvi & Hurme 2006, 185 - 186.) Technical difficulties and problems lower the quality of the research. For this reason the recorder has to be tested before the interview. Also the transcription has to follow the same pattern from the beginning until the end. There will be less misunderstanding if the same writer ordering the same rules makes it. (Hirsjärvi & Hurme 2006, 185 - 186.)

It is hard to evaluate the reliability of this study. There are many things to evaluate before saying, how reliable this study was. Firstly, this research was conducted only once due time. If the research would be done the second time, the respondents might answer differently

since everyday they get more experience and receive more knowledge. Secondly, the selection of the themes was half based on self-made deduction. There was a theoretical background to support the perspectives but from ten perspectives only four were investigated.

The risk in the interview is always that the respondents do not want to share things they find delicate. They either lie or colour the picture to make it look prettier. In some cases they do not tell, what they really feel about the phenomenon. This phenomenon is known as differentiation of the inner story and external story. The problem is that the respondents do not want to share their real experiences with a strainer. (Hänninen 1999, 43.) This leads to the third issue regarding the reliability of this study. It is possible that the respondents did not want to share all their negative experiences in order to give as positive picture as possible. This is impossible to know. It is also possible that they didn't remember the bad experiences so strongly anymore because time usually heals the wounds.

To increase the validity, the researcher needs to think the right terms. It is easier to the respondent to give accurate answers if the terms are understandable and the research reflects the phenomenon. (Hirjärvi & Hurme 2006, 187.) Important part of the research and the success is that the researcher understands himself. This means, the researcher knows, how to criticize himself and the study. The researcher has to be able to question his deductions. A good researcher is also reflective. He knows the starting point of the study, his prejudices and ideas of men since all these affect to the conclusions that the researcher makes. Identifying these attributes makes it easier to wider the perspectives. (Laine 2001, 32.) The fourth issue regarding the reliability in this research was the experience of the researcher. As a researcher I may not recognize these features mentioned above and it may have affected to the outcome.

Things that raised the reliability of the research were that the respondents were able to communicate in their mother tongue in Finnish. Only one respondent conducted the interview in English since she was an Italian. However, her level of English is high, which lowered the possibility of misunderstandings. A recorder was also used. Finally after the interview, the transcriptions were made directly after the interview while the interviews were still in fresh memory.

5 Results

This chapter presents the research results and answers to the research question, how student adjust to the life in Madrid? Big part of the adjustment process is to go through the culture shock in order to adjust to the new culture. In the first chapter I have collected the answers, how the students experiences the culture shock in Madrid. In the second chapter, the adjust-

ment process was investigated through three perspectives, which were already described as a theory level in the theoretical section. Those perspectives were: cultural, social and practical aspects. Since this thesis is a research-based study and the objective is to develop Spain Internship SC operation. I have collected development ideas, how to make the adjustment process easier. No real names are used in this thesis. More detailed description of the respondents can be found in the page 22. Respondent A is an intern from Finland, Respondent B is an intern and a student from Finland, Respondent C is a student from Italy, Respondent D is a student from Finland and Respondent E is a student from Finland. All the respondents had lived in Madrid from 6 months up to one year.

5.1 Culture shock experiences in Madrid

Adjusting to new culture starts usually according to Coles and Hall (2008, 131) with a honeymoon stage when new culture attracts and everything feels delightful. Respondents agreed on this claim although two of them said that their first feelings were more like loneliness and helplessness. Respondent D depicted her feelings by words *“little girl in a big world”* but on the other hand, she felt happy, when she saw products that reminded her of Finland. Respondents A and E shared the same feeling saying *“it was horrible to arrive to a big city with no idea, where the hotel was”*. Also the hotel was awful and nowhere near to the picture that the brochure depicted. Respondent A continued saying that it took a while to get used to the fact that there were lots of people in the city all the time. However, soon after the first days, everything started to delight, for example food and the people.

Respondent C felt welcome to the city from the very first day. The arrival was nice and the sunny weather made it even easier to start building a life in Madrid. One important thing the respondent C emphasized was the excitement of knowing Madrid and the eagerness to explore everything new. *“It helps a lot of if you have your eyes, ears and mind open when you are moving to a new city.”* Respondent B noticed also the honeymoon stage. The first feelings were happiness and joy since her boyfriend already lived in Madrid. Of course before starting the internship she was a little bit nervous and exited since she would start working in Spanish for the first time. She also said that, the weather had a huge impact to her feelings. After the long winter in Finland it was cheerful to come to Madrid and see the spring already flourishing.

After the honeymoon stage there comes a time, when the new culture starts to irritate and the things that felt delightful at the beginning start to annoy. All the respondents except respondent A recognize a small drop after the first crush. Respondent B felt the crisis coming after two weeks from starting the internship. The atmosphere at work was totally different that she had had in mind. The boss did not respect the employees and often yelled at them in

front of other people. Also Spanish started to feel heavy to be heard and talked all the time. It took a while before starting to fully understand everything, although the respondent already had good level in Spanish before coming.

Respondent C named only one thing that affected negatively to her stay. *"It was difficult to get the right courses from the university and everything was about delaying things."* The lack of answers and the bureaucracy made the respondent feel annoyed to Madrid. She also wondered whether the integration to new groups was heavy in a way, because at times she felt shy. Respondent D said it was the language gap that created the crisis. Respondent E remembered the hard times at the beginning. The ATM swallowed her credit card and she also had difficulties in finding the apartment. Respondent A is an exception because she did not recognize a big crisis. One reason for this, is the fact that she already had looked for information about Spanish culture or and she knew the basic things. The only thing she mentioned irritating was the crowded streets and the relative understanding of time that the Spaniards tended to have. She continued that that feeling passed in less than a week.

