PREFACE

This study was instigated by my desire to find out, in an objective way, whether my own experiences in Canada as a Fundayacucho student were similar to other students in the same scholarship program. If the majority have faced the same sorts of problems which I did, (e.g., language limitations, difficulties in emotional adjustment, confusion about the real goals of the program, etc.), the need for significant change in the orientation given to the students would be unquestionable. There are three reasons why I set about this task. First, I have faith in the possibilities offered by Educational Technology to improve learning, in this case via an orientation program. Second, I wished to help new students pursue their goals with as few interfering problems as possible. Third, I felt both the desire and the duty to contribute to optimization of the scholarship program results. Fundayacucho is genuinely important for the development of Venezuela, and my training here has provided me with tools which can be turned upon the program itself.

Finally, I recognize that to carry out an effective orientation plan is not an easy task, and certainly it has to be done by dedicated people. It is my hope that the unique descriptive and analytical information provided herein will constitute a starting point from which Fundayacucho can be strengthened.

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Mirna Trujillo Santana

TABLE OF CONTENTS

CHAPTER

LIST OF FIGURES

LIST OF TABLES

CHAPTER 1

Statement of the Problem

During the formative years of the Venezuelan Scholarship Program (Fundayacucho), many procedural problems arose. Problems of student selection, academic control and evaluation of grantees, payment of scholarships, and inadequate orientations were listed as those of major concern (Fundación Gran Mariscal de Ayacucho, 1978).

When Fundayacucho was extended to Canada, the Association of Universities and Colleges of Canada (A.U.C.C.) was hired to assist in the management of the program. The factors of payment and academic control and evaluation were easily handled because they were administered in Canada. However, because student selection and preparation were conducted in Venezuela, the Association was unable to properly place some students in Universities when they arrived in Canada. Students were ill-prepared for their academic and social experiences in the new environment. It became apparent that an analysis of these problems, and a search for their solution was necessary. To date, no formal analysis has been conducted. So, the first aim of this study was to begin filling the information gap.

Student Preparation and Performance

For the Fundayacucho student, the most blatant problems began even before their arrival. One of the problems was that the students knew very little or nothing about the programs and courses offered in Canada, or the requirements to study in those programs. The Fundayacucho program was designed such that students would spend from six months to a year studying the foreign language in the new country, and would thus have this period

to become acquainted with Canadian academic institutions. This problem persisted, however, because students did not know how to go about gathering the necessary data. This occured despite the existence of an orientation session organized in Venezuela aimed at preparing the student for successful experiences overseas.

The last president of Fundayacucho, Ruth Lerner de Almea, maintained that the orientation sessions (mainly seminars) held in Caracas before the student left would have to be organized on a more realistic basis. They should present the student with the most fundamental points of Venezuelan socio-economic reality and the technological levels of the different national sectors to be compared with the new culture (Almea, 1978). She recognized, however, that any orientation seminar could not be a substitute for the direct experience in terms of the student's adaptation to the new form of life, weather, cultural patterns, language, etc. The adaptation would depend on the students' own conditions, intelligence, and courage (Almea, 1978).

It is obvious that any type of orientation cannot prepare students for every detail involved in their adaptation to a new form of life. An orientation seminar should be seen as the beginning of a process which continues throughout the duration of the person's overseas sojourn; a beginning of a process of continuing to learn how to learn about one's own culture and the other cultures to be encountered (Brislin, 1977). However an orientation should also attempt to prepare the students for at least the most basic elements (culture shock, language and academic problems, etc) which they will face overseas.

As mentioned before, Fundayacucho students have received very vague information about the Canadian educational system through the orientation sessions. The climate factor is frequently exaggerated. Detailed information about academic courses and subject areas of study is lacking. The president's goal regarding information about the interface between the Venezuelan socio-economic reality and the host country's is also not covered. The orientation program, rather than orienting, tends to disorientate and create a negative attitude in the individual. Most importantly, the orientation program has failed to recognize Brislin's (1977) most basic assumption: that there are natural linguistic and cultural barriers built around different cultural groups, and that many people who have lived in only one culture can not recognize or appreciate the ramifications of this fact. A recent interview with an orientation program coordinator in Venezuela (Casado, Note 1) confirmed these points. While the program organizers are aware that problems exist, they lack the information and tools necessary to make the appropriate corrections. It was therefore necessary to both gather this information, and within the context of sound instructional principles, suggest improvements.

A second aim of this study was to compare the experiences of Fundayacucho students in Canada with the general effects of foreign study as documented by a variety of researchers. For example, Brislin and Pedersen (1976) have hypothesized that the adaptation process passes through low and high phases of emotional changes that profoundly influence students' adjustment to the new culture. Their so called "W" hypothesis has been widely used to describe cross-cultural adjustment. It is based on

the idea that when foreign students arrive in the new country, they experience a high level of satisfaction provided by the promise of significant benefit from their educational experience. However, this satisfaction usually fails to meet initially unrealistic optimism. Once reality is recognized, a new wave of optimism sets in. Return to their home country brings on the same sequence. One would expect Venezuelan students to conform to the attitudinal changes predicted by this W curve relative to the time they have been in Canada. The data collected in this study on Fundayacucho students were contrasted with these predicted outcomes to verify the validity of the Brislin and Pedersen hypothesis.

Brislin (1977) has further contended that culture is usually more effectively learned on the affective level than the cognitive level. The content of Fundayacucho's orientation has emphasized intellectualizing lectures rather than having the learners feel and act out expected encounters through techniques such as simulations. It has also been observed that information alone (especially in the case of weather and social systems) may not be enough to create an attitude (Fleming and Levie, 1978). It was therefore expected that many of the problems identified by the students would be social in nature, along with factors which influence attitude such as language, and that information alone would not serve all the needs of cultural preparation.

In summary, the implementation of a particular orientation program should be based on a prior identification of students' main problems in Canada. Since no data have been collected for this purpose, the orientation given to students before they leave the country has necessarily

proved inadequate in identifying and answering the problems which arise, as well as their solutions.

The data collection and resulting analysis were aimed at generating precise information about Fundayacucho students' experiences in academics, language, and social intercourse, and comparing these results with other research in the field. The concluding section attempted to incorporate several principles of educational technology into recommendations for creating an improved orientation program.

CHAPTER II

Literature Review

Very little information has been collected on the experience of foreign students at post-secondary institutions in Canada, none exclusive to Fundayacucho students. The type of information that has been gathered is mainly based on the general characteristics of the students: age, legal residence status, country of origin, and discipline (Lur-Muehlen, 1978). Behavioral information is lacking especially in the area of students' specific problems dealing with language, culture and academics.

In that there is virtually no useful information available concerning specific Latin American students' problems, the following review will mainly cover aspects and/or theories relevant to rather than directly on this matter. First described is the Venezuelan Scholarship Program "Fundayacucho", its basic goals, and some of the problems this institution has faced in Canada. The types of problems which foreign students typically face are discussed in the second section. Finally, the role which Educational Technology might play in responding to these problems is covered.

Fundayacucho

Beginning. In June of 1974, the government of Venezuela created a scholarship program with the objective of training the human resources required for the management and development of the nationalized industries of oil and iron. The government was assuming in theory greater responsibility both for industrial structure, and the training that goes into its effective utilization. This program was called Fundación Gran Mariscal

de Ayacucho (Fundayacucho). Within three months of its inception, one thousand students were leaving the country to pursue a career, hoping to fill the needs and expectations of their country and themselves.

Program's goals. Lerner de Almea (1978) reported that the scholarship program was created to pursue a triple function in the process of Venezuelan education. First, this institution would attempt to incorporate into the educative process students from medium and low economic sectors, especially those from "rural" districts, i.e., towns and small cities. Second, it would promote the formation of human resources in priority areas needed for the country's development. These priority areas, engineering, science and technology, were formally determined in 1977 by the Massachusetts Institute of Technology (M.I.T.), which was hired to determine Venezuelan' human resource needs. Third, Fundayacucho would act as a bridge in the process of transferring technology and adapting it to Venezuela's own needs.

Fundayacucho in Canada. The scholarship program began in Canada in 1975 with 150 grantees. During the following year, 50 students were transferred from Mexico to Canada, and 250 (one group) came directly from Venezuela. In 1977, 50 also came as a group, while 37 came individually on different dates (Hernández, 1978). The number of students entering Canada has therefore been significant.

The Fundayacucho program in Canada has had a great number of difficulties since its beginning. Professor Hernández cited the major problems which Fundayacucho faced while he was coordinating the program in Canada from 1975 to 1977 (Fundación Gran Mariscal de Ayacucho, 1978).

He reported that the students came to Canada with no preparation or orientation to enter the demanding university environment. Difficulties became apparent due to difference of language, and the lack of many cultural links.

The vast majority of students arriving in Canada had no formal training in English (or French) except for standard high school courses, which consisted of 14 hours a month in high school studies for five years (science students) and for three years in the case of humanities students.

When the students arrived, they were immediately enrolled in an appropriate language course. During this time, they were generally not isolated from other Venezuelans and thus did not experience direct and effective contact with the language and culture. As a result, many students had difficulty obtaining the required mark of 550 in the TOEFL exam, the mark necessary to be admitted in most Canadian universities and colleges.

Another factor which made admission to the universities difficult was the fact that high school in Venezuela finishes at 11 years, while in Canada at 12 and 13 years. The Fundayacucho program tried to reduce this difference by enrolling the students in academic equivalent courses. Admissions were further hindered because the main office of the Fundayacucho program did not know either the study areas offered in Canada, or the specific requirements for admission where appropriate programs did exist. Finally, the situation was further aggravated by the initial selection of some students with low GPAs in high school, and/

or students who were undecided as to their preferred area of study, which left them ill-prepared for work in Canadian universities.

