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**ABSTRACT**

The program described here was a special short-term academic program at the University of Illinois for third-year students in the College of International Relations at Nihon University. Its objectives were to provide the students with effective training in English and an introduction to American history and culture which would be relevant to their university studies. The English classes in the 24-day program were held for four hours each day, with the students divided into five levels according to their proficiency test scores. The evaluation of the program focused on questions which addressed the following issues: (1) needs and expectations, (2) degree of achievement and language learning motivation, (3) level of language proficiency, (4) significant gains in English proficiency, (5) other knowledge and skills, (6) which of the participants' needs and expectations were being met, (7) differences in participants' attitudes, (8) adequacy of the program staff, (9) appropriateness of time frame, and (10) benefits to the participating institutions. The final section of the report presents conclusions and recommendations, and appendices which include evaluation instruments in English and Japanese. (AMH)

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EVALUATION OF 1981 NIHON UNIVERSITY  
OVERSEAS SUMMER TRAINING PROGRAM:  
FINAL REPORT

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September 22, 1981

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Finally, the participants and staff members who took the time to complete the questionnaires and allow me to interview them must be recognized. Their responses are the basis of this report.

Any errors or misstatements which may be included, however, are solely my responsibility.

Daniel L. Robertson  
Urbana, 1981

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### Introduction

This evaluation effort was undertaken as part of my work as a graduate research assistant for the Program of Overseas University Collaboration, associated with the Office of Overseas Projects and Foreign Visitors (OPFV) at the University of Illinois at Urbana-Champaign. The objectives of the evaluation were to provide understanding regarding the program, to indicate areas of strength and weakness, and to aid in improving future programs. Because of the nature of the program, the evaluation report may be of interest to other audiences, including the Intensive English Institute (IEI) at the University of Illinois, which was responsible for the English language component, the participants, both staff and students, and other persons concerned with cross-cultural and international training programs.

The evaluation offered me an opportunity to bring together a number of personal interests, including English as a second language, educational evaluation, and Asian studies. My experience in these areas, supplemented by consultation and advice from experts in these fields, should provide a sound basis for the value judgments made in this report. Most of the information on which these value judgments are based was provided by the participants in the program. I have made every effort to remain as objective and unbiased as possible in my interpretation of this information.

The report which follows attempts to describe the program, to explain the evaluation procedures, to interpret the information obtained, and to draw conclusions which address the questions posed for the evaluation.

## Program Description

### Academic Interchange Agreement

The 1981 Nihon University Overseas Training Program was the result of an academic interchange agreement between the University of Illinois at Urbana-Champaign and Nihon University at Mishima. This particular program was a special short-term academic program for third-year students in the College of International Relations at Nihon University, and was administered through the Program of Overseas University Collaboration, a program associated with the Office of Overseas Projects and Foreign Visitors at UIUC. The objectives of the program were to provide the students with effective training in English and an introduction to American history and culture which would be relevant to their university studies.

### Participants

Most members of the junior class of the college (122 students) participated in the program. Other students in the college went to programs in China and the Philippines. They ranged in age from 20 to 22, and had an average of 9 years of formal English instruction. Eighty-four of the students were male, 38 female. The students were accompanied by four professors from their college and two escorts from Japan Travel Bureau, who arranged transportation for the group.

### Dates

The group arrived from Tokyo, via Los Angeles and Chicago, on June 28. Following the academic portion of their program, they left Urbana-Champaign on July 23 for a two-day trip to the state capital Springfield, and to Macomb, Nauvoo, and Chicago, Illinois. On July 25, they left Chicago for short tours of Washington, D.C., New York, Los Angeles, San Francisco, and Honolulu, before returning to Tokyo on August 6.

### Activities

The group spent twenty-four days on the Urbana-Champaign campus. The first two

days were spent in initial orientation activities, cultural research sessions under the direction of Harry C. Triandis, Director of the Program of Overseas University Collaboration, and English proficiency testing. English classes began on July 1. The classes were held in two sessions, 9:00 to 11:00 a.m. and 1:00 to 3:00 p.m. The students were divided into five levels, according to their proficiency test scores, and each level had classes focusing on 1) reading and discussion of readings, and 2) situations and oral communication in situations. The content for these class sessions was aimed at providing the students with information which would be relevant to their interests and the activities of their program. During the academic portion of the program, other activities were provided for the students. Lectures by Illinois faculty members in Law, Comparative Literature, History, Political Science, and Art and Design were held twice weekly. Other scheduled activities including dances, sports events, receptions, dinners, field trips to nearby parks and recreational areas, and a one-day trip to Chicago. On their last day on campus, the group had an English proficiency post-test.

### Staff

The program staff at the University of Illinois comprised ten English teachers, a staff secretary, two activities coordinators, and the directors of the Office of Overseas Projects and Foreign Visitors and Intensive English Institute. Other Illinois staff had limited contact with the group as lecturers, researchers or residence hall managers.

### Facilities

The Urbana-Champaign campus of the University of Illinois occupies over 700 acres in central Illinois. It has over 180 major buildings, including excellent sports and recreation facilities and a hospital. The participants in this program were housed in the Illinois Street Residence Halls, an air-conditioned dormitory complex adjoining the central campus. Their meals were served in the cafeteria at the dormitory, and their classes were held in the Electrical Engineering building, which



is a ten-minute walk from the dormitory. The dormitory is situated on several major bus lines providing service to the entire twin-cities area of approximately 100,000 residents.

## Evaluation Procedures

### Evaluation Questions

The evaluation focused on several questions which evolved through discussions with the directors of the Office of Overseas Projects and Foreign Visitors, the Intensive English Institute, and the Division of Measurement and Research of the Office of Instructional Resources. Assistance on the formulation of these questions was also provided by personnel in the Center for Instructional Research and Curriculum Evaluation, the Division of English as a Second Language, and the Office of International Programs and Studies. These questions were addressed:

1. What are the perceived needs and expectations of the participants in this program?
2. What relative degree of achievement motivation and language learning motivation exists in the group?
3. What is the participants' relative level of English language proficiency?
4. Were significant gains in English language proficiency achieved?
5. What other knowledges and skills have the participants gained?
6. Which of the participants' needs and expectations are being met?
7. What differences exist in the participants' attitudes toward the different activities of the program?
8. Is the program staff adequate in number and quality?
9. Is the time frame appropriate?
10. What benefits accrue to the participating institutions?

These questions were determined to be most responsive to the needs of the audiences for the evaluation, and had their support. In addition, the answers to these questions provided information directly related to the objectives of the evaluation effort.

The answers to these questions may be interpreted from a number of different perspectives, including those of the professional language educator, the cross-cultural trainer, the institutions involved, and the participants. It is important to note that these different perspectives cannot always be recognized by a single evaluator. For this reason, the reader is encouraged to examine the data and their interpretation carefully, and recognize that alternative interpretations may be made.

### Sources of Data

In order to answer the evaluation questions, information from a number of sources was required. The primary source was the participants themselves. The staff of the English language component was another very important source, because of the amount of contact the teachers had with their students. A third source of information was the overall program staff, including the activities coordinators and the directors of the OPFV and IEI.

### Data Collection Instruments

Several types of information were required, and the instruments and methods used to gather it were necessarily varied. The perceived needs and expectations of the participants were assessed through the use of a short Needs and Expectations Questionnaire (NEQ). Data on the participants' English language proficiency was obtained through the administration of the English Placement Test (EPT) which was made available by the Division of English as a Second Language. Information regarding the participants' motivation was collected through the use of instruments adapted from those developed by Gardner and Lambert<sup>1</sup> for use with bilingual students (MOTQ). In order to obtain information relevant to the other evaluation questions, interviews were most appropriate. Two participants interview schedules and one staff interview schedule were prepared for this purpose. One final questionnaire, developed to assess the attitudes of participants toward aspects of other training programs at the University of Illinois, was used to gather general information from the participants (POUCQ). Copies of all of these instruments, with the exception of the EPT, which is a secure examination, are included in the Appendix.