After the crisis comes the acceptance. You accept the differences and learn how to live with them. Every respondent felt accepted in Madrid. For some it took a while but in the end Madrid won their hearts. Respondent A was surprised, how she felt accepted so soon and at the same time has accepted the change herself so well. She could easily picture herself living in Madrid in the future. She felt accepted when she noticed that the cultural differences did not bother her anymore. She did not mind if someone was late or if lots of people were going out together and she only knew one person beforehand. Respondent B said the same about acceptance. She thought at first that accepting the big city, getting to know everything would have been more difficult. Respondent C said that she has felt comfortable and accepted in Madrid, despite the university problems at the beginning. The feeling that she could make friends in Madrid and have special time in Madrid made her feel accepted. Respondent D recalled that the language gap was the only thing that made the acceptance harder, but in the end she felt a part of the Spanish culture. The fact that she permanently lives in Spain and couldn't picture herself moving back to Finland proves that Spain is her home. Respondent E also saw that the acceptance has gone great despite the rocky start.

The last step of cultural adjustment is the adjustment itself. This is the part, where the person feels a part of the culture. According to respondent A this happened when the normal life begun, two weeks after arrival. She found the apartment and the school started. This was the time, when she found her place. Also friends formed a big part of her adjustment. Respondent B felt a part of Spanish culture after a couple of months. The apartment was something that made her feel like Madrid is now home. The beauty of the city attracted and the spring and the summer sealed the adjustment process. Respondent C saw that her classmates had a

huge impact if she thinks the adjustment. She remembered a situation when her classmate said to her: *“You can always call us if you have problems and we can take a look at it together.”* These words she remembered after more than a half a year after. She also referred back in the beginning when she said that she felt home in Madrid from the very first day. Respondent D felt the adjustment happening, when her friends invited her to the house party for the first time. Sometimes the transfer from acceptance to adjustment is a small change or a thing that feels irrelevant but has a big impact if we are thinking the big picture.

As said before one of the respondents lives in Spain permanently and almost everybody could see herself living in Madrid or in Spain in the future. The stages of culture shock can be seen clear in the adjustment process the respondents. 4 out of 5 were able to recognize every stage. The adjustment process is never totally identical. This means the attitudes and background affect, how the individual experiences the change. Also the time varies, how long does it takes to accept all the new things around. What everyone who is moving to Madrid can do is to have an open mind and be patient. What came out in the interview many times was that the Spaniards have their special time understanding, which sometimes can seem inefficient. What surprised most of the respondents was, how easy it was to adjust to Madrid. Nearly all the respondents thought at first that the adjustment would be harder since Madrid is an enormous city. Lucky for them, they now all seem to have another home in city full of life and events to go for.

5.2 Cultural perspective

First things to discuss were the differences between Spanish, Finnish and Italian cultures. First thing that popped out while talking about the cultural differences between Spain and Finland were the people and their behaviour. More relaxed lifestyle seemed to attract the respondents. The Spaniards were seen as easy-going and friendly nation. Moreover, other concrete things were mentioned. Respondent A had noticed that since she moved to Spain she no longer ate alone. Other thing that was mentioned several times was the non-stressful attitude. By this the respondents meant that there wasn't a rush and more than often things happened tomorrow. Respondent B had same thoughts as Respondent A but she added that family members tended to have a lot more power with their children in Spain. After all, the Spaniards live with their parents longer than youngsters in the North.

Respondent D pointed out that the sense of humour is a difference, which sometimes is hard to understand for the Finnish people. The Spaniards have a way to laugh and make jokes about everything but rather than laughing to you, they laugh with you. She also added that the social space between people is smaller compared to Finland. Since the Respondent C came from Italy, the gap between cultures was not so big. She mentioned that the Spaniards

were more open and inviting her to talk a lot but that Italy and Spain were approximately the same. Has it been an easy road to adjust to the culture then? According to the respondents the good things beat the irritating things. The respondents said that the lack of punctuality and slow administrative were things that you learnt to live with in the end. However, some cruel things related to culture such as bullfights were seen a bit unethical and some of the respondents did not want to see a bullfight at all.

The respondents started to think why the cultural adjustment was so easy. Respondent D pointed out that the basic values are the same: women and men are treated as equal members of the culture, both countries are members of the EU and both countries are democratic. These things create a good base that the countries already have something in common and not everything is different. Other thing that made the adjustment to the new culture easier was the personal interest towards culture. The curiosity to know, how things work and what were the differences made the process easier and lighter. Respondent C said that her curiosity and eagerness to learn had a huge impact while she was starting to adjust to the culture.

None of the respondents really had great difficulties in the adjustment to culture. This is slightly surprising since there are lots of things that can cause a stressor. None of the respondents also considered moving or going back to their country, which is quite common when first crush has gone. Respondent C had an answer ready when she was asked why Madrid. *“Madrid is never boring, Madrid is home”*, she said. Madrid has combined all the things that students could be looking for from culture: there are events, people from all over the world, nightlife, traditions, modern life and metropolitan surroundings. It manages to have a hectic metropolitan atmosphere without forgetting the foundation of Spanish easy-going attitude towards life.