Having seen all these problems, Fundayacucho decided to transfer to the students the responsibility of gaining their own admission into universities (Hernández, 1978). If they failed, they could return to Venezuela, keeping the scholarship to study within the country. But, since most of the students wanted to continue the new experience, they decided to change levels or area of study in order to stay in Canada.

At the present time, some of the above problems in Canada have been solved ~~to a limited~~ extent. For example, students are better selected and smaller groups are sent each year. These positive changes were to a large degree due to the work carried out by the Association of Universities and Colleges of Canada (A.U.C.C., Administrative organism of the scholarship program), in conjunction with the Fundayacucho personnel who were learning by their day to day experience. However, the students were still not well prepared to face a new educational system, a new culture and the unique social problems.

Students' Problems in Canada

Fundayacucho students are involved in an educational process which takes place in a culture different from their own (i.e., Canadian culture). Culture entails the total environment; the people as a descriptive whole. According to De Vito (1973) and Hare (1972), culture is the sum total of ways of living built up by a group of human beings and transmitted by one generation to another. Due to its all-encompassing nature, culture is a largely functionless concept except when used as a point of

comparison among cultures. Similarities imply ease of movement from one to another, while differences imply dissonance and the potential for difficulties. The various factors are totally interdependent, and are useful only as classifications within a larger sphere. The following discussion separates language and social interaction for purposes of analysis only, and views the problems which arise from each as related and interactive, though different.

Language Problems

Language and communication. Any general consideration of Venezuelan students' problems in Canada can hardly evade the fundamental problem caused by language and the role it plays in the overall structure of culture, education, communication and the emotional consequences in students' lives. According to Fowler (1974), language is an integral part of the identity of the human. Once the infant masters this faculty, language is a continuously active force in determining his/her cognitive and social existence. As speakers of a language we all carry around with us a knowledge that enables us to accomplish communication. Language permits us to transmit an infinite number of messages (De Vito, 1973).

Difficulties logically arise when an individual involved in a given educational process must suddenly develop knowledge of the structure and content of a foreign language. Under normal circumstances, it is naturally faster and easier to relate written symbols to known sounds and concepts than to those of a less well known or foreign language. Fishman, Ferguson and Das Gupta (1968) noted that a person who has to

speak, read, write, learn and think in a language with which he/she is not familiar is at a disadvantage: capacity to express oneself is handicapped, communication is slowed down, and misunderstandings cause frustration and tension.

Language is the first major obstacle which the Venezuelan students encounter in studying abroad. When Fundayacucho students arrive in Canada, they are immediately enrolled in language courses. The students spend their first six to twelve months learning how to use the language (English or French) that they will need in their respective study programs. Consequently, as Brooks (1973) has said, foreign students must relinquish, temporarily, their sound and syntax symbols; accept the sounds, lexicon, and structure of another, and through repeated practice attempt to acquire competence in the new system of interpretation and usage.

In order to accomplish this task effectively, the students' contact with the language has to be total, considering that the majority of the students have minimal English/French abilities and the difficulties of changing as adults to a unique language pattern is new. In the most extreme case, the adoption of a second language reflects a change in the entire existing social structure of the individual (Fishman et al., 1968).

Understanding. According to De Vito (1973), the essential function of language is that of taking an idea that exists inside the head of the speaker, shaping it so that it can be transmitted as a message, then actually transmitting the message and hoping that approximately the same idea will somehow reappear inside the head of the listener.

Relating this idea to a teaching/learning situation, students must be able to receive the professor's or author's ideas and understand what is being said to achieve any learning.

The student's ability to understand depends upon several factors. Two critical variables are: (a) how clearly the idea was verbalized and (b) how familiar the student is with the subject matter. In the case of foreign students, yet more elements must be considered, among them how fast the teacher speaks, and how familiar the student is with the accent of the teacher.

Learning for the foreign student is not only restricted to the classroom situation. Many forms of learning go on without formal teaching, reading being one of them. However, the use of language constitutes a primary means of almost all learning, academic and social. Fowler (1974) stressed that language is a shared ability, not merely a privately known code, and that learning often occurs when one compares world-views or argues with other people while listening or reading. For foreign students who are still in the process of learning a language, the possibility of sending and/or receiving communication in a fast and effective way will depend to a large extent on how broad their vocabulary is with respect to the sender's. A small set of consistently used symbols of a given subject matter acts as a symbolic representation of complex concepts, and makes communication faster if it is shared by both parties (Polanyi, 1957).

Language then is a limiting factor in the process of learning for most foreign students. The time spent by them reading a book could be

several times that of a native speaker, and comprehension is still not insured. Even more difficulties are encountered when written essays or reports must be generated. Clearly, language must be recognized as the central issue of any foreign study program. The learning skills utilized in the learners' native environment will transfer far more quickly once the language barrier is overcome.

Cultural Problems

As discussed earlier, the term culture has been given a wide variety of interpretations. In order to be more precise, this section will concentrate only on the sociological use of the term (as defined above by De Vito, 1973). The act or process of imparting and communicating a culture, developing the powers of reasoning and judgement, and generally preparing oneself and others intellectually for a mature life, is called education (De Vito, 1973). Both concepts, culture and education, are directly related to Venezuelan students' problems in Canada. The culture is a potent determinant of human behavior. Since cultures vary markedly in language, customs, and values, persons from different cultures display marked variations in individual behavior patterns. These variations across cultures are usually greater than individual variations within cultures, so that culture must be counted as a strong influence on a foreign students' behavior (Segal, 1971). Foreign students are replacing their own culturally steeped education for another's.

Behavior varies across cultures because numerous psychological, social, and geographical variables shape behavior, and these variables differ from culture to culture. Among these are language, technology,

the educational system, academic levels, climate, economy, political organization, and so on. Foreign students' problems will generally decrease as the degree of similarily between their own culture and the culture of their host country increases. Students learned one way of looking at the world and behave according to how they perceive the world, but other people (from other cultures) see the same world differently and therefore behave differently (Brislin and Pedersen, 1976).

The "W" curve hypothesis. Conway (1969) described a model that provides a global view of foreign students' changing levels of self-satisfaction to their own achievement as they progress through a new cultural environment. The model assumes the shape of a U curve, which in turn extends into a W curve over time, thus the "W curve" (Brislin and Pedersen, 1976). This hypothesis has been widely used to describe cross-cultural adjustment, and it may relate well to the Venezuelan students' case. The hypothesis is as follows: When foreign students arrive in the new country, there is a novelty effect and the promise of significant benefit from their educational experience that can provide a high level of satisfaction. They are satisfied to function in the role of an observer and are often perceived as something of an interesting novelty by the generally receptive academic community. These and other factors contribute to a halo effect during the earliest part of the experience.

As the novelty wears off, areas of conflict appear that place demands for accommodation on foreign students. They experience the cultural shock of their stranger/foreigner role. It is during this second

phase that serious problems arise.

The process of adjustment begins to alleviate culture shock in the third phase, resulting in rewards of increased satisfaction as students begin to realize some of the earlier goals of their expectations. Their fluency in the foreign language and familiarity with social roles has increased to facilitate coping with their stranger/foreigner role.

By about the time students are ready to return home their level of satisfaction may have been restored. Restored levels of satisfaction depend, of course, on their having been successful in attaining their academic goals, a level of satisfaction which can also cause them to refuse to return to their own country upon completion of their studies (Sabourin, 1977). The prospect of being reunited with family and friends and the novelty effect of returning home likewise contribute to their high level of satisfaction. These first four phases are described as the U curve of adjustment.

In phase five, students are faced with difficulties of readjustment and acceptance in their new roles back home. This phase is all the more difficult for students who do not expect problems of adjustment to their home culture, and who fail to recognize the ways in which they have been changed by their foreign experience. Numerous practical problems of readjustment arise just as they did when they arrived in the foreign country (Brislin and Van Buren, 1974).

If students are able to adjust satisfactorily, the sixth phase will provide opportunity for establishing themselves in a satisfactory role, provided that such a role is available. They can now make use of their

newly learned skills and enjoy some increased prestige.

The seventh phase provides for re-establishing permanent rewards of acceptance resulting in a high level of satisfaction. Those who are unable to attain this level of satisfaction frequently emigrate permanently to the country where they were or some other culture resulting in a phenomena of a "brain drain" from the less developed to the more developed country. Figure 1 provides a graphic representation of this sequence of events.

To the Fundayacucho program, the ideal student is one who passes the low phases (phases 2,3,5,6) successfully, does not get culturally absorbed in phase 4, and keeps going until reaching the last phase (phase 7). Then, the student will be able to apply effectively what he/she has learned, providing a great service to the country of origin.

Emotional Problems

Many psychologists have accepted the notion that every experience has an affective aspect, and that all definite adjustments by an individual include an emotional component (McDougall, 1933). Fundayacucho students are living a new experience that has a great number of emotional components. This is due mainly to two reasons. First, the individual's adaptive process to the new environment is profoundly affected by emotional considerations. They must develop in a setting to which they are strangers and have no links. Second, language acts as a barrier which prevents students from expressing themselves as they wish, limiting their activities, their interaction with the new environment, and their studies. They experience frustration, tension, and isolation.

