A: Is is the program geared primarily toward um, .

A: um .

A: beginning level, uh, spanish speakers?

B: No.

B: No.

B: We offer seven different levels, ranging from true beginners, people who know absolutely nothing about spanish, all the way up through advanced and literature levels.

A: uh huh.

B: So we have something for everybody.

B: When you .

B: arrive we would give you a placement test.

B: It's a two part test.

B: The first part is .

B: written .

B: and it would test you on present test, um, direct and indirect .

B: objects.

B: It goes all the way up to subjunctive, and then you actually do some writing as well .

B: But after an ins- instructor would grade that .

B: tsk .

B: then they would, the se-.

B: w-.

B: would &uh speak with you and that would be the second portion of the test.

B: They would ask you a\_lot\_of questions about why you're here studying spanish, .

B: um, where you're from, tsk, why are you interested in Spanish in particular .

B: as opposed to some other language, have you visited other places within Mexico and whatnot.

B: They're really in-.

B: zeroing in on how you .

B: use the language when you're speaking.

A: mm-hm.

B: Tsk, and that helps them to more fine tune where they place you.

A: oh, I see.

A: And how many people are are in each group, uh .

B: Maximum, according to our brochure, is ten.

B: Although we have never had a group of ten.

B: um .

B: average is more around six, I th- and it can be lower.

A: uhhuh.

B: We've had groups of one before Is that a group?

B: I don't think that's a group .

A: oh really.

A: And um .

A: How long is .

A: is the program?

B: It's designed to last four weeks, .

B: but students can come by the week if they wish.

B: We advise .

B: if they do come by the week .

B: that they try to come at the beginning of the session so they don't have instructional gaps .

B: You know, when .

B: for example if the class is going on three weeks and then we suddenly have a student arrive the end of the second or third week .

B: it can be .

B: a little bit difficult and that student will .

B: enter into a class that's been in session already two or three weeks .

B: um, we frequently though do have students who don't arrive at the beginning because their .

B: their schedules don't allow them to have .

B: you know, conformity to our, our schedule .

B: And they, they do it.

B: I have been a student here several times myself.

B: I'm now the assistant director.

A: mm-hm.

B: And when I first came I came the last two weeks of the December session and the first two weeks of the January session.

B: And it was doable.

B: It was it was difficult the last two weeks .

B: Tsk, but I did it It was the only time I had to operate with and so it was alright.

B: And then of course the January session, when I started with the rest of the group .

B: at the beginning of the session .

B: was .

B: more .

B: tsk .

B: easy to .

B: to .

B: to feel the flow of the class right away because the ground rules were there .

B: in front of me.

A: uhhuh.

A: And .

A: uh, are the accommodations there on premises, or .

B: No.

B: Tsk .

B: we we offer several options.

B: The the vast majority of our students take host family homes .

B: as &uh .

B: the way to go when they're here in Oaxaca They pay .

B: um, a base price of eleven dollars a day.

B: And that includes a private room .

B: and um .

B: full breakfast.

B: And it may or may not include a private bath.

B: It really depends on each family.

B: We tell the students that .

B: it's not a hotel it's it's a it's a home.

A: mm-hm.

B: And the idea isn't so much for luxury, it's more for .

B: um .

B: really communicating with people and to getting to know the culture by way of the people.

B: And the vast majority of the homes are upper middle class to lower upper class.

B: They're very nice homes and they're families that we've .

B: worked with for years .

B: um, if a student wishes .

B: other meals .

B: with the host family .

B: for an additional four dollars a day, the student can have comida which is the large midday meal.

A: mm-hm.

B: And you can eat very very well in Oaxaca on four dollars.

B: But .

B: the the four dollar meal would be primarily for the purposes of of .

B: interacting with the host family.

B: And then there's the cena which is the very light, very late evening meal.

B: That's anywhere between seven thirty, nine o'clock at night.

A: mm-hm.

B: .

B: That's an additional two dollars.

B: um, it can be as simple as pan dulce and a cup of hot chocolate.

A: mm-hm.

B: But .

B: uh, and it's not it's not formal, it's not a formal meal the way the the cena is.

A: Would it be possible to accommodate vegetarians?

A: Or.

B: uh huh.

B: oh yeah.

B: We do that all the time.

B: yeah, we're very used to it.

A: oh .

B: Especially here in Oaxaca well in Mexico in general with tortillas and beans and all the the wealth of fruits and vegetables, it would be very simple.

A: uhhuh.

A: That's good.

B: If if students don't want to home stay and they wish .

B: to have um alternative accommodations, we can help .

B: with apartments and hotels and that sort of thing.

B: um, they would need to send a deposit.

B: But um .

B: a\_lot\_of people when they call us they don't really speak enough Spanish, or they don't feel comfortable enough with their Spanish to make reservations.

A: mhm [?] .

A: Are there hotels close by?

A: Or .

B: There's lots.

B: yeah.

A: okay.

A: And e-.

A: um, the ad says that you offer workshops in cooking as well.

B: mm-hm.

A: uh huh.

A: And weaving and pottery.

B: mm-hm.

B: And sometimes dance.

B: Tsk, folkloric dance.

A: And and that's all incorporated into the program?

B: uh huh.

A: I see.

A: And &um .

A: So .

A: say um I wanted to.

A: enroll in the beginning program.

B: mm-hm.