5.3 Social perspective

As anyone of us might think, a language is a big part of settling in socially and feeling the connection between the local people. Understanding each other makes it easier to make friends and navigate in the social world. The answers divided into half and half while the respondents were asked about the influence of language gap in their social lives. Those respondents who now had a high level of Spanish felt that the language gap influenced their lives a lot in the beginning, when they did not speak Spanish so good. Those who were still learning Spanish felt that they did not have a problem with the language and had received lots of friends also among the local people. Respondents A, C and E, who are still learning Spanish, said that the language gap did not influence in their social lives. However, respondent C said that the biggest reason why the language gap did not influence so much was that she already spoke Italian before coming. This made it easy to study Spanish. She could al-

ready understand a lot because of the similarities between Italian and Spanish. Respondents B and D, who now have a high level in Spanish, thought that the language gap had a big influence in their social life at the beginning. Respondent B depicted her feeling saying *“it was hard to understand and often I did not have the energy to listen and understand Spanish all the time”*. Frustration was one of those feelings and the fact that she basically only knew Spaniards. Respondent D said that the language gap affected a lot to her social life because in the first year she only had international friends. The results divide half and half. What was interesting was that the more Spanish you knew, the more the language gap influenced your social life at the beginning.

As already mentioned in the theory section, Spaniards tend to accept foreigners well (Honkanen 1999, 117 - 119). Every respondent agreed on this hypothesis. Respondent C found a reason for this welcoming attitude. She felt that the Spaniards sensed her curiosity to get to know them and when somebody liked you then they maybe felt the same. Respondent D had noticed that the Spaniards tended to have interest towards people who came from Nordic countries. Respondent A explained that she noticed the curious attitude from the fact that she knew many people in Madrid and the Spaniards were interested in knowing her and learning habits from Finnish culture.

When the respondents were asked to compare their social circle in Madrid and in their home country, the most common answer was that the social circle in Madrid was more international. Those respondents who studied at the university said that they got lots of friends from their classes while working in small groups at the university. Respondents A and D pointed out that they had more guy friends in Madrid than back at home. All the respondents said that the social circle is definitely larger than back at home. Respondent D added also that in Spain it is more general to go out in a big group and in the group there are usually people who you don't know before. In Finland, on the other hand, she used to go out with one friend at the time. She depicted the form to meet people more opened. As a summary we can say that once you go for an exchange the social circle gets bigger since you don't know so many people before. It depends on the individual whether or not he or she decides to take the change positively or negatively. These respondents all had decided to take the change positively which made it easier to adjust.

What is the trick behind making friends abroad? How did the respondents find friends in Madrid? Respondent A commented that most of the friends she found from the bars or clubs, through friends and roommates. Socially open atmosphere made it easier in a way. Other respondents thought that the university was the best place to make friends. Lots of young people also lived in shared flats while studying which also gave the perfect opportunity to get to know more people. Respondent B reminded that all of her Spanish friends came through her

boyfriend, but all of them had accepted her very well. Good opportunities were also someone's birthday parties or tapas nights. As already mentioned in the theory part sometimes all you need is good luck but it also helps a lot if you are active yourself.

When the respondents were asked to describe the differences between their home country and Spain nearly all of them needed time to think. Not because they did not know but more because it was difficult to find words to describe it. Words that popped up were: very different, open, familiar, joyful and alive. Respondent B added one typical feature that she had noticed that in Madrid it was okay to call and agree on meeting on the same day. In a way in Madrid people were more "ready". Respondent C summed the culture into one word "easy-going" which makes it easy to go to Madrid.

5.4 Practical perspective

Practical adjustment was the most concrete perspective. The first concrete thing that student faces, is the search of the apartment. In general it is quite easy to find a flat in Madrid due to the fact that there are lots of apartments empty because of the crisis. However, to find a good apartment, where everything works perfectly is another thing. Listening to the respondents gave the feeling that luck had much to do in the search process. Majority of the respondent thought it was easy to find the apartment. Only respondent A had great difficulties finding the first flat. According to her, she went to see nearly 20 flats before finding the one with the help of Help Madrid. The biggest problem was the condition of the flats. Respondent B pointed out that if you are looking for a double, the search is much easier. She recommended Idealista search, which is an online search tool. Respondent C felt lucky, because she found the apartment so easily. The only problem she faced was the zone. She did not know, which were the good zones to look for and which zones were not so popular among students. The last two respondents said that Loquo and Idealista were the best tools to use to search from the Internet. All in all, the apartment is not the biggest problem while moving to Madrid. This makes the first practical steps just a little bit easier.

Paperwork process belongs to the practical part. Before and during the exchange there are usually lots of papers to print, sign and return. You would think that this paperwork process in Spain would be time taking, annoying and frustrating because things always tend to happen tomorrow. Respondent A couldn't agree more. She pointed out that, it was a good thing, she managed to do everything on time and still there was some things to be done. However, she admitted that the Spanish lifestyle without stress had affected her, and partly it was her own fault. For everyone's great surprise, respondent B said that she did not have any difficulties with the paperwork. All the papers related to the internship were handled in time and later, in the university, all the course selections were selected perfectly. She sounded like excep-

tion to the rule, since other respondents shared the same experience, as respondent A. Everything was annoying, took a long time and was effortless. Respondent C started her answer with the words “*annoying and frustrating*” but continued that once she got used to the slow function it did not matter that much anymore. Respondent D also said that the amount of paperwork was more than she had had in mind. She continued that after she decided to move permanently to Spain, there was even more paperwork especially related to the health care system. Respondent E did not feel the paperwork project was too much but did not think it was easy either. As a conclusion of this theme, the ingoing students should reserve time to deal with all the paperwork.

Safety issues came up while talking about Madrid. At the beginning every respondent knew that Madrid was a big city with a lot of pickpockets and thieves. Respondent A said that after a while she did not think Madrid was that dangerous anymore. But still the bag is never let out of sight. She added that nowadays watching and taking care of the bag has become automatic and she did not pay attention to it so much as in the beginning. Respondent C said that she pays especial attention at crowded places especially after her friend’s phone got stolen. None of the respondents felt that Madrid would be a dangerous place. To conclude the safety issues in Madrid: You just have to use common sense. The best advice is to leave all the things you know you don’t need at home and think beforehand where, when and with who you are going.