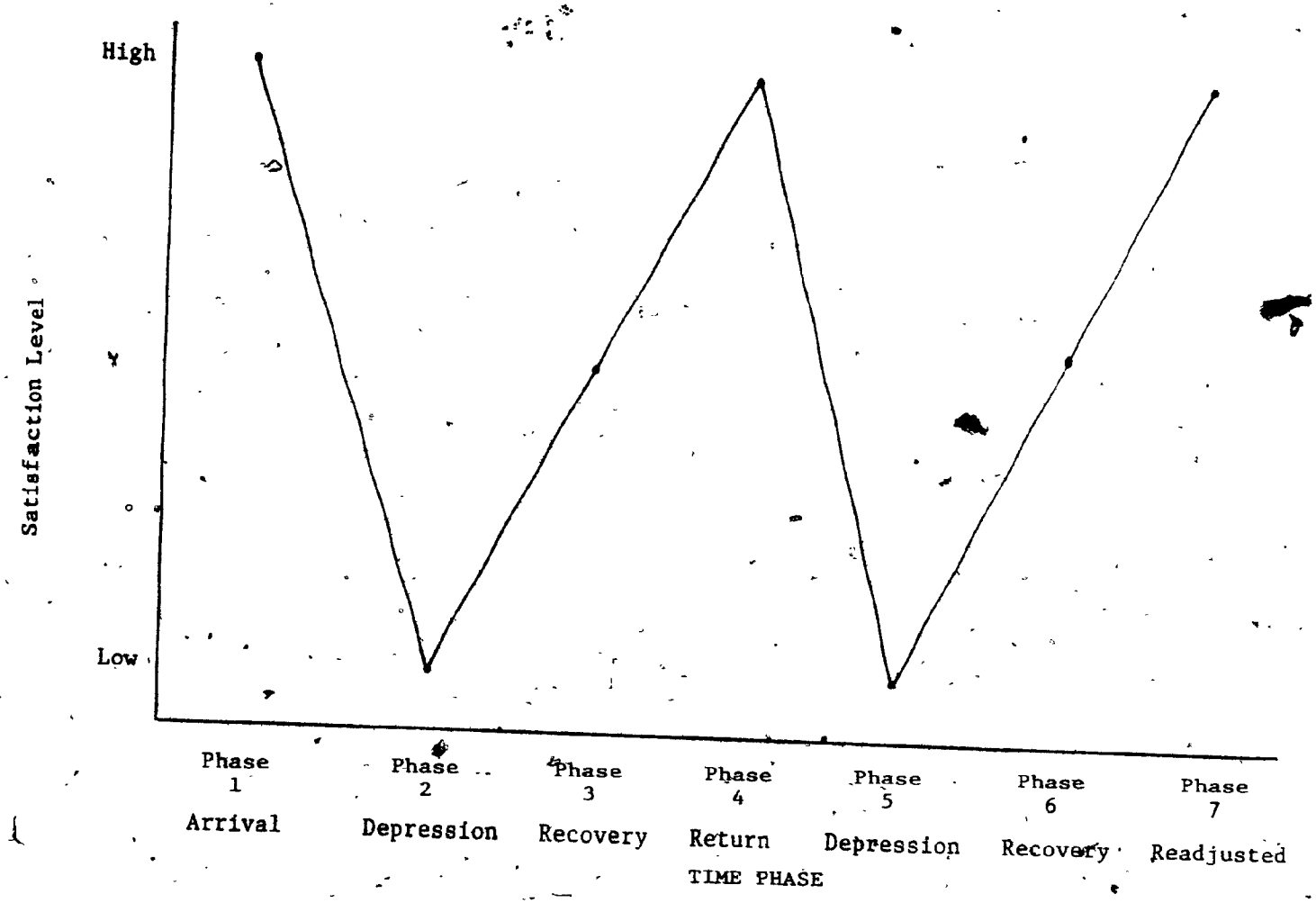

Figure 1. Graphic Representation of the W curve Hypothesis (Brislin and Pedersen, 1976)

McDougall (1933) was interested in correlating emotions with other aspects of behavior. He stated that every driving motive, whether it be a largely innate propensity, or a learned tendency, has a specifically affective component, along with a cognitive component and a conative component, (i.e., associated with combat action as the emotion of anger).

In associating behavior and its parts, McDougall agreed with the human introspectionists that the behavior of individuals and the emotional components therein are expressed as part of a total goal-directed action. Thus, the fact that Fundayacucho' students must adapt themselves to a new form of life in a different environment does not necessarily mean that it must be a difficult experience. However since they have language problems and a commitment of ending their study successfully, it is likely that, emotionally, the experience will present difficulties.

McDougall has inferred that the affective component is present whenever striving occurs, but that this component is greatly intensified if the goal seems unattainable or difficult to attain: McDougall believed that there are certain more generalized affects beyond those bound directly to conation. The two prominent types are elation, which accompanies successful strivings, especially if the goal is being achieved despite opposition, and depressed feelings which may accompany progressive failure.

In Venezuelan students, the severity of emotional responses depends on how mature the individual is. Bridges (1931) noted that the socially mature individual has a wider repertoire of emotional responses than the less mature individual shows (maturity defined as on going behavior

considered appropriate by a cultural majority to the age of the individual and the environment).

Cross-Cultural Orientation Programs

According to Brislin and Pedersen (1976), cross-cultural orientation programs are designed to teach members of one culture ways of interacting effectively, with minimal interpersonal misunderstanding, with another culture. The primary purpose of cross-cultural orientations is to encourage constructive and non-stressful interaction between members of different cultures. Such interaction should occur immediately after training has been completed.

Whether cross-cultural orientation programs are helpful is still a point of contention. Some people according to Brislin and Pedersen (1976), prefer to let foreign students learn on their own without any preparation, through the shock of cultural conflicts resulting from their own mistakes. Others recommend the implementation of an appropriate orientation method to preestablish appropriate attitudes and behaviors, alleviate problems, and make available and enriching experience as soon as possible (Brislin and Pedersen, 1976). The high failure rate of the former approach seems adequate justification for a dedicated effort toward the latter.

Brislin and Pedersen (1976), in their review of cross-cultural orientation programs, maintained that such programs can be an extremely useful part of cross-cultural educational experiences. The orientation can prepare people so that they might obtain maximal benefit from the long-term program. They also added that cross-cultural training is

most successful when a careful analysis is made of the potential difficulties which the trainees might encounter in the future and some understanding of why they might have these difficulties.

In a conference on intercultural adjustment, the group for the Advancement of Psychiatry credited overseas failure nearly always to personal difficulties, such as the inability to adapt or deal with interpersonal relationships in a foreign situation (Brislin and Pedersen, 1976). In reaction to this finding, Harris (1975) suggested that much greater emphasis be placed on the psychological aspects of the selection and training process. One early psychological study on intercultural adjustment of American university students overseas by Taba (1953) showed that people with rigid personalities and definite preconceptions about their own culture tended to form attitudes through emotional reactions rather than intellectual analysis. The goal of adjustment must be to develop attitudinal flexibility enabling the individual to exploit the full educational potential of new surroundings (Brislin and Pedersen, 1976).

Orientation programs as a problem solving process. Although there is research suggesting that foreign student failure can be traced to intercultural adjustment problems, no clear solution to remedy the situation has been offered. Brislin and Pedersen (1976) added to this point that in a general sense, students have the most difficulty in situations in which similar stimuli require different responses. An orientation program can thus concentrate on those stimuli with special attention. Initially, foreign students evaluate people of the new

environment from the point of view of their own self-reference criteria. The barriers of language, gestures, preconceptions, prejudgement, and anxiety are likely to inhibit the student and interfere in the adjustment process. Intercultural Training can prepare the student for these kinds of problems and make a contribution with some assurance of benefit to successful adaptation.

A technique proposed by Ausubel (1960) for aiding learning and retrieval information provides another reason to believe in the usefulness of orientation programs. Ausubel, describing his advance organizer notion, said that a set of ideas given to the learner before the real material is presented will provide a stable cognitive structure to which the new learning can be subsumed. Likewise, if students are presented with a structure of information relevant to the problems they will likely face overseas, advance "warning" will both eliminate the novelty effect of the problem, and indicate that the problem was anticipated and is therefore normal. Hopefully, an orientation program could supply such a cognitive structure and help create a cognitive and affective "readiness" to learn by supplying the learner with the appropriate schemata.

The sink or swim approach. A common approach to the above problems is one in which the students are not trained, but simply immersed in another culture to sink or swim on their own. This more traditional approach, said Brislin and Pedersen (1976), is still perhaps the most popular and widely used, although it is probably not the most efficient or effective. Doing what comes naturally varies from one culture to

another and can be a perilous guideline.

While this "discovery" approach has nominal instructional support, the specifics of its implementation are at odds with how discovery learning is meant to be used. Bruner argued that discovery is not a fortuitious event. It is more likely to occur when the individual is well prepared. The wider the range of information a learner possesses, the more likely he is to be able to find relationships within that information. The point made here is that a learner who is exposed to information in a wide variety of circumstances is more likely to develop codes to organize that information (Lefrancois, 1975).

The process of training can be called orientation, just as the process of cultural shock can be described as disorientation by removeing an individual from his/her familiar cues and surroundings. Experience is a good teacher, but entails certain common-sense limitations, and is certainly not the only alternative available. Experience combined with a variety of "learning aids" is far more likely to yield a desirable outcome.

Orientation programs and generalization. Strong desire to achieve or succeed can overcome seemingly insurmountable barriers. McClelland and Winter (1969) provided guidelines for developing courses to increase achievement motivation. They thought that training courses which attempt to influence attitude and motive (in our case the orientation program) should be imagined as productions of a play. Various theatrical devices (designed and developed in Educational Technology) should be employed to create an atmosphere of expectancy, self-confidence and commitment to

future action. Using theatre as an analogy, if one considers the effectiveness of a play in reaching the audience, it seems somewhat irrelevant to test whether the ideas would get across as well if the play were done without lights or dialogue, without a set or costumes, or perhaps even without acting as in a play reading. In the case of an orientation program, it is extremely important that orientation goals be reasonable, realistic, and measurable to determine whether they have indeed been accomplished. The above example suggested that we can implement very attractive orientation programs based on modern Educational Technology techniques. However, if the program has not been designed considering how to reach most effectively the specific goals of an orientation, then it might end up being a total failure. Some elements in connection with this point will be reviewed next regarding student attitude.