### Data Collection Methods

The Needs and Expectations Questionnaire (NEQ) was given to all of the student participants upon arrival in Urbana. This short questionnaire simply asked the

<sup>1</sup>Gardner, Robert C. and Wallace E. Lambert, Attitudes and Motivation in Second Language Learning, Rowley, Massachusetts: Newbury House, 1972.

students to indicate their strongest and weakest areas in English, and the area which they felt would be most useful to them in their work. It also asked them to estimate the number of hours per week they expected to spend in various activities included in the program. The questionnaires were collected the next morning at the beginning of the first cultural research session.

The English Placement Test (EPT) was given to all students on June 30. It is a three-part test, with a multiple-choice section on structure, a cloze passage (a prose passage with selected words deleted), and a dictation. The EPT has been standardized, and has been shown to be a valid and reliable test of English proficiency. The EPT was also given to all students on July 22, at the end of their academic program.

The Motivation Questionnaire (MOTQ) was given to all students on July 1, at the first meeting of English classes. This questionnaire was an adaptation of five scales developed by Gardner and Lambert for use in their French-English bilingual projects. The adapted scales were translated and back-translated by native Japanese speakers, then duplicated in Japanese and given to the students. The sections of the MOTQ attempted to assess the motivation orientation and intensity of the students and their desire to learn English.

Three interview schedules were used in this evaluation. The first two were used in interviews with two random samples of 25 students each. These interview schedules differ slightly, but have several questions in common. The first sample of students was interviewed the week of July 6-10, the second the week of July 13-17. The interviews were all held in Wardall Hall Lounge in the Illinois Street Residence Hall complex. The interviews averaged 15 minutes. The entire staff of the program was also interviewed, using a third interview schedule. These interviews were held in the offices of OPFV, IEI, or by telephone, and averaged slightly longer, about 25 minutes.

The last source of information was a questionnaire which had previously been developed for use in the Program of Overseas University Collaboration, a training program for foreign university administrators. It asked the respondents to rate various aspects of their training program on an 8-point scale. This questionnaire (POUCQ) was

translated, duplicated, and given to all students after the last administration of the EPT, and was collected immediately.

Organization and Analysis of Data

Information from the NEQ was tabulated immediately and the results made available to the entire program staff on July 1. These results are illustrated in Figures 1 through 4. It may be seen that this group of students considered themselves to be strongest in the areas of reading and writing and weakest in the areas of speaking and listening. In addition, they felt that the areas of speaking and listening would be of greater usefulness to them in their studies and careers. Figure 4 shows that the students' expectations of the amount of time they would spend in the various activities of the program were about right, with the exception of hours spent in English class, which actually was over twice what they expected. This information was passed on to the teachers and staff with the expectation that it would help them to deal more effectively with the students' perceived needs and to understand more fully the expectations of the students regarding the program.