Many things, such as economy, friends and activities, affect to the quality of life. The respondents were asked, how their quality of life differs from the life back at home. All the respondents agreed that the grass is greener on the other side of the fence. What affects to the quality of life is money. Respondent A was used to work along studies and because of that she pointed out that now since she was not working; she had less money to spend in Madrid than back at home. But all in all, things cost less in Spain, which made her quality of life economically the same. The difference is that in Madrid she tended to spend money to different things, more to bars and tapas places. Respondent C also dealt the question through the economical point of view. She felt her quality of life better, because compared to the Spaniards she had more money to use in a country, where things in general cost less. This way she had possibilities to do more things and that way, she had the chance to be happier. Respondent C found her quality of life very satisfying. She emphasized the opportunities to study and make friends. Also Madrid as a city offered so much activities that she would have found it weird, if someone had said that there isn’t anything to do or anyone to meet. Responded C and E said that life is a bit more luxurious, more going out and traveling to new places. Respondent C added that, the weather had an impact to the practical life too by offering possibilities to do more activities.

What has come up several times, is that Madrid offers lots of activities and is a city that never sleeps. The assumption would be that the daily life of the respondents is very busy. The majority of the respondents said the same. Life is busy but only because they wanted it to be. Abroad they wanted to enjoy every moment and live it as much as they could. Respondent A had noticed that in Madrid she spent only a little time at home whereas in Finland she was often at home or working after school. Traveling kept her busy and also her friends did the same. Respondent B said that the daily life was more focused around friends and hanging out with them. The days at the university were not so long, which made it possible to meet up later with friends and go to see a football game or to go to the park to sunbath. Respondent C depicted her day busy. She had long hours at the university but also she found time to spend with her friends. She appreciated the work but also the pleasure. Respondent C depicted her daily life saying that she does more activities, because in Madrid they cost less, she saw more people around and she ate healthier. To resume the daily life we could say that, it is based a lot on the social connecting. It is busy but in a joyful way and filled with different activities than back at home.

5.5 How to make the adjustment process easier?

The respondents all came to Madrid to study or to do their internship. Despite the rocky start that some had, they all adjusted to Madrid in the end. The respondents were given an opportunity to tell, how the adjustment process could be made easier to avoid the loneliness and most of the practical issues. The answers divided into half. The other half focused more on the things that the student could do himself or herself before leaving. The other half of the answers focused on the things that the sending or receiving part could do to help the adjustment.

If we start from the student and about the things that the ingoing student could do before leaving, is to search as much information as possible. The more the student knows about the culture, the easier it will be to adjust. Culture shock might also be softer and easier to deal with. Going to the library and lending and reading basic books about the destination, will give the student the first touch to the life abroad. After arriving to Madrid, the best way to settle in is to have a curious mind and being open to new experiences. It might be easier to say than done but if you start judging the other culture and not even try to talk to the people, you are most likely to become homesick very soon. "If you only see the differences, the others may have a hard time accepting you", said one of the respondents.

Other answers focused more on the practical side and to the development ideas the receiving or sending institute could do. When everything works in different language, help, advice and experiences from the people, who already lived in the country, would be more than welcome.

Listening to their advice could help the adjustment and make the leap a little bit smaller. There could be an information class based on destinations, where a person who had the knowledge already, could share the best tips from booking a flight, opening a bank account or finding an apartment.

One of the respondents mentioned that the thing that slowed the adjustment, was the lack of own friends in the beginning. Although it was quite easy to make friends with Spaniards, the first few days alone in a big city were rough. The idea begun to perceive and in the end “Madrid tutor” was the name that was born. This meant a person, who the incoming student could contact in the first few days in order to get advice and avoid the “little girl in a big city” -feeling.

One really concrete suggestion was related to the apartment. “If there would have been an apartment ready, it would have made the settling in way easier”. There is always a possibility to rent a house before coming but it is a risky since the pictures often lie. However, by putting some thoughts into this, the student could, in some cases, avoid a lot of stress. Some of the respondents remembered the first horrible weeks searching desperately for the apartment. There are lots of apartment in Madrid at the moment, but the shorter the stay is, the harder it is to find a good place. This development idea was directed to the receiving or to the sending institute, who could maybe together figure out a way to help with the apartment.

One thing that also popped out in the interview was some kind of guidebook that would give the first hand information. It should be short enough that it would be easy to ready but it should hold inside the most important information. Tips that the guidebook should have were: how to find an apartment, which zones would be good ones to live. It should also include things to do and see in Madrid. Those things were considered the most important. Other things that were mentioned were the use of public transportation and recommendations for places to eat cheap but good. This guidebook is written related to this thesis and can be found in the appendices.

5.6 Summary of the results

To summarize the results it can be said that unlike in previous research conducted by Ikonen (2010) four out of five were able to recognize all the different stages of culture shock. The first crush and crisis were recognized well. The reasons for the crisis varied as well as the time that each stage lasted. But all in all, hard times become first, before finding the place in the society. What seemed an important factor in the process was the previous knowledge about the country and its culture. The more the students knew and had found out before the departure, the faster they were able to adjust. The last two stages, acceptance and adjust-

ment were recognized the best. After the normal rhythm and everyday life begun the adjustment became easier and concrete.