Attitude and the Students

One of the purposes of implementing an orientation program is to create in the students a positive attitude toward some of the problems they will later face overseas. Attitude has long been one of the central concepts of social psychology and a few of the more generally agreed upon characteristics of the concept according to Fleming and Levie (1978), are those listed below.

1) Attitude is a latent variable. Attitudes, like many other constructs in psychology, are not directly observable but are inferred from behavior. These behaviors are usually people's verbal statements or their observable actions.

2) Attitudes refer to objects. People have attitudes toward specific referents (a specific country as Canada) toward classes of referents (english speaking countries), and toward events or behaviors (having to study in Canada).

3) Attitudes have an affective component. An individual's effective evaluation of an object can vary in direction, either positive or negative; in degree, the amount of positiveness-negativeness, from strongly positive through neutral to strongly negative; and in intensity, the amount of commitment or involvement with which a particular position (direction and degree) is held. These affective reactions serve as implicit responses to objects that arouse motives for behavior.

4) Attitudes have a behavioral component. Attitudes imply a predisposition to behave in an evaluative way. However, both researchers and practitioners have frequently found that people's attitudes toward some class of objects fail to predict their behavior toward a member of that class in a particular situation. Thus, a Venezuelan student who holds a negative attitude toward english and the way she/he speaks the language may nevertheless behave very confidently while she/he is speaking in english. Behavior is multiply determined. Any particular act is the product of a blend of several personal predispositions and of the demands the particular situation places upon the student.

5) Attitudes have a cognitive component. For a Fundayacucho student, attitude toward studying in Canada may involve beliefs about the best way of coping with their adjustment problems in order to reach the main goal (to learn those specific subjects which they will be using

later in Venezuela). Such cognitions are, of course, teachable, and attitudes are largely learned. A main interest of the orientation program should be the formation of an attitude's cognitive component. This component will help determine students attitudes toward their future problems overseas. However, it has often been observed that information alone may not be sufficient to create or to change attitudes. It will depend also on the source, the message, the channel and the receiver employed for this purpose. These four concepts are directly related to the fundamental role which Educational Technology should play in the formation of an orientation program, several of which are discussed in detail below.

The Interaction between an Orientation Program and Educational Technology

A communicator transmits a message through a channel (e.g., audio-visual media), and in order to impart useful content to the student, she/he must devote efforts to making the channel as effective as possible so that there are no message distortions. This section concentrates only on the source and the channel as being theoretical concepts. Both the message and receiver characteristics are highly idiosyncratic, and are, rather, defined as a part of the results of the thesis.

The source. Sources have been identified as particular individuals, groups, or organizations, all of which must possess certain characteristics to be effective communicators. The characteristics which have received the most study may be grouped into three classes: (1) the credibility of the source, (2) the attractiveness of the source, and (3) the nature of the source-receiver relationship (Fleming and Levie, 1978).

Source credibility. Fleming and Levie (1978) noted that the likelihood that a receiver will accept the conclusions advocated in a given message is in part a function of the receiver's perception of the source's credibility. It has been said that high credibility sources exert more persuasive influence than low credibility sources. Two characteristics were also mentioned by Fleming and Levie (1978): expertise and trustworthiness. Expertise is usually the most important component of high source credibility. Generally, the expertise of a source is content-specific. The case of the scholarship program, a Fundayacucho's employee may be viewed as being an expert on administration, but not on student problems.

Trustworthiness may also contribute to high source credibility. If Venezuelan students perceive the source of information as being biased or insincere, attempts at persuasion may be ineffective. In the same way, communicators who are thought to have an ulterior motive may be viewed with skepticism.

One problem with any level of source credibility is that the effects tend to diminish with the passage of time. People who show high initial acceptance of a message from a high credibility source will likely show less acceptance later on. People forget their attitude, just as information is forgotten over time. This characteristic has special importance in the case of the orientation for Venezuelan students. An attitude created during the orientation session toward, for example students' goals as grantees of the Fundayacucho program, may be forgotten because of environmental influences produced during the adjustment process.

Thus, an ongoing program may help ensure the maintenance of the desired student attitude and result in better student adjustment. Such programs would both reiterate issues covered in the orientation, and raise new issues which become relevant only after study has begun.

One must also discriminate between learning of content and source credibility. The fact that high credibility sources are implemented in an orientation session does not necessarily mean that more learning of the message content will take place. High credibility sources may induce no more learning of message content than low credibility sources (Fleming and Levie, 1978). However, given that people have a free choice of believing or not believing a specific content message, they may be less likely to believe messages from low credibility sources.

Attractiveness. Fleming and Levie (1978) noted that attractive sources are more influential. A variety of factors appear to contribute to attractiveness. Among them, similarity appears to be the most important. Similarity can be summarized in the following way. People are more likely to accept influence from sources with which they can identify. An ex-Fundayacucho student may carry more influence than a new Fundayacucho student or an administrator. The communication is also particularly effective if the receiver perceives the source as holding similar values and beliefs, both general and specific. An engineering student from Caracas is likely to be most successful with a group like him or herself. Rogers and Shoemaker (1971) noted that when the source and receiver share common meanings and a mutual subcultural language, and are alike in personal and social characteristics, the communication of

ideas is likely to have a greater effect in terms of knowledge gain, attitude formation and change. The situations involving identification (as the cases mentioned above) Kelman (1961) noted that the receiver holds a satisfying relationship with the source, and may accept influence from the source for the purpose of perpetuating this relationship.

The channel. The term channel refers to the type of medium used in information dissemination (Fleming and Levie, 1978). At this point, Educational Technology can assume the major role, both in research and implementation. Educational Technology might be thought of as the study and practice of organizing, designing, carrying out and evaluating all aspects of an educational system which influences the process of learning and teaching in terms of general and specific objectives. The planning phase is based on research in human learning and communication, and employs a combination of human and non-human resources to bring about more effective instruction (McMurrin, 1970).

Educational Technology innovation can refer to whatever means are considered necessary to attain delineated educational objectives, which may include interpersonal technique and procedures (for students and/or teachers) as well as print materials, uni-and multi-media devices, computers and other electronic control equipment. A key notion is that such methods and materials have been carefully prepared or selected as necessary educational components and that empirical data have validated that they facilitate the kinds of learning for which they were designed (Scanlon and Weinberger, 1973).

In creating attitudes, Fleming and Levie (1978), contended that no

one media type or technique has been explicitly shown to have greater persuasive effectiveness than any other type. It appears that persuasion is equally effective via any of several media; that is, no specific medium can assure either success or failure. However, any medium can be well or poorly used. Different media possess different properties which allow for different communication possibilities. So, approaching the question of media effectiveness from the viewpoint of media type is not satisfactory, but approaching the question from the viewpoint of media attributes may be more revealing.

Media attributes. There have been many media comparison studies dealing with classroom instruction, but only a few dealing with attitude change per se. In both cases, the overwhelmingly predominant finding has been the same: no significant difference Fleming and Levie (1978). The aspect of a channel that determines its effectiveness for achieving communication objectives is not the media type, but the media attributes employed. A media attribute is the potential of a given message vehicle to present information of a certain kind. In order to know the media attributes of a communication channel, people will ask questions like: Will it be better to show pictures? Will it be important to have them in color? Is motion required? Should sound be used? Can a simulation help to understand the message? Will perhaps the combination of two different media be more effective with this kind of message?

When channel variables are specified in terms of media attributes rather than media types, differences are often found in learning effectiveness. Words are found to be more effective than pictures for some

kinds of learning, while pictures are better in other cases. Once the analysis of this study is made on the potential difficulties the Venezuelan students might encounter in Canada, and why they might have these difficulties, the next step should be to plan an appropriate orientation method based on the educational technology principles mentioned in this chapter. For example, if attitudinal problems are identified, then simulation exercises may be recommended as effective vehicles for the message content. At the end of this process, the orientator will know more exactly what message to communicate. It is then the role of the educational technologist to specify through which channel(s) the message must be presented, and with what effects.

CHAPTER III

Method

Research Design

The method used for this study was that of a survey. According to Oppenheim (1976), a survey is a planned collection of data for the purpose of description or prediction. These data act as a guide to a given action or identify relationships between certain variables. The purpose of this study was to provide information useful for detecting weaknesses in the orientation seminar for Fundayacucho's students and indentifying instructional solutions. To accomplish this, a combination of descriptive, analytic and relational information was sought. In addition to detailed biographic data, a variety of experiencial data were gathered covering the major topics of academic, language, and social concern.

Research Population and Sample

The population at the time of data collection consisted of 395 students from the Venezuelan scholarship program (Fundayacucho) in Canada. The available sample consisted of 315 students, as eighty students could not be contacted either because they were in the process of changing address or because they were not in the country due to vacation.

The sample's students were enrolled in language, undergraduate or graduate programs, the majority coming to Canada in large groups, with some arriving individually or transferred from another country. More specific biographical information on the characteristics of the students are given in the Results section.

Materials Construction

Research questionnaire. The first step in constructing the questionnaire consisted of several interviews with personnel of the Fundayacucho office in Ottawa and the Association of Universities and Colleges of Canada (A.U.C.C.). Different topics to be covered and possible questions were solicited and considered. The intent of the research was made clear to the persons interviewed so that maximum sensitivity to ideas was maintained. Also gathered at the office were specific data such as students' names and addresses, and those who would not be in Canada during the period of data collection.

A number of decisions had to be made before writing the questionnaire. The first concerned the method of data collection. Mail questionnaires were selected to enable sampling from all available Fundayacucho' students distributed throughout Canada. Face to face interviews would have restricted the sample size and likely not provided pertinent additional information not extracted by a well constructed questionnaire. Thus, mailing was determined to be both more practical and equally effective when compared to other survey methods (Oppenheim, 1976).