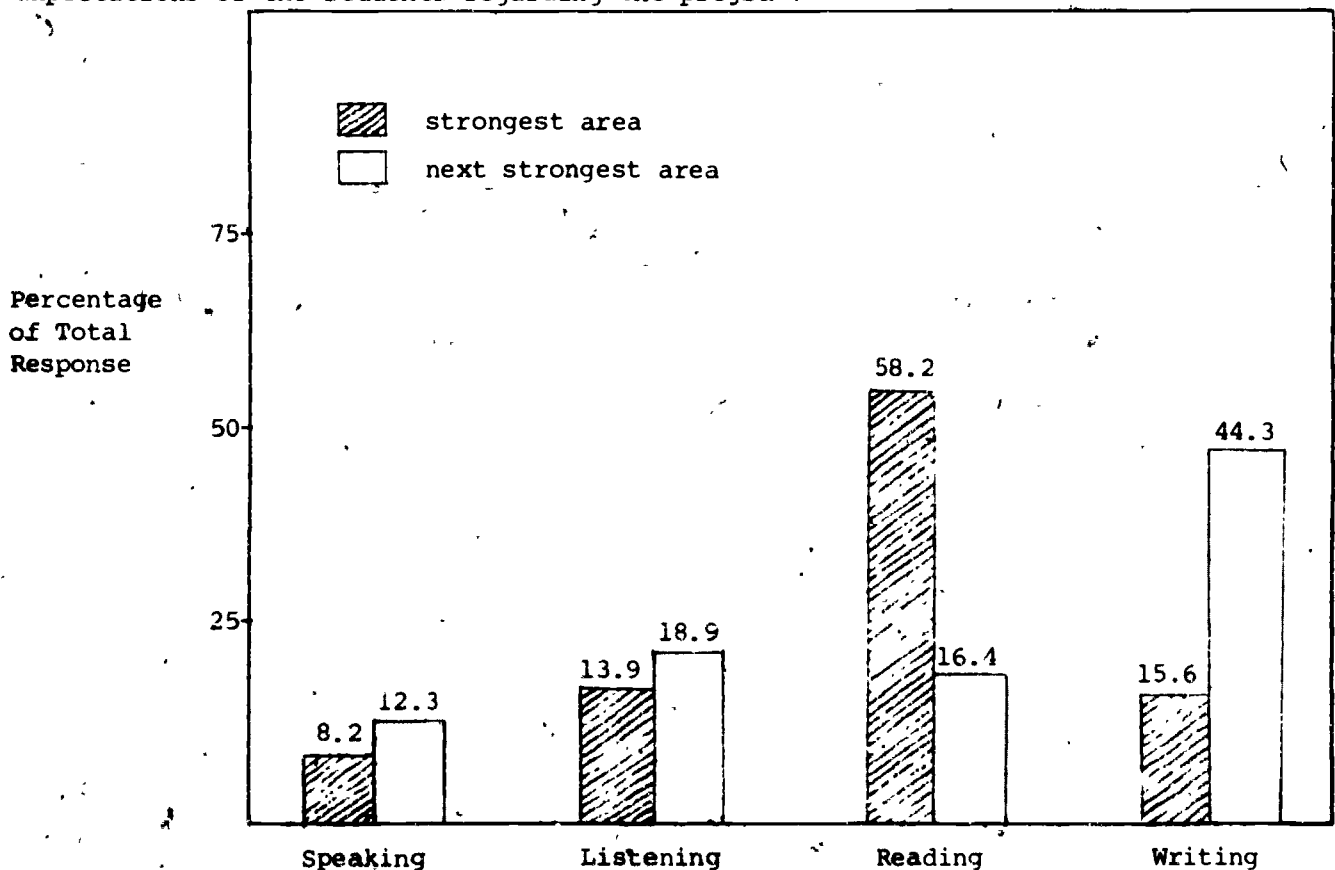


Figure 1 13

Students' Perceived Strength in Areas of English

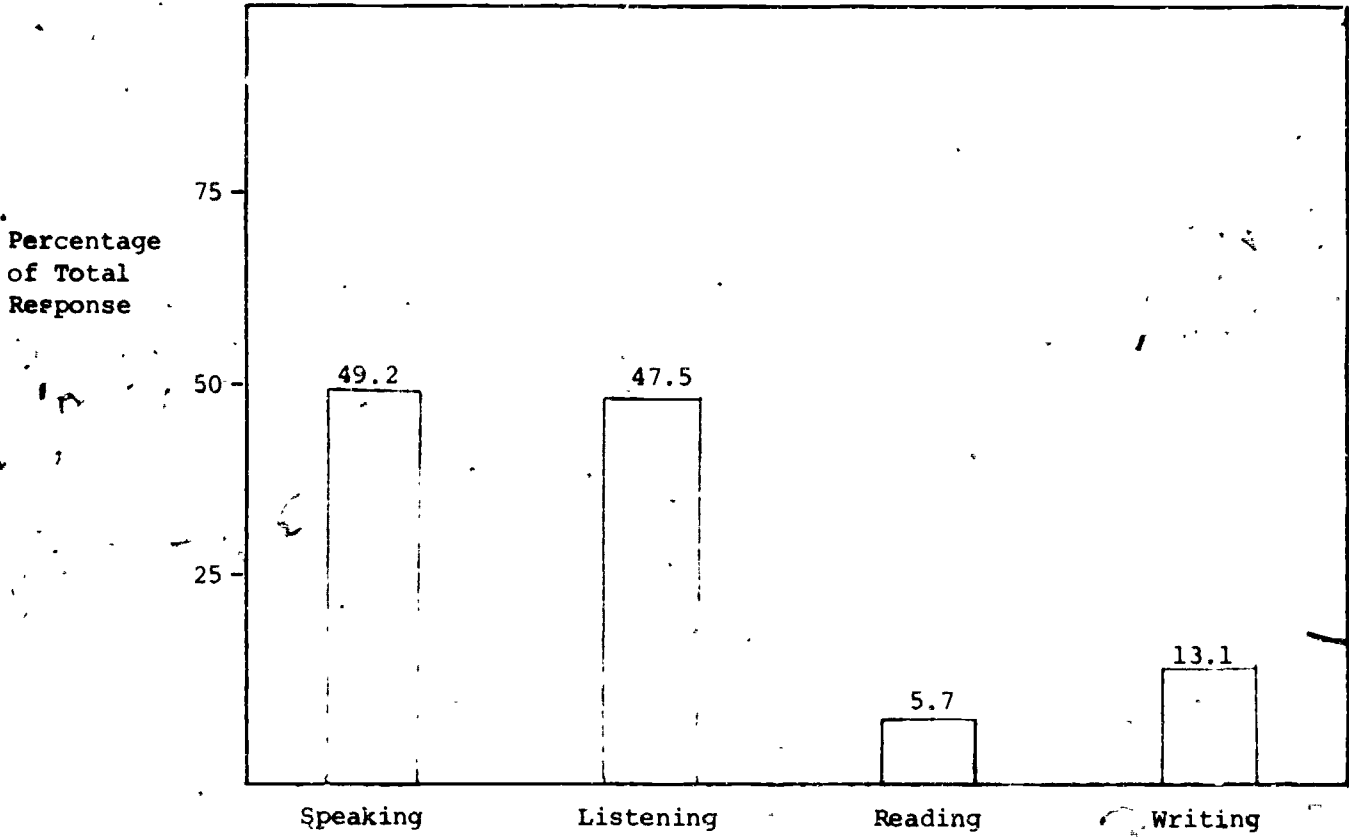


Figure 2  
Students' Perceived Weakness in Areas of English

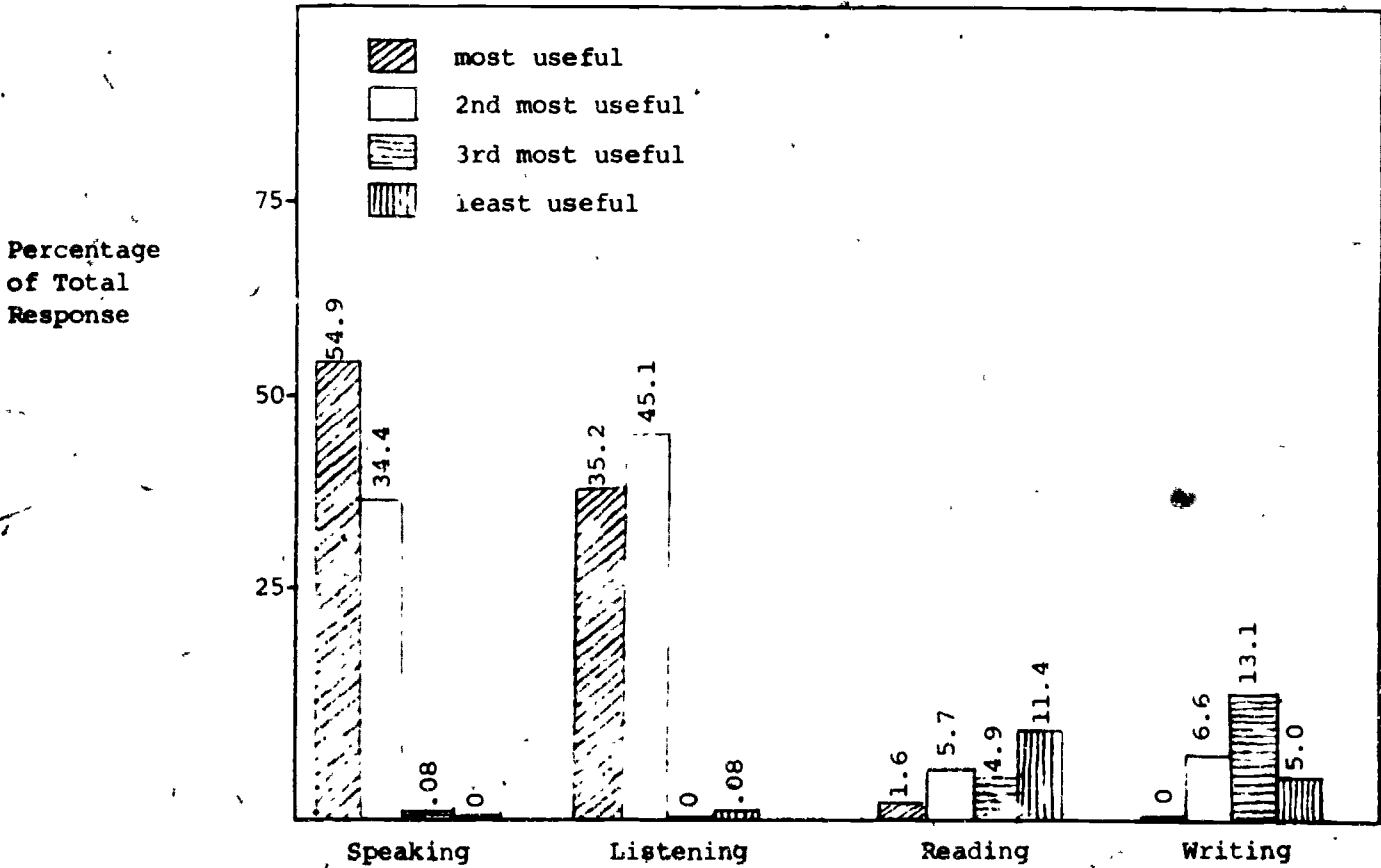


Figure 3  
14  
Students' Perceived Usefulness of Areas of English

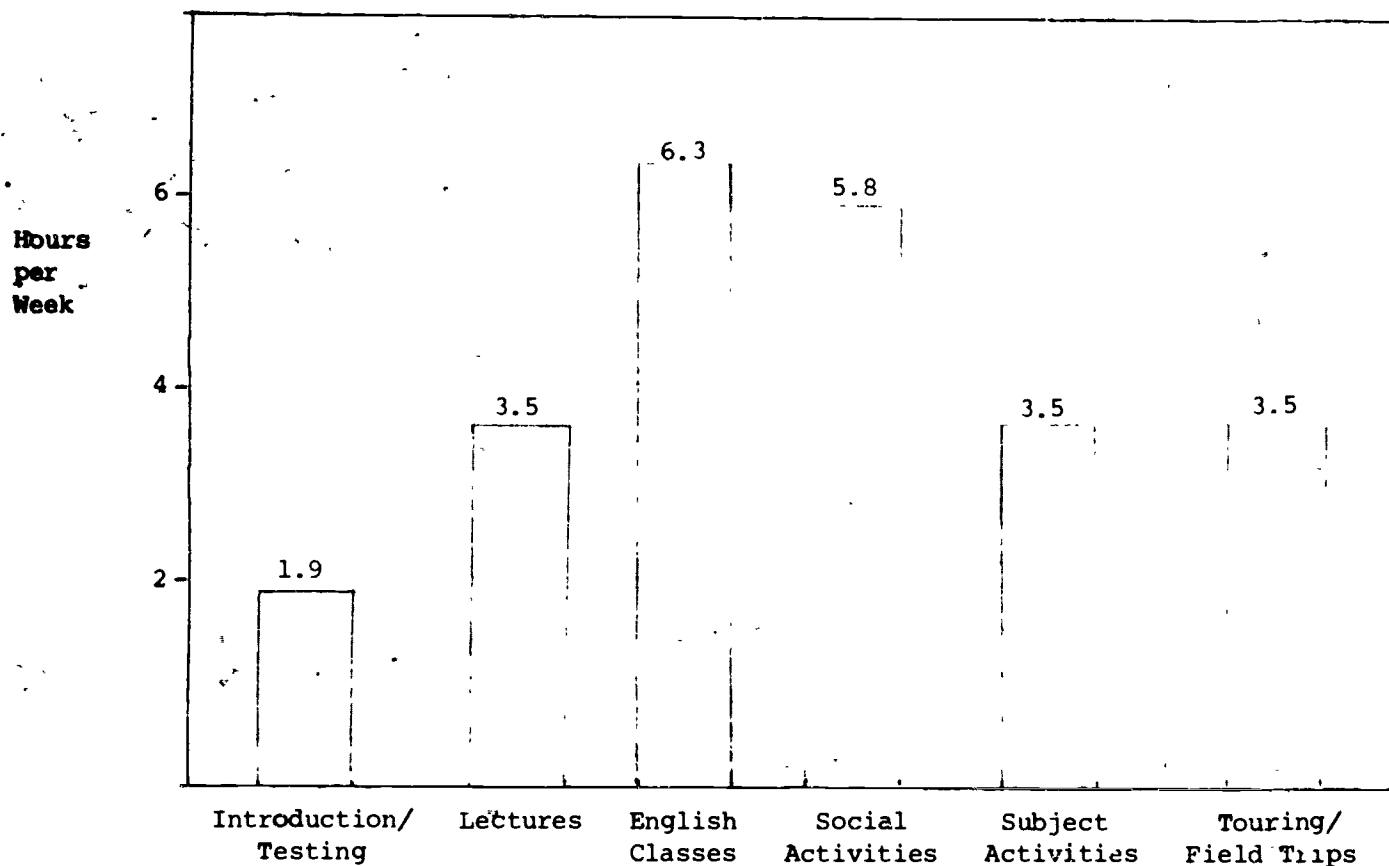


Figure 4  
Students' Expected Hours per Week in Program Activities

Data from the initial and final administrations of the EPT and from the MOTQ were available for all of the students. The MOTQ scores were divided into subscores on Sex, Motivation Orientation (2 scores), Motivation Intensity, and Desire to Learn English. These scores were analyzed, using the Control Data Corporation Cyber-175 computer at the University of Illinois, and the basic distribution statistics and correlations among the variables were computed. The SPSS software package was used in the analysis.<sup>2</sup>

The EPT total scores for this group of students ranged from 35 to 114, with pre- and post-test means of 65.78 and 70.51, respectively. An EPT score at this level

<sup>2</sup>Nie, N. H., C. H. Hull, J. G. Jenkins, K. Steinbrenner, and D. H. Bent. SPSS: Statistical Package for the Social Sciences. New York: McGraw-Hill, 1975.

would place a student in ESL 109, Remedial Grammar, the lowest course offered in the Division of English as a Second Language for students admitted to the University. The relative level of English proficiency represented by a score at this level is more than two standard deviations below the mean score of students who have taken the EPT in the past, who had achieved a minimum of 480 on the TOEFL (Test of English as a Foreign Language), and had been admitted to the University. The EPT was used to determine whether they needed any further coursework in English and to provide information on which placement decisions could be made.

The MOTQ subscores gave some indication of the type and level of achievement motivation and language learning motivation in the group of students, but the mean scores on the subscales were all within one standard deviation of the scales' midpoints, and thus have no statistical significance. The Motivation Orientation subscores both indicated a slight integrative motivation, as opposed to instrumental motivation. Basically, integrative motivation indicates a deeper interest in the language as a reflection of the culture and people who use it. Instrumental motivation indicates interest in the language as a tool to be used to achieve other goals. The Motivation Intensity subscore and the Desire to Learn English subscore were also very near the midpoints of the scales, indicating a moderate level of achievement and language learning motivation. Because this questionnaire has not been used in this form with other groups, it is impossible to interpret what the scores represent. In future programs, however, they should provide a basis for comparison.

Gains in mean scores on the subtests of the EPT were obtained by this group of students. The subtest and EPT total mean scores, expressed in raw score points and as percentages, are shown in Table 1. The gains in mean scores on each subtest and on the total EPT test were tested for significance using the t-test for dependent samples. This information is shown in Table 2.



	Pre-test		Post-test		Gain	
	Raw	%	Raw	%	Raw	%
Structure	58.68	58.70	62.10	62.10	3.42	3.40
Cloze	6.36	21.20	6.99	23.30	.63	2.10
Dictation	.74	5.30	1.42	10.10	.68	4.90
Total	65.78	45.60	70.51	49.00	4.73	3.30

Table 1  
Student Gains on English Placement Test

	Raw Score Gain	Critical t	Degrees of freedom	Significance
Structure	3.42	4.68	101	p < .001
Cloze	.63	2.25	101	p < .05 > .02
Dictation	.68	4.86	101	p < .001
Total	4.73	6.06	101	p < .001

Table 2  
Significance of Students' EPT Gain Scores

While significant gains in English language proficiency were obtained for the group during their short stay, a strong relationship between motivation and these gains was not established. Pearson product-moment correlation coefficients illustrating the relationship are shown in Table 3. In addition to these low and even negative correlations, multiple regression analysis revealed that the motivation of the students accounted for only about 3% of the total gain.

	Motivation Orientation 1	Motivation Orientation 2	Motivational Intensity	Desire to Learn English