As well as Karisto (2008) stated in his research it can be said that it is easy to adjust to Spain. Personal interest towards the new culture facilitated a lot the cultural adjustment. The cultural adjustment was seen manageable and even easy mainly because basic values were the same. Only small differences were frustrating such as the different understanding of the time. Socially the adjustment went well. All of the respondents were able to make friends with the Spaniards and they all mentioned that their social circle is bigger in Madrid as in their home country. The language gap slowed down the social adjustment at the beginning for those who now have a high level in Spanish. Practical part of the adjustment was experienced the hardest due to the bureaucracy. What was surprising from the practical point of view was that the size of the city was seen in a positive light although metropolitans are often considered hectic surroundings.

There were lots of things to do in order to facilitate the adjustment. Advice and experiences, of the people who used to live in Madrid were considered extremely useful things as well as a concrete guidebook. Independent search for information before the departure would help the student a lot to handle the change. According to this research Madrid was seen as an easy place to adjust. Madrid is a fascinating metropolitan. It is a combination of Spanish easy-going culture, international atmosphere, events and welcoming attitude. "*Madrid is home*", said one student. This is what the adjustment can bring at the very best.

6 Conclusions

The purpose of this study was to investigate the student's adjustment process. The adjustment process was approached through culture shock: How the students experienced the culture shock and how they were able to recognize the different stages of it. The adjustment process was also investigated through three perspectives: cultural, social and practical. These themes covered three important divisions of the adjustment and aimed to receive answers about the cultural, social and practical adjustment. The objective was to develop Spain Internship's operation by developing ideas, how to make the adjustment process easier.

Theme interview was used to implement this research. The interviews were successful although the selection of the themes was not completely researched-based. That might have affected to the results. This leads to the theme what could have been done otherwise. Stronger theoretical foundation would have been better in this study. Also some of the interview questions were hard to understand at first. It would have been cleverer to test the questions first with someone before implementing the interview. However, all the respondents seemed to understand the idea and purpose and good observation were pointed out.

Four out of five were able to recognize all the stages of the culture shock. The time and the power of each stage varied among the students. Culturally the city Madrid was seen traditional and modern at the same time. It offered all the things that a student could hope for, from rich nightlife to all kind of events. Socially it was easy to connect with the locals in case you were active yourself. From the practical point of view the quality of the life was better but the bureaucracy was seen very slow and irritating. A small guidebook of Madrid was considered useful as well as listening to the experiences of the people who used to live in Madrid. These were the most concrete development ideas. With the help of these development ideas a concrete Madrid guide was produced. It contains information that the students considered useful and it will be handed to all ingoing to student through Spain Internship SC from now on (See appendix 2).

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Appendix 1: Theme interview questions

THEME INTERVIEW OF THE ADJUSTMENT PROCESS IN MADRID

CULTURE SHOCK

What were the first feelings when you arrived to Madrid?

Mitkä olivat ensimmäiset tunnelmat, kun saavuit Madridiin?

What were the most delightful experiences when you arrived?

Mitkä tilanteet/kokemukset ilahduttivat eniten?

When did you start the crisis phase?

Milloin kriisivaihe tuli?

What were the most frustrating things?

Mitkä olivat alussa turhauttavimmat kokemukset?

Describe me a situation when you started to feel okay with the Spanish culture.

Kuvaile tilanne, jolloin ensimmäisen kerran tunsit itsesi sinuiksi uuden kulttuurin kanssa.

How do you consider the adjustment to Madrid when you are thinking about yourself?

Miten sopeutuminen Madridiin on sujunut, kun ajattelet itseäsi?

How could the adjustment process become easier?

Miten sopeutumisprosessia voitaisiin helpottaa?

CULTURAL ADJUSTMENT

What have been the strongest cultural differences?

Mitkä ovat olleet suurimmat kulttuurierot?

What things attract you in Spanish culture?

Mitkä asiat viehättävät espanjalaisessa kulttuurissa?

What have been the most difficult things in Spanish culture to understand?

Mitkä ovat olleet vaikeimmat asiat espanjalaisessa kulttuurissa ymmärtää?

From the cultural point of view, describe, how the adjustment process become easier?

Kulttuurin kannalta, kuvaile, miten sopeutumisprosessi voitaisiin tehdä helpommaksi?

SOCIAL ADJUSTMENT

How has the language gap influenced in your social life?

Miten kielimuuri vaikutti elämääsi?

How have you been accepted by the Spaniards?

Miten espanjalaiset ovat hyväksyneet sinut?

How your social circles differ from home?

Miten sosiaalinen ympyräsi eroaa kotimaasta?

Tell me about the process of making friends with Spaniards.

Kerro siitä, miten olet saanut espanjalaisia ystäviä.

How would you describe the social life in general in Spain?

Miten kuvailisit sosiaalista elämääsi Espanjassa yleisellä tasolla?

From the social point of view, describe, how could the adjustment process become easier?

Sosiaaliselta kannalta, kuvaile, miten sopeutumista voitaisiin helpottaa?

PRACTICAL ADJUSTMENT

How did you find the flat? And would you consider it easy?

Miten löysit asunnon, helppoa vai vaikeaa?

Before and during the exchange how would you describe the paper work project?

Ennen vaihtoa ja vaihdon aikana, miten kuvailisit paperityötä?

Which things differed mostly in the standard of life if comparing to your home country?

Miten elämän tasosi eroaa Suomesta?

Why would you/ Why would you not want to live in Madrid in the future?

Miksi/ Miksi et haluaisi asua Madridissa tulevaisuudessa?

How would you describe your daily life? How different is it from the life back at the home?

Miten kuvailisit päivittäistä elämääsi. Miten erilaista se on?

From the practical point of view, how could the adjustment become easier?

Käytännön tasolla, miten sopeutumista voitaisiin helpottaa?

Appendix 2: Madrid Guide



GUIDE FOR INTERNSHIP IN MADRID

www.spain-internship.com

Welcome to Madrid!