The second decision concerned the best method for approaching the respondents to draw out accurate, complete and honest information. Respondents, possibly fearing repercussions toward their fellowship status based upon responses, had to be assured that the questionnaire would retain very strict confidentiality and anonymity. To avoid hesitancy in responding, a letter of introduction and a general

instructions sheet were prepared and annexed to the questionnaire. The letter introduced the questionnaire and requested that the students read and fill in the questionnaire carefully and send it back. The general instructions sheet stated the research purpose and ensured them of complete confidentiality. They were expressly reminded not to provide any data which might identify them (i.e., name, address, etc) as their complete honesty was essential for the information to be useful. If the student felt too intimidated, or perhaps too lazy to complete the questionnaire, they were asked to return a preprinted 3½ x 8½ slip indicating that responding would not be possible. The general instructions also introduced the different topics covered within the questionnaire, and asked subjects to return the questionnaire in the enclosed business reply envelope (See Appendix A).

The third decision was related to the optimal question sequence according to the different topics as well as the type of question (precoded or free response questions) to be implemented.

It was decided that the questionnaire be divided into six parts covering four main topics: (1) Orientation Seminars - Part I, (2) General Information - Part II, (3) Academic and Language Problems - Parts III, IV, V, and (4) Future Plans - Part VI. Each is described below.

Orientation seminars - (Part I). This section was designed to find out what information was given to the students prior to leaving Venezuela and how useful this information was for them. First, various topics were cited, and rated on a 4-point scale from excellent to poor. "Not given"

was a fifth alternative. Second, unstructured responses, more commonly called the open-ended questions (Tuckman, 1972), were asked to determine which information was most useful, least useful, or adequate, as well as respondents' ideas of how the orientation seminar could be improved.

General information - (Part II). This section requested information such as age, sex, parents' occupations, marital status, living areas, time living in Canada, and present city location and city where the language course was taken. This section was designed based on three main ideas: (a) to classify students' responses at the moment of data analysis, (b) to explore students' main characteristics and (c) to establish possible circumstances that might affect students' emotional stability. Checklist responses, categorical responses, or unstructured response questions were employed.

Students' academic information and experiences in Canada - (Part III, IV, V). This topic was divided into three sub-topics: Study program, language experience, and academic and emotional problems. Checklist responses, categorical responses, 5- and 3-point scales, and open-ended-response type questions were employed to identify: students' programs, areas of study, Universities/Colleges, their satisfaction with each of them, language experience, academic problems and their causes, and emotional reactions.

Future plans - (Part VI). The last topic in the questionnaire was related to students' future plans, what kind of problems they might encounter if going back, how they have changed since living in Canada, what type of changes they would like to implement in the country, and

additional comments. The same question formats employed earlier were maintained throughout this section.

Procedure

A package containing the materials described above (letter of introduction, instructions sheet, questionnaire, rejection slip and business reply envelope) was sent to each student. The responses were received over the following 2 months. As the questionnaires were received, responses were assigned codes and entered onto a computer file for subsequent tabulation and analysis. No follow-up was possible due to the anonomous nature of the responses.

CHAPTER IV

The Survey Results

From the 315 questionnaires that were mailed to the students, 124 questionnaires were returned. Thirteen rejection slips were also received, with several commenting that they considered the questionnaire not relevant to their experience because they had just arrived in Canada. All 124 questionnaires were completed despite the length, though individual items were sometimes left blank.

The first part of the chapter is devoted to summarized statements of the results, while the second section deals with the analysis comparing various factors. Tables of the specific data related to the major findings are found in this chapter, and complete detailed information of all the questionnaire results can be found in Appendix B.

The responses from each questionnaire were first tabulated, either by their inherent numerical value, or by assignment to a numerically labeled nominal category. In almost all cases, nominal categories were lifted directly from the wording of the respondent, with a new category created for each unique response. These data were entered into a computer file, and on standard IBM cards. Frequency distributions and percentages were then computed using the statistical package for the social sciences (SPSS) package (Nil, Hull, Jenkins, Steinbrenner and Bent, 1975).

Questionnaire Results: Part I - Orientation Seminar

The following summary of results is dealt with question by question, citing the major patterns. The questions and accompanying response formats are best understood by reference to the actual questionnaire (pp. 78 - 86).

Question 1. Students listed up to three reasons for requesting an overseas scholarship. Professional studies (71.9%), a new experience (36.3%) and the idea of getting more developed studies (28.1%) were chosen most frequently. Another common reason was due to the educational problems faced in the country (24.0%). Five of the students did not apply for study overseas (they applied for study in Venezuela) but were called by Fudayacucho and offered this possibility. Three students did not answer this question.

Question 2. The orientation seminar attendance can be summarized as follows:

	Absolute Frequency	Percentage
Attended	84	67.7
Did not Attend	36	29.0
N.R.	4	3.2
Total	124	100.0

Two main reasons were specified by the students for not attending the seminar. First, they were either not invited or were not part of any large group, being sent to Canada individually (33.3%). Second, many students were already in Canada when they received the scholarship (30.5%). Other reasons included: too busy making the arrangements for the trip, lack of time, and the students had received previous scholarships by Cordiplan (the program which existed prior to Fundayacucho which had no orientation).

Question 3. The overall opinion as to effectiveness of the orientation seminar was generated by summing the ratings of all nine qualitative categories (e.g., how well was Canadian culture covered, academic information, etc.)

	Excellent f(%)	Good f(%)	Fair f(%)	Poor f(%)	Not Given f(%)
Overall Results	31(3.7)	184(22.0)	289(34.6)	154(18.4)	177(21.2)

A full 75% of the responses suggested an inadequate program. Two individual categories which the students rated highly (excellent or good) were the students' mission 38(45.2%) and their duties and rights 43(51.7%). Two poorly covered or completely neglected areas were the information given about the language courses 47(55.9%) and the educational system in Canada 49(58.3%). Also notable were two areas which were frequently cited as not having been covered, the Venezuelan socio-economic reality 37(44.0%) and the technological levels of the different national sectors 31(37.3%).

Question 4. Students were asked in this free response item which information was useful in the orientation. Main answers were: Canadian culture 11(13.9%), the duties and rights of the students 10(12.6%), educational system 7(8.8%) and students' mission 6(7.5%). However, the most frequently made comment, 28(35.4%), was that none of the information was useful. Five of the students did not answer this question and the remaining 20% of the answers are specified on page 91.

Question 5. As in question 4, the most frequent comment about the least useful information obtained from the seminar was that all the information given was useless 19(26.0%). Other opinions are best concentrated in the following answers: future activities 10(13.6%), undecided 8(10.9%), language course 7(9.5%), and educational system 5(6.8%). Eleven students did not answer this question.

Question 6 - A. Students' agreement on the amount of information given in the seminar can be summarized as follows:

	Absolute Frequency	Percentage
Yes, it was enough information given	12	9.6
No, it wasn't enough information given	70	56.4
N.R.	42	33.8

The high no response rate was attributed to the impression that the more detailed information of items 4 and 5 was adequate.

Question 6 - B. When asked to enumerate which areas were poorly presented, the following was obtained: all areas 34(41.4%), educational system 25(30.4%), and Canadian culture 8(91.7%). The remaining 23% of the answers are listed on page 93.

Question 7. Some ideas were given by the respondents regarding how to improve the orientation seminar. Thirty-seven students(45.6%) mentioned either as a first or second choice, that people with more

experience in cross-cultural orientation should participate in the seminars. More emphasis on academic aspects was also frequently suggested 28(34.5%). A better organization of topic content 18(22.2%) and more information about Canadian culture 14(17.2%) were the next two highest ideas cited. Forty-three students did not answer this question. No students suggested that the orientation be eliminated. The rest of the answers can be found on page 94.

Part II - General Information

Question 8. The student's ages were divided into three main groups as specified in the following table:

Group	Ages	Absolute Frequency	Percentage
1.	17 to 21 yrs. old	37	29.8
2.	22 to 25 yrs. old	50	40.3
3.	26 to 43 yrs. old	37	29.8

Question 9. Male students numbered 91(73.4%), female students 33(26.6%).

Question 10. By using the Hall-Jones Scale of Occupational Prestige (Oppenheim, 1966), parent's occupation was summarized into four major classes: Class 1, Professionally Qualified and High Administrative - father's 17(15.0%), mother's 5(4.1%); Class 2, Inspectional, Supervisory and other Non-Manual - father's 18(15.9%), mother's 17(13.8%); Class 3, Routine Grades of Non-Manual Work - father's 38(33.6%), mother's 8(6.5%);

Class 4, Skilled Manual - father's 17(15.0%), mother's 5(4.1%). Twenty-three fathers (20:3%) and 88 mothers (71.6%) were not working at the time of data collection. Eleven students did not respond to father's occupation and one to mother's occupation.

Question 11. Seventy-six students (61.3%) were single, 45(36.3%) married, 2(1.6%) divorced and 1(.8%) didn't answer the question.

Question 12. The vast majority of the students lived until age 15 either in large cities 56(45.2%) or in cities 53(42.7%). A few lived in towns or villages 11(8.9%) or in rural or farm areas 4(3.2%).

Question 13. The amount of time which students have been in Canada was classified into four categories: first, from two months to a year 21(16.9%); second, from one year to two years 12(9.6%); third, from two years to three years 62(50.0%); and fourth, more than three years 29(23.3%).

Question 14. Forty-six percent of the sample population was located in two major Canadian cities: Montreal 37(30.3%) and Ottawa 19(15.6%). Kingston 16(13.1%) and Toronto 12(9.7%) also had a high percentage of students. The remaining 30% of the students were located in different cities that are specified on page 101. Two students did not answer the question.

Question 15 - A. Upon arrival, 112 students (90.3%) took a language course. Only 12(9.7%) students did not take a language course in Canada.

Question 15 - B. Of the students who took the language course in Canada, almost half of them 58(52.2%) studied the language in the same city where they finally studied. The other 53(47.7%) moved to another

city after finishing the language training, and 13 students did not respond.