Structure Gain	-.15	.04	-.13	-.06
Cloze Gain	.05	-.11	.19	.12
Dictation Gain	-.04	.08	.03	.13
Total Gain	-.13	.04	-.05	.00

Table 3  
Pearson Product-Moment Correlations Between EPT Gain and Motivation Scale Scores

Interviews of the two samples of students yielded information which was compiled and categorized in order to help describe the program and respond to the evaluation questions.

The students in this program were most often from the city, and their families could be characterized as middle to upper middle class. More than half of those interviewed expressed interest in American and Japanese history, and about a third expressed interest in American and Japanese art. About three-fourths of the group gave international relations as their major subject area, with the remainder divided about equally between economics and Japanese literature. They expected the program to be most valuable to them in the areas of English (90%), social relationships (60%), and academic or professional areas (45%). About one-fourth said they would benefit by learning a new game or sport while they were here.

All of the students interviewed said they felt the program was valuable to them. When asked why, two-thirds of them said that their English would improve, one-third said the experience in America was beneficial, and about one-half said that contacts with Americans were valuable. When asked about the value of specific areas of the program, virtually all of the students mentioned the English classes, about one-half mentioned the social activities, and about one-third mentioned tours and trips as beneficial. Only about one-fifth mentioned the lectures as an important program component, and very few felt that the initial orientation and testing or subject area activities were very important.

When questioned about the staff of the program, the students ranked the IEI teaching staff 90% excellent or good (70% excellent), the administrative staff 90% excellent or good (50% excellent), and coordinators 75% excellent or good (50% excellent). They rated the lectures 75% good or fair (20% excellent).

Regarding the size of the staff, about two-thirds of the students said it should be larger. About 80% said the group should be smaller. The students interviewed were about evenly divided on whether the program should be longer. Of those who felt it should be longer, about half suggest two months, about one-third suggested a 3-month program.

Almost 90% of the students interviewed said that they had adjusted well to the community and culture of Urbana-Champaign. Of those who said they had adjusted well, the most common reasons given were that there were plenty of opportunities for conversation, that Americans were kind and polite, and that the university campus was large, open, and clean. Of those who felt that they had not adjusted well, the most common reasons given were that there were too many Japanese here and that they had communication problems and difficulty in making friends.

When asked to comment on strengths of the program, the students interviewed mentioned the good teaching staff and small classes most often. They also frequently mentioned the opportunities for conversation with Americans. The physical facilities such as the dormitory and recreation facilities were also mentioned. The students mentioned four weaknesses of the program with equal frequency -- that there were too many Japanese, that their schedule was too full, that the lectures were not understandable, and that the food in the dormitory was unfamiliar and too sweet. Other comments of the students interviewed included a need for more communication with Americans on an informal basis, and more contact and information about American family life and customs.

Interviews with the staff of the program yielded information which was also compiled and categorized in such a way as to increase understanding of the program and to address the evaluation questions.

The English teaching staff reported a great variety of work experience, most commonly ESL teaching in the U.S. and overseas, but including ESL program administration, elementary and secondary teaching, and private tutoring. The staff, on the average, had over 11 years' teaching experience, and over 3 years' overseas teaching experience. All hold Masters' degrees in TESL or linguistics, and several are doing Ph.D. work in these areas.