An internship is a great way to start exploring Spain and Spanish culture. Whether it is summer or winter, spring or autumn you can always find fascinating things to experience and people to meet. Spain has a lot to offer to you: diverse landscapes such as sunny beaches to sunbath and high mountains to ski, beautiful green parks and deserted arid areas. There is something for everybody. This guide is made for you to help you to get things started as easily as possible. We couldn't be happier that you decided to choose us and we hope you will enjoy your wonderful time in Spain. Make the most of it everyday.

Welcome to start a new phase!

Regards,

Spain Internship Team

Before the arrival

It is not a disaster if you forget to bring something since you can find almost anything in Spain. This small checklist will help you to prepare to the exchange beforehand.

- Make sure your passport and EU health insurance card are valid for your whole stay
- Take a copy of your passport, Travel insurance and your EU Health Insurance card. Keep them separate in a safe place
- Bring couple of passport photos (you need them for example for the Abono Transportes, transportation card)
- Make sure you have all your vaccinations check
- Don't forget your personal medicines in case you need them
- You can get discounts with your student card so don't forget to take it with you
- Consult your bank about the prices of withdrawals. ATMs with a sign "Telebanco" work with most of foreign the cards.



Photo: Nina Lindeman

Madrid in a nutshell

Madrid is the largest city and the capital of Spain. It is a huge metropolitan with the population of 3,5 million in the city and 6,3 million in the whole area. The city is the political center of Spain since the government and the Spanish monarch both have their seats there. Summers are usually hot and winters cool. The climate in general is dry. Madrid is known as a city where there is always something going on. There are concerts, tapas bars, flamenco shows and the nightlife is definitely worth experiencing. Evening starts usually around midnight and continues until the bars close at 6 am. There are people from all over the world in Madrid and it is not difficult to get to know people in a big city. As a city Madrid is a combination of history and modern art.

Spain in a nutshell

Capital: Madrid

Population: 46.8 million

Languages: Castilian, Catalan, Galician and Basque

Government: Constitutional Monarchy and Parliamentary Democracy

Currency: Euro (€)

Religion: Majority Roman Catholic

At the arrival

How to get to the city?

Metro

Take the rose line 8 to Nuevos Ministerios

Change to dark blue line 10 towards Puerta del Sur

Change at Tribunal to the light blue line 1 towards Valdecarros

Step out at Gran Vía or Sol (centric zone)

OBS! You must pay an additional fee 3€ + the metro ticket approximately 2€ when you come from the airport

Cercanías

Línea C1: Aeropuerto T4 - Recoletos - Atocha - Príncipe Pío

Bus

Línea Express: From the Terminal 4 (T-4) to Atocha. Duration approximately 40 minutes and cost around 5€. Service runs 24 hours every 15 minutes.

Taxi

Taxi to the center (Puerta del Sol) costs around 35 € depending on the luggage. Ask for the approximate price before you enter!

Socializing

A Quick survival guide to Spanish

Hi!	Hola!
How are you?	¿Qué tal? / ¿Cómo estás?
What is your name?	¿Cómo te llamas?
My name is ...	Mi nombre es ...
	Soy ...
	Me llamo ...
Where are you from?	¿De dónde eres?
I am from ...	Soy de ...
Nice to meet you	Encantado (in case you are a man)
	Encantada (in case you are a woman)
I don't speak Spanish very well	No hablo español muy bien
Can you repeat, please	Puedes repetir, por favor
I don't understand	No entiendo
Where is ..?	¿Dónde está..?
Two beers, please	Dos cervezas, por favor
How much is it?	¿Cuánto es?
Check, please	La cuenta, por favor

Before you come it is advisable to learn at least the basics of Spanish as they don't necessary speak English.

Spaniards use hands (although not so much as the Italians) while speaking and sometimes their speak may sound dramatic. This however, is their way of talking.

The social distance is also often shorter than you might have got used to.

The Spaniards love socializing but rather than inviting you to their home they go out in public places and spend time with their friends in bars or in restaurants.

Even though you wouldn't speak Spanish fluently you should try to speak as much as you can. That is how you learn. Especially in Madrid people pronounce purely.

Finding the flat and living

Compared to other cities Madrid is more expensive to live. Most common is to rent a room from a shared flat. Rents in the centric zone are around 300-500€/room in a good condition. The houses in general are old but sometimes you might get lucky and find a fully renovated room.

In most cases your rent does not include extra costs (gastos) such as water, electricity, gas and Internet. These extra costs are divided between you and your roommates. In the winter you probably pay more due to heating expenses. The costs per month should be around 50€ depending on the house and the use. Remember that electricity in Spain might be more expensive than you have got used to. The deposit is often one month's rent.

In general the houses in the heart of the centre are old. Start your search above Gran Vía Street. Good zones are for example Chamberí, Malasaña, Argüelles and La Latina (old but artistic)

IMPORTANT!

DO NOT SIGN ANY RENTAL AGREEMENTS BEFORE YOU HAVE SEEN THE HOUSE!

Pictures can lie.

Start your search from:

www.loquo.com

www.fotocasa.es

www.idealista.com

www.helpmadrid.com

www.easypiso.com

Good luck with your search!

General Safety

Use common sense while you are out in Madrid. There are lots of pickpockets, thieves and beggars.

- Prefer bags with zipper especially if there are lots of people around.
- Keep your phone and wallet in your bag or pocket while you are at cafes. Not on the table. This is important in Madrid since the thieves often steal from tables.
- Don't let your bag unguarded.
- Keep your wallet in the safest place.
- Take with you only the things you know you will need.
- As a girl don't walk home alone from a bar.
- If despite all you get robbed, close your credit card immediately and go to the police.

Spanish law obligates everyone to carry an ID always.