Question 15 - C. Of the 53 students that changed cities after the language course, 10(18.9%) received the language training in Ottawa, 9(17.0%) in Belleville, 9(17.0%) in Montreal, 8(15.1%) in Kingston and the rest 17(32%) had the course in other cities specified on page 103.

Question 15 - D. Most of the 53 students, 31(60.8%), reported not to have been affected by the change of cities. Eight students (15.7%) said that the change meant a new beginning, 4(7.8%) reported to be economically affected, 3(5.9%) felt lost in their study control, 3(5.9%) had to make new friends, 1(2.0%) had problems getting an apartment.

Part III - Program of Study

Question 16. When asked in what type of program the students were enrolled, the following answers were obtained:

	Absolute Frequency	Percentages
Bachelors program	58	47.9
Diploma program	37	30.6
Masters program	23	19.0
Language course	3	2.5
No Response	3	---

Question 17. Most of the students were in the second year of their study program 46(37.4%), 33(26.8%) in the third year, 18(14.6%) in the

first, 11(8.9%) in the fourth, 2(1.6%) in the fifth, 7(5.7%) were writing their thesis, and 6(4.9%) had already finished their program. One student didn't answer this question.

Question 18. The Universities and Colleges where the students were enrolled are listed in the appendix, p. 105. The four main Universities were Concordia University - 22(18.6%), St. Lawrence College - 14(11.9%), McGill - 12(10.2) and Carleton - 10(8.5%). Six students didn't respond.

Question 19. The vast majority of the students were enrolled in hard science programs 81(69.2%) while 21(17.9%) were in computer science programs, and 15(12.8%) in social science programs. All the subject areas are listed on p. 106-7. Seven students didn't answer this question.

Question 20. Seventy-five(60.5%) students were studying the same subject area which they signed up for in their contract with Fundayacucho, while 49(39.5%) were not. The main reason(s) why these 49 students did not take the same subject area was that they were undecided about what to study 14(29.1%) and/or a better opportunity arose. Eight(16.6%) students did not find their preferred subject area in Canada, and 5(10.4%) were not accepted because of low grade-point average. Four(8.3%) found other subject matters more interesting, 3(6.2%) could not apply because there were no vacancies, and 3(6.2%) had received too low a TOEFL score and therefore were not accepted. The remaining 23% of the students had other reasons which are specified on pages 108-9. One student did not answer.

Most of the students, 33(68.7%) were not affected by the change of subject matter. Some found the new subject area more difficult 5(10.4%),

not interesting 3(6.2%), or the subject change didn't matter 5(6.2%).

Question 21. The students rated their academic study program by using a 5-point scale (excellent through poor). Two categories which the students rated highly (excellent, very good or good) were: libraries 105(91.3%) and labs and equipment 97(89.9%). The overall programs were also highly rated, 105(91.3%), which indicated students satisfaction with their programs.

Question 22. Students' rating of their academic program's balance is summarized as follows:

	Absolute Frequency	Percentages
Too theoretical	21	18.3
Very theoretical	14	12.2
Balanced	74	64.3
Very practical	4	3.5
Too practical	2	1.7
No Response	9	---

Part IV - Language Experience

Question 23 - A. Almost all the students used english in their programs 120(96.8%). Only 1(.8%) used french and 3(2.4%) used both english and french.

Question 23 - B. Students rated their proficiency in using the language on a 5-point continuum from excellent to poor for the four linguistic categories (Speaking, Reading, Writing and Listening).

Students cited having either Fair or Poor proficiency as follows: Speaking 108(87.1%), Reading 89(71.8%), Writing 100(80.6%) and Listening 96(77.4%).

Question 23 - C (I). The time spent by the student studying a language in Venezuela before arrival is summarized in the following table:

	Absolute Frequency	Percentages
From 2 months to 1 year	21	31.3%
From 13 months to 3 years	8	11.9%
From 37 months to 6½ years	38	56.7%

The remaining respondents did not respond because either french or english is compulsory in high school foreign language study, and is thus a fixed interval.

Question 23 - C (II). Different amounts of time were spent by the students studying a language in Canada. Most of them spent from 7 to 12 months 72(63.7%), while 35(31.0%) spent from 1 to 6 months, and 6(5.3%) from 13 to 24 months. Eleven students did not respond to this question.

Part V - Academic Problems

Question 24 - A. The major problems which students have in the use of the language were cited under the four primary overt functions: Listening, Reading, Writing and Speaking. Writing seems to have been the major problem faced by the students. Writing essays was reported as

the most difficult (either as having some or many problems) 89(77.4%). The second highest problem cited related to the students' speaking ability, whereby 87 students (76.3%) reported some or many problems with oral presentations. Listening and reading were the two skills students mastered best, 54(47.4%) and 39(34.2%) respectively.

Question 24 - B. Sixty-seven students (59.8%) reported having had some problems understanding professor's lectures, although 42(37.5%) said they had none. Writing and speaking were major problems for understanding academic content. Writing exams, 59(53.7%), and writing essays, 57(52.3%) were reported as the worst. The students clearly had fewer problems explaining themselves in informal situations (no problems 62(57.4%)) than in more formal ones.

Question 25. The main reasons which students cited for having had problems understanding course content were: As their first choice, the fact that they didn't have enough background in the subject area 45(46.9%); and the second highest, that their previous studies were outdated 24(25%). A lack of concentration 18(18.7%) and differences in academic standards 19(19.7%) were also frequently reported either as a first, second or third choice. Responses are found on page 117.

Question 26. Many different kinds of emotional problems were faced by the students. Frustration 25(43.8%), self disappointed 16(28.1%), depression 13(22.8%), and the loss of self-confidence 7(12.3%) were the most common feelings the student faced when studying abroad. However, 67 students didn't answer this question. Some other answers can be

found on page 118. A confirmation of the "W" curve is presented in the second half of this chapter.

Part VI - Future Plans

Question 27 - A. The majority of students, 108(87.8%), planned to return to Venezuela after completing their studies although 15(12.2%) said that they would rather stay in Canada. One student did not respond.

Question 27 - B. The students who preferred to return to Venezuela provided the following reasons. Sixty-seven students (62.0%) said they would return because of their family in Venezuela, 62(57.4%) preferred living there, 44(40.7%) promised to return, and 36(33.3%) thought that they would have better job opportunities there. Additional reasons are listed on p. 120.

Question 27 - C. From the 15 students who said they would like to stay in Canada, 11(73.3%) cited as their first reason the fact that they prefer living here. Four of the students mentioned either as a first or second choice that they might have a better job opportunity in Canada.

Question 28. When asked what problems they anticipated upon return to Venezuela, many students, 76(61.8%), felt that they would have many or some problems adapting their training to the Venezuelan context. A difference of standard of living was the next most frequently raised issue with 72(59%). Students' cultural adjustment 62(50.8%) and finding a job 63(52%) were the two next areas rated highly. Other future problems that were also mentioned can be found on pages 122-123.

Question 29. The students believed that they had changed either very much or quite a lot in the following ways: in their ability to

use what was learned 95(78.5%), in their career expectations 87(71.9%), in their independence 78(63.9%), in their critical thought 69(56.1%), and in their values 52(43%).

Question 30. Of the 108 students who answered in Question 27 that they preferred to return to Venezuela, 98 students (89.9%) further said that if they were to decide to remain, it would only be temporarily, while 11(10.1%) now said they would like to stay permanently. Fifteen students did not respond to question 30.

The main reason why they would stay temporarily in Canada were: 29(31.9%) students wished to continue their studies, 22(24.2%) wanted to travel and enjoy the country, 10(11.0%) because they liked the country, and 8(8.8%) because they wanted to gain more experience in their profession. Some other reasons given are listed on page 126. Seven students did not mention any reason.

Question 31. When asked what changes they would like to make in Venezuela, the students' first choice was to alter education 70(57.4%). The second highest rated change referred to the country's social services 57(46.7%), and it was chosen mainly as a third or second choice. Forty-two students (34.4%) also cited as a first choice that they would like to influence all the areas provided in the questionnarie (see pp. 127-28 for details).

Question 32. Most students thought that they would like to work either in cities 72(59.0%) or in large cities 42(34.4%) upon return. Two students didn't answer this question.

Question 33 - A. Most students 39(61.9%) were agreed that the idea of the scholarship program was valid and very useful to Venezuela's progress. Eighteen students (28.6%) mentioned that there is a lack of advice, information and human contact between Venezuelan students and Fundayacucho's personnel. Thirteen(20.6%) said that the program allowed for cultural interaction between Venezuelans and other students, while 12(19.0) suggested that the orientation seminar be better organized. Some other opinions were gathered and are listed on pages 130-31.

Question 33 - B. Thirty-three(61.1%) mentioned that to study in Canada offered a very good experience. Fourteen(25.9%) believed that they had changed their attitude toward Venezuela and themselves in a positive way, while 15(27.7%) said that personal growth represents an important factor for Venezuelas' future development. Six(11.1%) felt that many of the Fundayacucho participants were not aware of their responsibilities to Venezuela. Other comments can be found on pp. 132-33. Seventy students did not respond to this part of the questionnaire.

Question 33 - C. One hundred and four students didn't express their attitude toward the questionnaire. Seven(35.0%) of the remaining 24 students said either as a first or second opinion that the questionnaire was well constructed, and 4(20.0%) said that it was excellent. Three students (15.0%) mentioned that this sort of work has to be carried out by Fundayacucho, not by the students, while 3(15.0%) also said that hopefully this questionnaire will provide good results to improve the program.

Analysis Comparing Various Factors

Although the frequency and descriptive statistics provided detailed information regarding all facets of both the student population and the orientation seminar, more precise comparisons were made to assist in the design of an improved orientation. The major variables of orientation attendance, age, problems regarding language, academics and emotion, levels of academic programs, and time the students have been in Canada were contrasted. The findings are presented next.