The program coordination staff members had much less experience, averaging about 2 years' contact with foreign students or cross-cultural programs. The coordinators' experience was in the areas of recreational programming, living abroad, and ESL teaching.

The ESL teaching staff reported that program planning and curriculum development activities began one week prior to the arrival of the students, on June 22. On that date, the teaching staff met, and the basic design of the program was outlined by the IEI director. The staff divided itself according to personal preference for high or low level classes in reading or oral communication areas. The five teachers in each area then met together for the remainder of the week to plan and develop the curriculum for that area. All of the teachers said that the time frame for these activities was adequate, given the qualifications and experience of the staff.

The coordination staff reported beginning work on program development as early as April 30, but little was done until the middle of May. They did not consider the time frame to have been adequate for the program planning activities which had to be carried out.

All of the English teaching staff considered their salaries to be adequate for the work they did. Most of the teachers, however, would have preferred payment to have been in two equal payments. Due to the timing of the program, the teachers were paid in two unequal payments, the smaller one first, which created financial problems for some of them. The teachers were very positive about the quality of their colleagues, and rated both cooperation among the teaching staff and the secretarial support as excellent.

The coordination staff was divided regarding the adequacy of the salary, but agreed that the timing of payment was suitable. It should be noted that the coordination staff members were 50% time graduate assistants (approximately \$1000 total), while the ESL teaching staff were full-time Visiting Teaching Associates (approximately \$2000 total).. The coordination staff was also divided as to its own qualifications. They rated their cooperation as adequate, but it was much lower than that reported by the ESL teaching staff.

The program staff generally felt that the size of the group of students was suitable. All those who did not agree felt that the size should be smaller. All felt that the program should be longer, and over three-fourths felt that a 6-week program

would be about the right length. Regarding the physical facilities, the staff felt that the Electrical Engineering Building was not the best place to have English classes during the summer, because the building is not air-conditioned, most of the classrooms have immovable chairs, and access to video equipment is very difficult to arrange.

The staff rated the motivation of the group of students as slightly better than average. All felt that the students' proficiency in English had improved during the program, specifically in the areas of listening and speaking. They also felt that the students had gained other knowledges and skills during the program, and mentioned social interaction skills and strategies, independence, and confidence in their ability to communicate in English.

The staff members felt that the program was of benefit to them in a number of ways. First of all, they considered it to have been a valuable learning experience which was both enjoyable and increased their cultural sensitivity. They also felt that it had broadened their perspectives on cross-cultural education.

They felt that it benefited the students primarily in giving them a good cross-cultural experience and contact with native speakers of English. They also felt that the students had enjoyed themselves and that the program had increased their independence.

The program staff felt that the University of Illinois had benefited from the program by having international students on campus, by increasing international contacts and exposure, and by increasing the possibility for more programs of this sort.

They felt that Nihon University benefited by improving the quality and experience of its students. Nihon also probably benefited, according to the program staff, by having such a relationship with the University of Illinois. The staff also felt that the programs increased the international contacts and exposure of Nihon University, and increased faculty-student cooperation in the College of International Relations. Obviously, this is a biased viewpoint. It indicates a need for additional sources on this particular question.

The program staff felt that the major strengths of the program were the IEI staff and curriculum. They also felt that the IEI administrative staff had done an excellent

The major weaknesses mentioned by the program staff were the lectures and lack of communication between the coordinators and the IEI staff. They also suggested increased staff-student and student-American social contacts, a more careful definition of what the program should be, and a program of greater length.

The interviews of students and staff helped to bring the program more into focus. A great deal of important information was obtained which is directly related to the evaluation of the program and to suggestions for improving future programs of this kind.

Information from the final Program of Overseas University Collaboration Questionnaire was analyzed and means computed for each of the questions. The information from this questionnaire is illustrated in Figure 5.

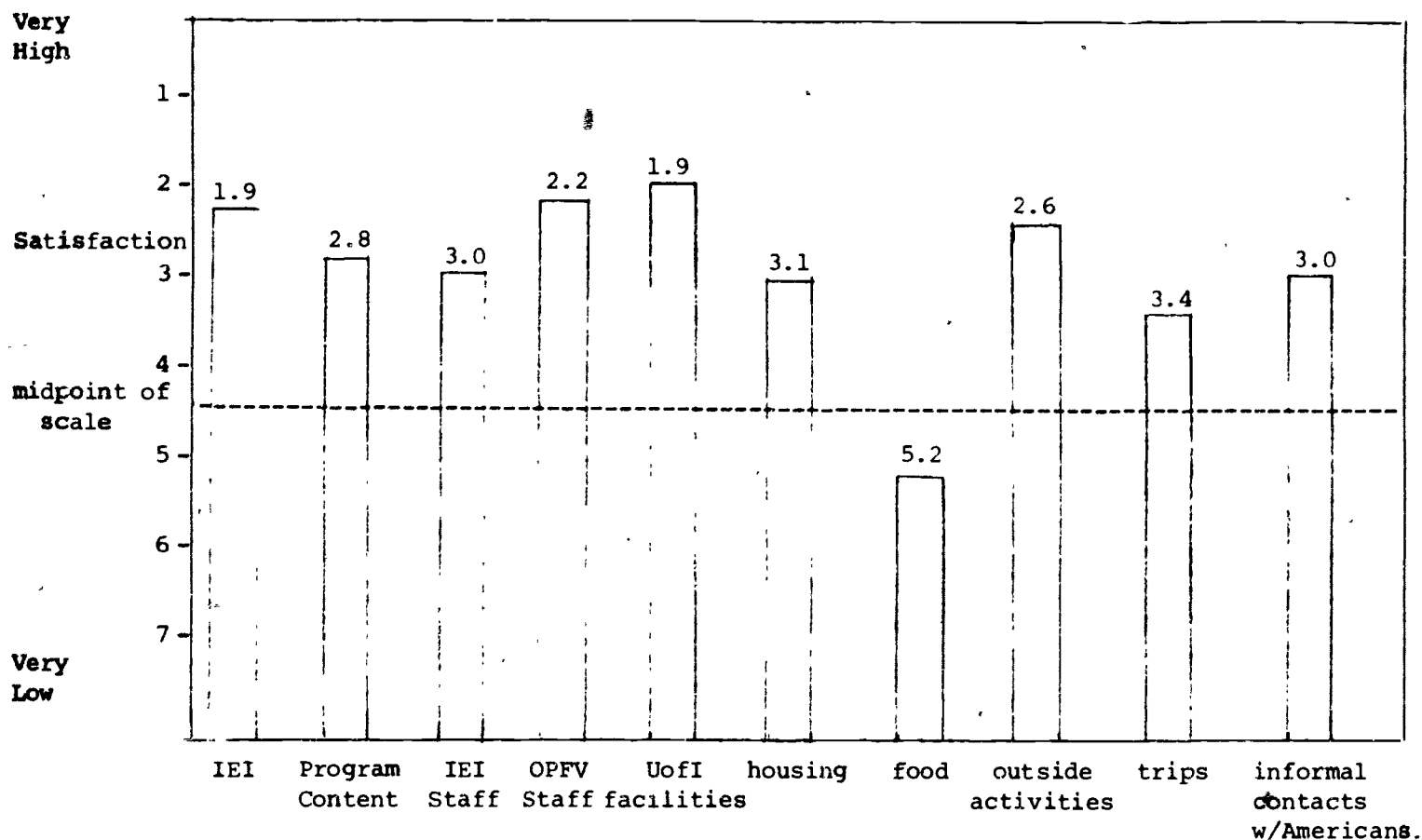


Figure 5  
Students' Satisfaction with Program Components

The results of this questionnaire indicate that in general, satisfaction with the program components was very high. The only area which was not satisfactory was the food which was served in the dormitory.

### Validity of Information

It is particularly important that the validity of the measurement instruments and procedures be established vis-a-vis the objectives and content of the program, and assessed in relation to the evaluation questions posed for the evaluation.

Some of the measures and procedures used in this evaluation were developed or adapted for this specific program. Others are widely used for programs of this type.