The tap water in Madrid is drinkable. According to some researches, it is the purest tap water in Spain.

Telephones

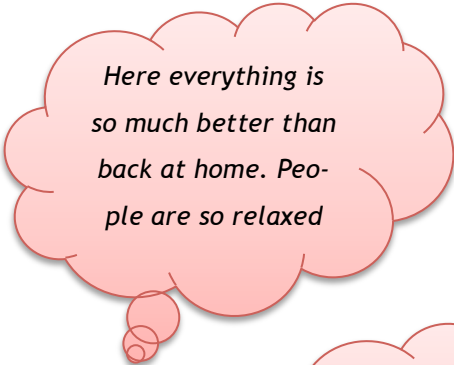
A Spanish prepaid SIM card will save money in the long run. Ask for the offers from different operators. The most common are Movistar (a bit expensive), Orange, Yoigo and Vodafone. Some cheap operators such as Happy Móvil don't work outside Spain.

Lots of Spaniards use Whatsapp to send messages. You can ask prices for 3G Internet from different operators. For example Yoigo and Vodafone have 3G Internet packages for prepaid phones. Price for the Internet is 8-10€/per month. Yoigo for example has one called Bono 8. You can activate it at their stores or by calling 622. When you leave, just remember to deactivate it.

Culture shock


During your stay you might notice that you are going through culture shock. This is very typical while you are trying to adjust to new culture. Culture shock consists normally of four stages that are: honeymoon, crisis, acceptance and adjustment. Life abroad can sometimes be rocky and at times you might miss home. At the best moment you could be planning to move to the city permanently. All these feelings are completely normal. Here are depicted the different stages of culture shock

1. Stage: Honeymoon




*Here everything is
so much better than
back at home. Peo-
ple are so relaxed*

2. Stage: Crisis



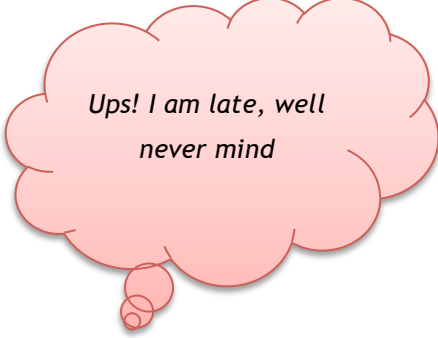
*Oh my God! He
comes late again.
How irritating!!!*

3. Stage: Acceptance



*Okay, don't worry I
knew you would be
late*

4. Stage: Adjustment



*Ups! I am late, well
never mind*

Do you need a doctor?

The first thing to take note before you start calling a doctor is to remember that they don't necessary speak English. Take a dictionary with you or a friend who speaks Spanish in case you don't feel secure that you will understand everything.

The Spanish public health care system is free and the doctors and nurses well educated and qualified. To visit a doctor you first need a referral from a Public Health Care Center (Centro de Salud). You can find the nearest center to you here:

<http://centrossanitarios.sanidadmadrid.org/CentrosDireccion/misCentroPorDireccion.aspx>

Once you have the appointment, take the EU Health Insurance Card with you (EU citizens). You should be able to get treatment with the same conditions as the Spaniards once you have shown the card. In the Public Health Care Center you will get more information whether you should continue to see a doctor.

Medicines are not expensive and you should be able to buy most of the medicines without a prescription. Pharmacies can be found in almost every street corner and they have long opening hours.

Telephone numbers to remember

In Case of Emergency	112
Ambulance	061
Police (National)	091
Police (Municipal)	092

Transportation

It is recommended to buy a monthly pass called Abono Transportes since Madrid is a big city and you will probably need to use the public transportation a lot. With Abono Transportes you can use the public transport (metro, bus, cercanías) unlimited/month. You can buy the card from some of the tobacco kiosks (Estancos). You need a copy of your passport and a passport size photo to obtain the card. The price depends on your age and the selected zone. People under 23 can buy the Abono Joven. No student discounts available.

ABONO/ZONA	A	B1	B2	B3	C1
Normal	54,60€	63,70€	72€	82€	89,50€
Joven	35€	39,60€	45€	51,60€	61,80€
Senior	12,3€	12,3€	12,3€	12,3€	12,3€

Metro

Metro de Madrid advertises that it is one of the best metros in Europe. This is true since the network is huge, waiting times short and the metro is relatively fast. However, due to the economical situation there are often strikes. Those are well informed beforehand on the information screens. Metro starts running at 6:00 am and closes at 1:30 am. In rush hours metros are sometimes packed.

Bus

Busses are a convenient way to move. Remember that especially in the centric zones there are often lots of traffic so the busses might get stuck in traffic and be slow. Busses run through the day and night.

Cercanías

Local trains are a nice and quick way to travel, if you happen to live near a station.

Long distance trains (Renfe)

The main train station is Atocha. Remember if you are planning to take a metro to Atocha and continue there by train, step out at Atocha Renfe station instead of Atocha.

Flights

Madrid Barajas is located about 15 km from the centre. The airport is big and consists of 4 terminals so reserve enough time to travel there and check-in for your flight.

Things to see in Madrid

Royal Palace

Built in 18th century. One of the main attractions in Madrid. The King doesn't actually live there. Entrance with student card 5€.

Plaza Mayor -square

Few minutes away from Puerta del Sol. The houses facing the square are still lived in by few lucky ones. In the centre of the square there is a statue of King riding a horse

Templo de Depod

The building is an ancient Egyptian temple. The temple was a gift from Egypt as a thank you for the help to remove some of the most ancient temples away from flood. It is a popular place to take wedding pictures. It is located in el Parque del Oeste.