Seminar attendance. Seminar attendance was examined for its possible effect on the number and magnitude of student problems from three designated classes (academic, language, and emotional). It has been assumed that seminar attendance positively influences the amount of difficulty students experience. A t-test produced no significant difference, suggesting that seminar attendance had no appreciable effect on the students' ability to solve these problems.

Age. Analyses of variance were conducted again on the three classes of problems, this time comparing age as the independent factor. Age groups consisted of 18-21(n=36), 22-25(n=50), 26-43(n=37). While academic and emotional problems were not related to age, a student's age did interact significantly with overall language problems ($F(2,107)=3.11$, $p < .05$). Means and standard deviations are presented in Table 1.

Language. A second analysis of variance was applied to see in what areas students' language problems were significant. The first step in doing this was to rearrange question 24's items into three qualitative variables: 1) Understanding (via listening or reading) (items 1 and 2),

2) Writing (items 3, 4 and 5), and 3). Speaking (items 6 and 7). Students were grouped by ages as listed above. Means and standard deviations are presented in Table 1.

The comparisons made in these analyses showed significant age effects in understanding and speaking, and marginal significance for writing: understanding ($F(2,109)= 3.09$, $p < .05$), writing ($F(2,108)= 2.68$, $p < .07$), and speaking ($F(2,110)= 2.95$, $p < .05$).

Post hoc Newman-Keuls were performed on the three variables blocked by age (see Table 2). The comparisons of understanding, writing, and speaking by blocked age all showed that the older group had significantly more problems than the middle aged students, both of which did not vary from the youngest.

Language problems were also analysed by students' study program. The first group had individuals from bachelor programs (n=58), the second from diploma programs (n=37), and the third from masters programs (n=23). Means and standard deviations are presented in Table 3.

The results showed that there was a significant influence of the study program factor on the amount of writing and speaking problems, and marginal differences on understanding: understanding ($F(2,106)= 2.68$, $p < .07$), writing ($F(2,105)= 3.59$, $p < .03$), speaking ($F(2,107)= 5.58$, $p < .005$).

Post hoc Newman-Keuls were also performed on these three variables. (see Table 4 for the results). The comparisons of understanding, writing, and speaking blocked by study program showed the following results: The Masters' group had significantly more understanding problems than the

TABLE 1

Means and Standard Deviations of Language Problems for Groups Arranged by Age (A=18-21; B=22-25; C=26-43)

Overall language by blocked age (calculated over 7 items)

Group	$\bar{X}$	SD
A n=29	1.37	.56
B n=46	1.45	.62
C n=35	1.74	.70

Understanding by blocked age (items 1 & 2)

A n=30	2.77	.85
B n=46	2.67	.73
C n=36	3.14	1.01

Writing by blocked age (items 3, 4, & 5)

A n=29	4.97	1.18
B n=47	4.89	1.45
C n=35	5.57	1.44

Speaking by blocked age (items 6 & 7)

A n=36	3.46	1.04
B n=50	3.34	1.16
C n=37	3.94	1.22

TABLE 2

Newman-Keuls Comparisons for Means
on Language Problems by Age
(A=18-21, B=22-25, C=26-43)

Understanding

	B	A	C
B	---	.76	3.51 *
A	---	---	2.60
C	---	---	---

Writing

	B	A	C
B	---	.38	3.19 *
A	---	---	2.64
C	---	---	---

Speaking

	B	A	C
B	---	.69	3.37 *
A	---	---	2.53
C	---	---	---

* $p < .05$

TABLE 3

Means and Standard Deviations of
Language Problems for Groups Arranged
by Study Program
(A=Bachelor, B=Diploma, C=Masters)

Understanding

Group	$\bar{X}$	SD
A n=57	2.73	.80
B n=31	2.77	.84
C n=21	3.23	1.09

Writing

Group	$\bar{X}$	SD
A n=58	5.08	1.47
B n=30	4.73	1.01
C n=20	5.80	1.57

Speaking

Group	$\bar{X}$	SD
A n=58	3.43	1.12
B n=31	3.29	1.13
C n=21	4.28	1.14

TABLE 4

Newman-Keuls Comparisons for Means
on Language Problems by Study Program
(A=Bachelor B=Diploma C=Master)

Understanding

	A	B	C
A	---	.31	3.30 *
B	---	---	2.82
C	---	---	---

Writing

	B	A	C
B	---	---	4.11 *
A	---	---	2.98
C	---	---	---

Speaking

	B	A	C
B	---	.83	4.66 **
A	---	---	4.31 **
C	---	---	---

* $p < .05$
** $p < .01$

Bachelors' group, both of which did not vary from the Diplomas'; the Masters' group had significantly more writing problems than the Diplomas, both of which did not vary from the Bachelors'; and the Masters' group had significantly more speaking problems than Bachelors and Diplomas, with those two not differing.

Emotions. An analysis of variance was also applied to see if students' emotional problems were influenced by the time they have been in Canada. The first step in doing this was to divide all subjects into four groups according to the time they have been in Canada: Group 1: from two to twelve months (n=21), Group 2: from nineteen to twenty-four months (n=12), Group 3: twenty-five to thirty-six (n=62), and Group 4: thirty-eight to seventy-two months (n=29). Means and standard deviations are presented in Table 5.

The comparison made in this analysis showed that there was a marginally significant influence of the time that students have been in Canada on their emotional problems ($F(3,119) = 2.06$, $p < .11$). This result tentatively supported the "W" curve hypothesis of students' attitudinal changes. A graphic representation of means can be found in Figure 2 (the inverted graph conforms to the predicted shape).

TABLE 5

Means and Standard Deviations for Groups Arranged by Time in Canada

Emotional problems by time in Canada

Time in Canada (in months)	$\bar{X}$	SD
2-12	.48	.73
19-24	.58	.74
25-36	1.08	1.39
38-72	.79	.99

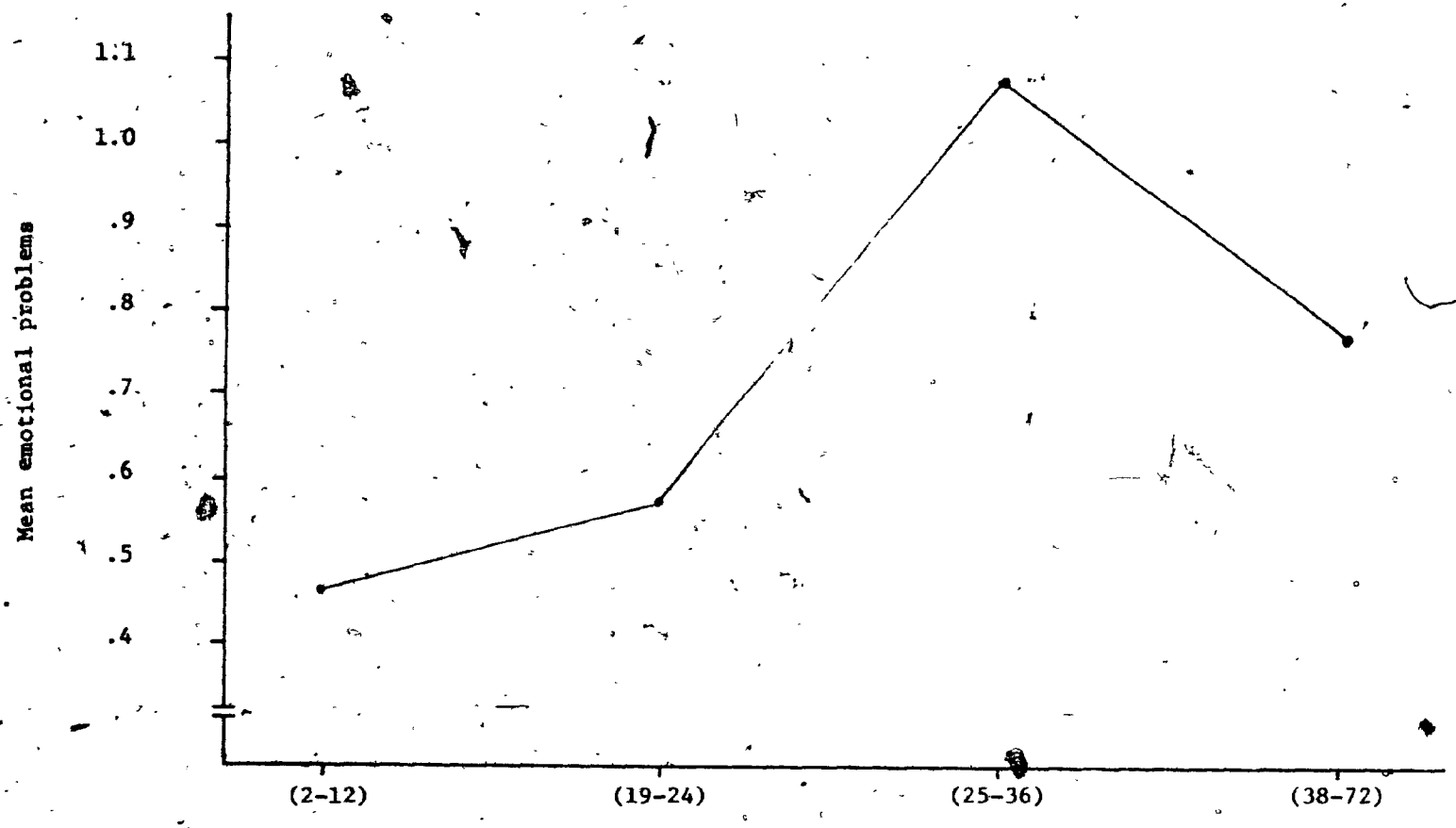

FIGURE 2

Mean Number of Emotional Problems by Time Spent in Canada

CHAPTER V

Discussion

This chapter will discuss the most useful information gathered in terms of two major areas: 1) the achievement of the scholarship program's goals and, 2) the contribution this information provides for the creation and implementation of a more adequate orientation plan. Some additional comments and recommendations on how to improve the plan are added at the end of this chapter.