The NEQ (see Appendix) was developed for this program. Its validity depends entirely upon the willingness of the respondents to answer honestly regarding their perceived strengths and weaknesses in English, the perceived usefulness of particular areas of English, and their expectations regarding the content areas of their program. It was administered before the program began, the respondents were assured that their answers would remain confidential, and they were informed that the information would be used to help make the program more responsive to their needs. The questionnaire was intended to gather information about the needs and expectations of the participants, and appears to have produced valid information in these areas.

The EPT battery used in this evaluation was developed during the spring and summer terms, 1979, and was originally validated and normed with 195 foreign students entering the University of Illinois in fall, 1979. It has since been cross-validated and standard score placement norms established with 270 foreign students entering the University of Illinois during the 1980 school year. The EPT battery was developed for the purpose of making ESL placement decisions.<sup>3</sup> Its use for assessing the language proficiency of the participants in this program seems warranted. It should be noted that no grades were assigned to the program participants. For this reason, it may be assumed that they were not under any great pressure to achieve gains in their EPT scores.

<sup>3</sup> Chman, Lyle F. Personal Communication Regarding the EPT.

The MOTQ (see Appendix) was adapted from scales developed by Gardner and Lambert in studies involving cross-cultural second language programs in Canada, Maine, Louisiana, and the Philippines. The scales were originally developed to assess motivation to learn French among native English speakers. Therefore, their appropriateness for the purposes of this evaluation may be questioned. The MOTQ was included in the evaluation procedures as the best available method for estimating the type and degree of motivation which existed in the group. However in measures of this sort, the "response set," or tendency to answer in a socially acceptable way, is often operant, so the responses of the students may be suspect.

All of the interview schedules (see Appendix) were developed specifically for the participants in this program. The questions were intended to reveal information relevant to the evaluation questions. Many of the same questions were asked of all the groups, in order to provide information on differences in perspectives of the groups. The respondents were assured of the confidentiality of their responses, and recognized that the information they supplied was to be used to increase understanding of this program and to improve future programs of this type.

The POUQC (see Appendix) was intended to provide a general measure of the participants' satisfaction with specific areas of their program. It was administered following the final English testing session. Like the other attitude measures, its accuracy depends on the participants' forthrightness. The participants' names were not required on this questionnaire, and the program had come to an end. It may thus be assumed that the responses on the POUQC reflect their true feelings about the program.

#### Reliability of Information

Since most of the instruments and procedures used in this evaluation were developed or adapted for this particular program, very little information on the reliability of the measures is available. It is impossible at this point to determine the consistency which could be expected among similar observations using these instruments. In order to overcome this lack of information regarding the reliability of the instruments used, and also to improve the validity of the information obtained, a



number of different instruments and procedures was used. Information on the reliability of the EPT is available. Estimated reliabilities for the test, based on the 1980 norm group (N=270), are as follows: Structure, .969; Cloze, .776; Dictation, .948; EPT total, .912.<sup>4</sup>

#### Conclusions Regarding Procedures

The procedures used in this evaluation, which have been described in detail, appear to be adequate. However, there are some areas which might be improved. First, it would be helpful to have had other sources of information, particularly from Nihon University, regarding the program's benefits to the participating institutions. Second, the questionnaire on motivation does not appear to have been adequate for assessing the motivation of the participants. Perhaps the fact that the questionnaire was an adaptation is reflected in the absence of correlations with English proficiency test score gains. Third, the reliability of the instruments and procedures needs to be established. Generally, however, the procedures used seem to be responsive to the needs of the audiences in providing information on which judgments may be based.

<sup>4</sup>Bachman, Lyle F. Personal Communication Regarding the EPT.

## Conclusions and Recommendations

### Conclusions Regarding Evaluation Questions

1. The participants expected a program stressing English language training and social activities involving Americans. They expressed a need for practical communication practice in situations relevant to their career goals.
2. Achievement motivation and second language learning motivation among group members appears to have been only slightly above average, and shows little relation to English proficiency increases.
3. The relative entering level of English language proficiency of the group was lower than expected.
4. Significant gains in English language proficiency, as measured by the EPT, were achieved by the group.
5. Participants gained knowledge and skills in interpersonal communication, cultural sensitivity, independence, and confidence in their ability to use English.
6. The participants' needs in the areas of speaking and listening were adequately met by the IEI program in English. The opportunities for social interaction with Americans were not numerous enough. Their needs and expectations in other program areas appear to have been met.
7. The participants were particularly impressed with the IEI program in English, but felt that the lectures were of little use. They also felt that more opportunities for informal interaction with Americans should have been provided.
8. The program staff, especially the English teaching staff, was adequate in number and quality.
9. The time frame of the program was adequate, but probably should be lengthened by about two weeks for optimum results.
10. The participating institutions may be expected to benefit from this program through increased international contacts and improvement of student and staff quality and experience.

### Recommendations

1. More detailed information regarding the content of the program should be provided to the students before they arrive on campus. This should help to avoid discrepancies between expectations and actual program activities.

2. Since motivation as measured by the MOTQ does not appear to have been a significant factor in EPT gains, either another means of assessing motivation should be considered, or the entire question of motivation dismissed as relatively unimportant for the evaluation of this program. If a similar method is used to assess motivation, it is necessary to have "baseline" data on Japanese students in general for comparison.
3. Information regarding the level of English proficiency of the group should be provided to the IEI prior to the students' arrival on campus. This will enable the staff to provide a curriculum which is more responsive to their needs.
4. The opportunities for informal social interaction between participants and Americans should be expanded.
5. The high quality of the IEI staff should be maintained with high priority.
6. The content and presentation of the lecture series should be carefully revised in order to make the lectures understandable to the students and more directly related to their career interests. This revision should be based on more information from Nihon University.
7. The coordinating staff should take care to include the IEI staff in informal and formal meetings with the students, and should improve the exchange and dissemination of information among all persons concerned with the program. In addition, the coordinating staff should have a designated leader to avoid duplication of effort and establish specific areas of responsibility. Finally, the coordinating staff should make every effort to increase the cross-cultural contacts provided for the participants.
8. The length of the program should be increased to six weeks.
9. Some arrangement should be made to provide Japanese-style food occasionally.

Generally, this program appears to have been a very successful one. The results obtained indicate that it should be continued with few modifications. The satisfaction of both student and staff participants was very high, and it appears that all concerned were very happy with the experience it provided.

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# University of Illinois at Urbana-Champaign

Office of International Programs and Studies  
PROGRAM OF OVERSEAS UNIVERSITY COLLABORATION

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Urbana, Illinois 61801  
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## NEEDS AND EXPECTATIONS QUESTIONNAIRE

(check one)

NAME: \_\_\_\_\_ Japanese Literature \_\_\_\_\_  
International Relations \_\_\_\_\_

**DIRECTIONS:** This questionnaire asks you to indicate those areas of English which you feel are your strongest, your weakest, and which will be most useful to you in your career. It also asks what amounts of time you expect to spend in the different areas of the summer program. This information is for our use only, and will not be used for grades or be released to anyone else. Please return it to Dan Robertson tomorrow morning at the Cultural Adjustment Research Session.

1. What are your two strongest areas in English? (strongest = 1, next to strongest = 2)

- \_\_\_\_\_ Speaking
- \_\_\_\_\_ Understanding Speech
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Writing

2. What is your weakest area in English? (use a ✓ mark)

- \_\_\_\_\_ Speaking
- \_\_\_\_\_ Understanding Speech
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Writing

3. Which areas of English do you feel will be most useful to you in your work after college? (most useful = 1, next most useful = 2, etc.)

- \_\_\_\_\_ Speaking
- \_\_\_\_\_ Understanding Speech
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Writing

4. What amount of time do you expect to spend in these activities during your program at Illinois? (use hours per week)

- \_\_\_\_\_ hrs/wk Introduction to program and testing
- \_\_\_\_\_ hrs/wk Attending lectures by Illinois faculty
- \_\_\_\_\_ hrs/wk Studying English in class
- \_\_\_\_\_ hrs/wk Optional social activities (such as, sports, dancing, picnics)
- \_\_\_\_\_ hrs/wk Optional subject area activities (university departments)
- \_\_\_\_\_ hrs/wk Touring (bus trips, tours)

THANK YOU FOR YOUR HELP!