Templo de Depod. Photo: Nina Lindeman

Puerta de Alcalá

Situated in Plaza de la Independencia close to Retiro park. It was built as a gate when there still was a wall going around Madrid.



Puerta de Alcalá. Photo: Nina Lindeman

Gran Vía

“The Spanish Broadway” is a shopping street where you can also find theatres and big buildings. The street begins from Plaza de Cibeles and ends at Plaza de España. In a way the street divides Madrid. Below the street there is the old centric zone and above the city newer area.

Plaza de Cibeles

A famous fountain is situated in the middle of the square. It is a place where the football fans of Real Madrid gather once the team has won the championship. Next to the Plaza, there is a building called Palacio de Correos. Climb up to see the whole Madrid.



Palacio de Correos. Photo: Nina Lindeman

Retiro

The most popular park in Madrid. Since there is no beach in Madrid, lots of people go to the park to sunbath on summer. In the middle of the lake there is a big artificial lake where you can rent a small boat to row around the lake. There is also a memory monument to remind of those who were killed in the terroristic attack in 2004.

Puerta del Sol

Sit on the fountain and watch the people. There is always something going on. Remember: Micky Mouse doesn't take pictures for free in this square. The symbol of Madrid, a statue of the bear eating berries is situated in this square as well as the Kilometre zero (A zero point for highways). On New Years around million people gather in the square at midnight to eat 12 grapes.

Things to do

Museo del Prado

One of the finest art museums in Europe. You can find collections for example from Velázquez and Goya. One of the most famous pieces is “*El jardín de las Delicias*” by El Bosco. In general the paintings deal with religion. Entrance is free for everybody on Sundays after 5pm. Taking pictures is forbidden.

Reina Sofía

The other famous museum in Madrid. Here you can find for example a painting from Picasso called “*Guernica*”. There are also art pieces made by Salvador Dalí. On Tuesdays the museum is closed. On Mondays, Wednesdays, Thursdays, Fridays and Saturdays the entrance is free after 7pm. On Sundays the entrance is free after 3pm. The closest metro station is Atocha.

El Rastro

A real flea market which takes place every Sunday. The area is called La Latina. At midday there are already lots of people, so it is advisable to come earlier. Take good care of your bag.



Rastro Photo: Nina Lindeman

Football game at Santiago Bernabeu Stadium

The home stadium of Real Madrid CF. It is possible to visit the empty stadium but the price is 19€. Recommendable to buy a ticket to see a game. Metro station Santiago Bernabeu

Teleférico

A cable car, which moves above Casa del Campo. From the cable car you can see Casa del Campo, which is called the lungs of Madrid. The area is five times bigger than for example Central park in New York. The highest point is 40 metres above the ground. Here you can spot for example the Royal Palace and Príncipe Pío train station.



Teleférico. Photo: Nina Lindeman

Places to go out

Places with international atmosphere

- Joy
- Kapital
- Orange
- Gabanna
- Zoológico



Kapital. Photo: Nina Lindeman

Places with local atmosphere

- Le Boutique
- Musee
- New Garamond
- Liberata
- Shoko

Shopping

As any metropolitans, Madrid offers excellent shopping areas. In the city centre there are the typical Spanish chain, shops that belong to the Spanish company Inditex (Zara, Massimo Dutti, Bershka, Oysho, Pull & Bear, Uterqüe, Zara Home and Stradivarius) and many more.

- Calle Preciados
- Calle de la Montera
- Calle de Fuencarral
- Calle de Serrano (luxury shopping)

El Corte Inglés is a famous department store where you can find almost anything. Take your passport with you and go to the information desk where they will give you a coupon -10% (Only for foreigners)

In Madrid the biggest stores and shopping malls (e.g. Príncipe Pío) are open everyday. Only some small shops close for siesta between 2pm-5pm.

Big sales occur twice a year: after January 6th and the after the last day of August.

Be ready to show your ID when you paying with a credit card.

TIP: Missing the candy from home? Check Oomumbo at Callao and find chocolate made by Fazer and salty liquorice (Yes, they sell the black skulls)

Outlet

Las Rozas Village is the biggest outlet area in Madrid. You can make good bargains from designers such as Armani, Guess and Versace etc. The busses to the outlet are leave from Moncloa buss station.

IKEA

If you are missing something from your apartment there is IKEA. Metro stop Las Suerte leaves you close. There is also a big shopping centre La Gavia where you can find e.g. Primark.

Things To Do Nearby Madrid / Daytrips

Parque Europa Torrejón de Ardoz

25 km from the centre of Madrid

How to get there by public transport?

Train:

Cercanias, destination Alcala de Henares y Guadalajara. Station: Torrejón de Ardoz. Continue with bus line L1 (autobus urbano)

What is there to see?

Trip to the cities: typical monuments of the European: Paris, London, Berlin, Copenhagen, Rome, Brussels, Florence and Lisbon. Attractions: Boats, boats to children, archery, multi adventure zone, labyrinth

Toledo

70 km from the centre of Madrid



How to get there by public transport?

Train to Toledo. Return ticket around 25€

What is there to see?

Alcázar, Cathedral of Toledo, Puerta Bisagra

Segovia

90 km from the centre of Madrid

How to get there by public transport?

Train to Segovia. Return ticket around 25€

What is there to see?

Aqueduct, Alcázar of Segovia, The Segovia Cathedral

OBS!	Get discount from your Renfe trips with Carné Joven
What is it?	Youth card for 14-30 year-old
	Different kind of discounts e.g. trains
How to apply it in Madrid?	You need <ul style="list-style-type: none"> • 4€ • Passport
	One of the offices is located in Moncloa:
	Calle Fernando El Católico 88

Contact information

Remember that you can always contact us in case you have any questions or want to give feedback.

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