Welcome to the 1981 Overseas Summer Training Program. We hope that this program will be interesting and valuable to you. In order to help us judge the effectiveness of the program, we would like to get some information from you regarding your feelings about the program and studying English. This is not a test. There are no "right" or "wrong" answers. Your teachers will not see your answers to the questions, and they will not be used to assign grades of any kind. Please answer the questions as accurately as you can. Thank you.

Directions: Here is a statement with four possible answers given. Read the statement and then rank the answers from "1" to "4" as they refer to you. Mark "1" for the answer that is most applicable to you, "2," the next most applicable, and so on. If you have some reason that is not included in the answers, write it in the space after "e." If you include a personal reason, your rankings will be from "1" to "5."

I am studying English because:

- a. I think it will be useful in getting a good job someday.
- b. I think it will help me to understand American people and their way of life.
- c. It will allow me to meet and communicate with more and varied people.
- d. A knowledge of two languages will make me a better educated person.
- e. \_\_\_\_\_

Directions: Here are four reasons frequently given by students for studying English. Read each reason carefully and indicate how well it describes your feeling about studying English. Put an "X" anywhere on the line to indicate how well the reason describes your feeling.

I am studying English because:

- a. I think it will be useful in getting a good job someday.  
 NOT MY FEELING \_\_\_\_\_ DEFINITELY  
 AT ALL \_\_\_\_\_ MY FEELING
- b. One needs a good knowledge of at least one foreign language in order to gain social recognition.  
 NOT MY FEELING \_\_\_\_\_ DEFINITELY  
 AT ALL \_\_\_\_\_ MY FEELING
- c. I feel that no one is really educated until he is fluent in the English language.  
 NOT MY FEELING \_\_\_\_\_ DEFINITELY  
 AT ALL \_\_\_\_\_ MY FEELING
- d. I need it in order to finish my university work.  
 NOT MY FEELING \_\_\_\_\_ DEFINITELY  
 AT ALL \_\_\_\_\_ MY FEELING

Directions: Here are four reasons frequently given by students for studying English. Read each reason carefully and indicate how well it describes your feeling about studying English. Put an "X" anywhere on the line to indicate how well the reason describes your feeling.

I am studying English because:

- a. It will help me to understand the American people and their way of life better.

NOT MY FEELING  
AT ALL \_\_\_\_\_ DEFINITELY  
MY FEELING

- b. It will help me gain good friends more easily among English-speaking people.

NOT MY FEELING  
AT ALL \_\_\_\_\_ DEFINITELY  
MY FEELING

- c. It should help me to begin to think and behave like the Americans do.

NOT MY FEELING  
AT ALL \_\_\_\_\_ DEFINITELY  
MY FEELING

- d. It will allow me to meet and communicate with more and varied people.

NOT MY FEELING  
AT ALL \_\_\_\_\_ DEFINITELY  
MY FEELING

Directions: Please answer these questions by placing an "X" in the space to the left of the statement which applies to you.

- Compared to others in my English classes, I think I:
  - do more studying than most of them.
  - do less studying than most of them.
  - study about as much as most of them.
- I think about the words and ideas that I learn about in my English classes:
  - once in awhile.
  - hardly ever.
  - very frequently.
- If English was not taught in this school, I would probably:
  - not bother learning English at all.
  - try to find English lessons somewhere else.
  - try to learn English in everyday situations (for example, read English books and newspapers, try to speak English when possible, and go to English language movies).
  - none of these (explain) \_\_\_\_\_
- On the average, I spend about the following amount of time doing home study in English: (include all English homework)
  - four hours per week.
  - one hour per week.
  - seven hours per week.
  - none of these (Give approximate number of hours per week: \_\_\_\_\_ hours.)
- Considering how I study English, I would say that I:
  - do just enough work to get along.
  - will pass because of luck or intelligence because I do not work very hard.
  - really try to learn English.
  - none of these (explain) \_\_\_\_\_
- After I finish my university work, I will probably:
  - try to use my English as much as possible.
  - make no attempt to remember my English.
  - continue to improve my English (for example, daily practice, night school, etc.)
  - none of these (explain) \_\_\_\_\_



**Directions:** Please answer these questions by placing an "X" on the line or in the space to the left of the statement which applies to you.

1. Place an "X" anywhere along the line to indicate how much you like English compared to all your other courses:

ENGLISH IS MY  
LEAST PREFERRED  
COURSE \_\_\_\_\_

ENGLISH IS MY  
MOST PREFERRED  
COURSE \_\_\_\_\_

2. When you have an assignment to do in English, do you:
- a. do it immediately when you start your homework
  - b. become completely bored
  - c. put it off until all your other homework is finished
  - d. none of these (explain) \_\_\_\_\_

3. During English classes, I:
- a. have a tendency to daydream about other things.
  - b. become completely bored.
  - c. have to force myself to keep listening to the teacher.
  - d. become completely interested in the subject.

4. If I had the opportunity and knew enough English, I would read English newspapers and magazines:
- a. as often as I could
  - b. fairly regularly
  - c. probably not very often.
  - d. never.

5. After I have been studying English for a short time, I find that I:
- a. have a tendency to think about other things.
  - b. am interested enough to get the assignment done.
  - c. become very interested in what I am studying.

6. If I had the opportunity to change the way English is taught in my university, I would:
- a. increase the amount of English training required.
  - b. keep the amount of English training as it is.
  - c. decrease the amount of English training required.
7. I believe English should be:
- a. taught to all university students
  - b. taught only to those students who wish to study it.
  - c. omitted from the university curriculum.
8. I find studying English:
- a. very interesting.
  - b. no more interesting than most subjects.
  - c. not interesting at all.

1981年度 Overseas Summer Training Programによろこそ、私達はこのプログラムが等しくかつ価値あるものであることを祈ります。このプログラムの効果を判断するために皆みなさんのこのプログラムに対する気持ちや英語の勉強について知りたいと思っております。これはテストではありません。正しい答と 誤った答とはありません。あなた先生がこの結果を見ることもありませんし、成績がつけられることもありません。ですから自由にそして正確に答えて欲しいと思います。御協力に感謝いたします。

答え方：質問の下に4つの答が用意されています。  
 質問をよく読み、自分にあてはまっていると  
 思われる順に(1)から(4)までの番号を左の  
 欄に書き入れて下さい。a, b, c, dの答の  
 うち最も自分にあてはまる答には(1)、次に  
 あてはまる答には(2)となります。下記の答の  
 中に自分に適している答がない時はeの  
 スペースに自由に答をかいて下さい。eのスペース  
 を使うなら、eをふくめて(1)から(5)までの  
 番号を書き入れて下さい。

私が英語を勉強している理由は：

- \_\_\_ a. 将来良い仕事につくのに役立つから。
- \_\_\_ b. アメリカの人々や文化を理解するのに役立つから。
- \_\_\_ c. いろいろな人々と会い話しあうのに役立つから。
- \_\_\_ d. 2か国語を知ることが教養を身につけることだから。
- \_\_\_ e. \_\_\_\_\_

答え方：下記の4つは英語を勉強する理由と  
 してよくあげられますが、よく読んで、  
 あなたの気持ちをも最も表わしていると思  
 われる程度のところにX印をつけて  
 下さい。

私が英語を勉強している理由は：

- a. 将来良い仕事につくのに役立つから  
 全然そう 全くそう  
 思わない \_\_\_\_\_ 思う
- b. 社会的に認められるには少なくとも1つの外国語を知って  
 いる必要があるから  
 全然そう 全くそう  
 思わない \_\_\_\_\_ 思う
- c. 英語を流ちょうにしゃべらなると教養があると言えないから。  
 全然そう 全くそう  
 思わない \_\_\_\_\_ 思う
- d. 大学を卒業するのに必要だから。  
 全然そう 全くそう  
 思わない \_\_\_\_\_ 思う

答え方: 下記の4つは英語を勉強する理由としてよくあげられますが、よく読んであなたの気持ちをもっと表わして113と思われる程度のところにはX印をつけて下さい。

私が英語を勉強している理由は:

a. アメリカの人々や文化を理解するのに役立つから。

全然そう  
思わない

全くそう  
思う

b. 英語を話す人々と良い友人になるのに役立つから。

全然そう  
思わない

全くそう  
思う

c. アメリカ人と同じように考え、行動するのに役立つから。

全然そう  
思わない

全くそう  
思う

d. いろいろな人と会い話しあうのに役立つから。

全然そう  
思わない

全くそう  
思う

答え方: 質問の下に3つ答が用意されています。最も適していると思われる答の左にX印をつけて下さい。

1. あなたの英語のクラスの人達と比べて、自分は:

\_\_\_ a. たいしての人より、もっと勉強している。

\_\_\_ b. たいしての人と比べて、勉強していない。

\_\_\_ c. たいしての人とF. くらい勉強している。

2. クラスで習った語彙や觀念について考えることがある。

\_\_\_ c. 時々(考える)

\_\_\_ b. ほとんど(考えない)

\_\_\_ c. よく(考える)

3. この学校で英語が教えられるようになったら、自分はたぶん:

\_\_\_ a. 英語はじめてめんどろなので勉強しない。

\_\_\_ b. 他所で英語のレッスンを受ける

\_\_\_ c. 毎日どうにかして英語を習おうとする(例えば、

英語の本や新聞をよんだり、出来るだけ英語を話したり、英語の映画に行ったりする)

\_\_\_ d. その他(説明して下さい。)

4. 家で英語の勉強に平均何時間位費しますか。

(英語の宿題も含めて)

- \_\_\_ a. 1週間に4時間
- \_\_\_ b. " 1時間
- \_\_\_ c. " 7時間
- \_\_\_ d. その他(たいたい)1週間に\_\_\_時間)

5. 英語の勉強に関して、自分は:

- \_\_\_ a. パスできれば"よい"くらいに勉強している。
- \_\_\_ b. それ程一生懸命には勉強してはいないが、遅か  
い良かったり、物わかりの良くてパスしている
- \_\_\_ c. 一生懸命にマスターしようとしている。
- \_\_\_ d. その他(説明して下さい) \_\_\_\_\_

6. 大学が暮つたら、自分はたぶん:

- \_\_\_ a. 出来るだけ英語を使おうとする。
- \_\_\_ b. 英語を覚えておこうとは特に思わない。
- \_\_\_ c. 自分の英語をみがきつける(毎日練習したり、  
夜学校にいったりする)
- \_\_\_ d. その他(説明して下さい) \_\_\_\_\_

答之方: 自分に最もあつていると思われるところに

X印をつけて下さい。

1. 他の教科と比べて英語がどれほど好きか、その程度を  
表わすところにX印をつけて下さい。

英語が一番 \_\_\_\_\_ 英語が一番  
好き \_\_\_\_\_

2. 英語の宿題が出た時、自分は:

- \_\_\_ a. 他の宿題よりもまずそれをやる。
- \_\_\_ b. とこもウツサリやる
- \_\_\_ c. 他の宿題をやつてしまつて、とこあけ(最後にやる)
- \_\_\_ d. その他(説明して下さい) \_\_\_\_\_

3. 英語の授業中、自分は:

- \_\_\_ a. 他の事ばかりを考へてしまう。
- \_\_\_ b. うんざりしてしまう。
- \_\_\_ c. 先生の言つてゐることに注意を傾けるのに  
努力がいる。
- \_\_\_ d. 授業にとこも興味が持てる。

4. 機会とそれだけの能力とがあつたなら、私は英字新聞や雑誌を読む。

- \_\_\_a. 時間が許すかぎり
- \_\_\_b. 規則的に
- \_\_\_c. たぶんそれほどに読みはじ
- \_\_\_d. 全然

5. 私は今英語を勉強していると、自分は：

- \_\_\_a. よく他の事ごとを考へている。
- \_\_\_b. 宿題をちゃんとやりとげるくちにはやる。
- \_\_\_c. やつていることにとても興味を覚える。

6. 自分の大学での英語教育の方針や方法を自分で変へることが出来るなら：

- \_\_\_a. 必修の英語の時間を減らす。
- \_\_\_b. 今までの時間より
- \_\_\_c. 今までのより時間を増やす。

7. 英語は：

- \_\_\_a. 大学生全部が学ぶべきだ。
- \_\_\_b. 学ぶたい人たちに教へるべきだ。
- \_\_\_c. 大学のカリキュラムからはずすべきだ。

8. 私にとって英語の勉強は：

- \_\_\_a. とてもおもしろい
- \_\_\_b. 他の教科と同じで特に興味を持てることも持たないとも言えない
- \_\_\_c. 全然おもしろくない。



**PARTICIPANTS INTERVIEW SCHEDULE 2**

1. Name

2. Sex/Age

3. Subject Area                      International Relations \_\_\_\_\_  
    Japanese Literature            \_\_\_\_\_  
    Economics                            \_\_\_\_\_

4. Do you think your program is valuable and will be helpful to you in the future? Why or why not?

5. Which areas of the program do you feel are most beneficial?

- \_\_\_\_\_ Initial orientation
- \_\_\_\_\_ English language program
- \_\_\_\_\_ Lectures
- \_\_\_\_\_ Social activities
- \_\_\_\_\_ Subject area activities
- \_\_\_\_\_ Touring

6. Do you feel that the program should be longer?

7. Please rate the staff of this program/s components:

Administrative staff of Overseas Projects

Excellent \_\_\_\_\_ Poor

Intensive English Institute Staff

Excellent \_\_\_\_\_ Poor

Lecturers

Excellent \_\_\_\_\_ Poor

Social/Subject Area/Touring Coordinators

Excellent \_\_\_\_\_ Poor



8. Should there be a larger or smaller group of you?  
larger or smaller staff?
9. Have you adjusted well to the community/culture of Champaign/Urbana?  
Why or why not?
10. Comments about the program. Strengths and weaknesses.
11. What do you expect to gain from this program?

\_\_\_\_ Academic/Professional

\_\_\_\_ Social/Political

\_\_\_\_ Economic

\_\_\_\_ Linguistic

\_\_\_\_ Recreational

Staff Interview Schedule

1. Name \_\_\_\_\_
2. Sex/Age \_\_\_\_\_
3. Position \_\_\_\_\_
4. Experience: What kind of experience have you had for this job?

How long have you worked in this area?

Is your experience closely related to the job you have now?

5. Opinions regarding the program:

Curriculum development/program planning activities:

- When did activities begin?
- Was the time frame adequate?
- Who participated in these activities?

Administration/coordination of program:

- Was your salary adequate?
- Was the timing of payment suitable?
- Do you feel that the program staff was qualified?
- Were staff support services adequate?
- Rate the cooperation among staff members.

Logistics:

- Would you prefer a larger or smaller group?
- Would you prefer a larger or smaller staff?
- Would you prefer a longer or shorter program?
- Were the physical facilities adequate for the program?

Students:

- Were the students well motivated?
- Do you think their English proficiency improved?
- Which areas improved most?
- Did they gain any other knowledges and skills?
- Which ones?
- Do you think they adjusted well to the culture?

Benefits of the program:

- To you? How?
- To the students? How?
- To the U of I? How?
- To Nihon University? How?

6. Comments regarding strengths and weaknesses of the program.
7. Suggestions for improving future programs of this kind.

PROGRAM OF OVERSEAS UNIVERSITY COLLABORATION  
PARTICIPANTS QUESTIONNAIRE

DIRECTIONS: Circle the number of the answer which is applicable to your experience at the University of Illinois.

Much better than anyone could possibly expect  
Better than anyone could expect  
Better than most people could expect  
Worse than expected  
Worse than most people could expect  
Much worse than anyone could possibly expect

1 2 3 4 5 6 7 8

1. The Intensive English Institute program in English was:	1	2	3	4	5	6	7	8
2. The content of my training program was:	1	2	3	4	5	6	7	8
3. The people who worked with me in my training program were:	1	2	3	4	5	6	7	8
4. The POUC personnel were:	1	2	3	4	5	6	7	8
5. The university facilities I saw were:	1	2	3	4	5	6	7	8
6. The housing facilities in Champaign-Urbana were:	1	2	3	4	5	6	7	8
7. The food was:	1	2	3	4	5	6	7	8
8. The entertainment and outside activities were:	1	2	3	4	5	6	7	8
9. The trips outside Champaign-Urbana were:	1	2	3	4	5	6	7	8
10. The opportunities for informal contacts with Americans were:	1	2	3	4	5	6	7	8