The Scholarship Program's Goals

As mentioned above, the scholarship program was created to perform a triple function in the process of Venezuelan education. First, this institution would attempt to incorporate into the educational process students from medium and low economic sectors, especially those from "rural" districts (i.e., towns and small cities). Second, it would promote the formation of human resources in priority areas needed for the country's development. Third, Fundayacucho would act as a bridge in the process of transferring technology and adapting it to Venezuela's own needs. The first two goals can actually be seen as subsets of the third, primary goal, although they are of critical importance. These two will therefore be treated as serving the overriding concern of Fundayacucho, that of training the nation's people for the future, and be discussed later in that context.

Transfer and Adaptation of Technology

The most important goal of the scholarship program is to act as a bridge in the process of transferring technology and adapting it to

Venezuelas' own needs. Many people assume that this function has been fulfilled if the institution simply covers the students' expenses to make possible their training overseas. The student is expected to attain high marks, to get a degree, and return to Venezuela with useful skills to aid in national development. However, one of two critical factors must be present in order for this "swim or sink" approach to work well: 1) the student must be primarily motivated by a need to serve the country, or 2) the student must know precisely what skills must be acquired so that s/he can fit into a needed position of employment upon return.

Regarding the first point of motivation, when students were asked why they applied for an overseas scholarship, most answered that they simply wanted to study overseas or that they wanted to acquire new experiences. Only a few said that they wanted to help the country afterwards. This is not to imply that they do not wish to bring their skills back to Venezuela, but rather that it has little influence over why they come to Canada or what they do here. More than likely, the desire for advanced training, elevated social and monetary status, enjoyment (lure) of travel, and "broadening of horizons" are, and will continue to be more potent motivators and outcomes of foreign study. However, this does not necessarily represent a problem. The maturity, social awareness and self-confidence which they develop are invaluable results of Fundayacucho which necessarily serve the social metastructure in a positive way. Problems only arise because the acquisition of job related skills does not enjoy the same generalizable nature as the social benefits. If a

student fails to learn the skills necessary to serve the country in the governmental sector or in private business, technological transfer cannot occur. In a modern, developing country, technological change occurs so quickly, especially in the nationalized industries, that needs analyses even a few years old are outdated. Students do not know what they need to learn because only industry is in a position to anticipate future requirements. What is needed within Fundayacucho is an ongoing information network which offers the students precise data as to what abilities will be needed in their respective fields. The basic task of academic course selection on the individual's part should be influenced by these data to help ensure ease of transfer and application, and overall usefulness of skills for obtaining a job. It was extremely surprising that nearly 40% of the students had arbitrarily changed their program of study from the one they had contracted for in Venezuela. Over half of the students felt that they would have problems finding a job upon return to Venezuela, also an unexpected response from a population supposed to be at the cutting edge of technological growth. Clearly their program of study is not as relevant as it could be.

In summary, what seems to be lacking is specific information regarding what technological skills must be learned, either to obtain a job or serve the country's needs. The students' responsibility to the country will be largely met only if the appropriate training is acquired. If the students cannot apply what they have learned to the Venezuelan context, Fundayacucho will have failed in its mission to bridge the technological gap. The principle function of the orientation program and

follow ups, therefore, should be to assist the learner in gaining useful skills in addition to coping with the social environment. Simply wanting to serve the country is not enough, whereas acquisition of appropriate skills regardless of attitude generally is enough.

It was the author's conclusion that more must be done in preparing students. The additional administrative costs would be more than offset by the added effectiveness of Fundayacucho. Because there is very little information available regarding how to orient students to this unique set of problems, it has been the intent of this study to provide this knowledge. The following section begins this by reviewing the students' perceptions of the orientation program as it has been and should be.

Orientation seminar. In reviewing the surveys' results, it was found that 36, or 29% of the students did not attend the seminar in Venezuela. One of the main reasons given was that they were not invited or were not part of any large group. Apparently the orientation seminar is conducted only for large groups, forgetting those individuals who leave the country at different times. Although the orientation seminar held in Caracas is seen as the first step in a learning process, it also should be considered as the first of a series of orientations. To accept this view requires the understanding that foreign study typically progresses through developmental stages, each with well-documented characteristics (Brislin & Pedersen, 1976). Student usually benefit from both review of previously covered points and an orientation to upcoming problems and opportunities. This same principle should be applied to foreign study development. The orientations could establish and

maintain a solid base for the formation of positive attitude by students toward their mission, and warn them of new problems which they might encounter later in their program. Therefore, the orientation seminar must necessarily be compulsory for all learners and provide the basic information which all of them need to approach the program's primary goal. In addition to the regular seminars, a separately produced, self-directed, media-based production may be the best alternative for the individual unable to attend with the group, which will be covered later.

Orientation effectiveness. The overall opinion as to the effectiveness of the orientation seminar suggested that the program was inadequate. The two areas indicated by Professor Almea as being the most important ones for attaining an effective future transfer of technology were frequently cited as not having been covered. That is, the socio-economic conditions (e.g., industrial nationalization, modernization, national plans, etc.) and the disparity between job environments in Venezuela vs. the host country regarding technological sophistication were not addressed. On the other hand, the students' mission and their duties and rights were rated as having received strong emphasis. Again, attitude without an adequate informational base was promoted. The aspect deemed most important to the students' real mission was avoided, while probably those factors which are difficult or impossible to alter were dwelled upon. Perhaps the most telling statistic regarding the seminars' effectiveness was that no differences were found between those who had attended and those who had not on the three classes of problems (academic, language and emotional). While these data support the earlier contention that

orientations usually do not play a major role in students' experiences abroad, it is maintained that much can be done to change this situation.

Students' problem. Of all the problems identified by the students, language was most often considered the limiting factor in the process of learning. Several points gathered through the survey can be addressed by the orientation program which may eleviate language problems. Although the students were satisfied with their academic study program, they generally defined the language (especially writing and speaking), and the difference in educational systems and academic content as being their major sources of problems. Language will always be an issue in foreign study, and there is little that an orientation seminar can do to eliminate the problem. However, the scholarship program may be required to place more emphasis on language as a prerequisite skill for study, and allow more for individual differences in learning, particularly regarding writing and public speaking. Usually more study time compensates for these differences. The second problem of differences between educational systems and subject matter content is again an informational one. Students must be forewarned of what differences they will encounter. Most importantly, Fundayacucho must insure that appropriate programs exist in Canada, and provide the potential applicants with a list of the requirements necessary for admission. Obviously, the student cannot be held responsible for gathering such information before leaving Venezuela. Providing academic program information will also greatly reduce the number of program changes and failure rates related to admissions.

Emotional problems. Emotional problems have been found to interfere significantly with students' process of learning (McDougall, 1933). If emotional problems are left unattended, it is obvious that the main objective of the orientation plan to ensure more effective learning, and consequently better transfer of technology, will be impeded.

Fundayacucho students were found to conformed to the "w" curve hypothesis (up to phase 4) when their emotional problems were compared with the time they had been in Canada. Students are more likely to have emotional problems during the second and third year in Canada than during the first or fourth. An ongoing orientation designed to check these very problems at the appropriate time may assist in reducing or eliminating the otherwise inevitable emotional downturn.

Two other very important variables identified were age and program of study. Both were found to have a significant influence on the amount of understanding, writing and speaking problems students have. Students over 25 and those in Master's program had more difficulties, and should be considered as special target audiences in the orientation plan.

The other two goals of the scholarship program cited earlier are now briefly discussed in light of the comments already made.

Priority Areas and Economic Sectors

As mentioned above, the two first functions established by the scholarship program as main goals (the incorporation of students from medium and low economic sectors into the educational process, and the formation of human resources in priority areas needed for the country's development) have to be seen as subsets of the primary goal already

discussed. If the main issue is to develop the country by transferring technology and adapting it to the Venezuelan context, then the skills acquired obviously have to be in those fields most required for national development. Concerning the second function, the Fundayacucho student not only must come from low and medium economic sectors, but must also have all the same prerequisites to accomplish the main goal as those from a more enriched environment.

Whether the priority areas were properly determined or not according to the national needs can not be considered as a point of argument in this thesis. The established priority areas must be accepted as the required ones. What must be considered is the point that so many students changed their program of study. The reasons were that the program was not available in Canada, the student did not have the appropriate content prerequisites, or the student simply arrived in Canada still undecided. All three reasons could have been avoided. As it presently stands, filling the necessary occupations is left largely to chance. Clearly, more planning is necessary on the part of both the student and Fundayacucho.

Even though most students were left unaffected by their change of study, the whole selection process would necessarily be disrupted by such arbitrary decision-making. More research is needed in defining the priority areas and sub-areas according to the actual jobs available; and more must be done to supply the students with this information.

In regard to the economic equality goal, the information obtained about students' parents' occupation showed an even spread along the Oppenheims' occupational scale, thus suggesting a proportional scholarship distribution. However, most of the students reported cities and

large cities as their home, such that rural districts were not well represented. A combination of overall population proportions and required academic prerequisites likely provide Fundayacucho with a highly restricted sample from which to choose, thus confounding their efforts.

The goals having been discussed, some recommendations can now be made regarding how to improve the scholarship program by means of improving the orientation seminars. These recommendations recognize fundamentals of educational technology.

Recommendations

The implementation of educational technology techniques requires a long procedure beginning with an analysis of the educational system and ending with revision based upon evaluation of general and specific outcomes. However, constraints dictate that more limited recommendations be made in regard to the improvement of the orientation seminar. Many of the conclusions drawn above have suggested specific changes. This section briefly incorporates these and additional ideas which, if offered, would hopefully better prepare and support Fundayacucho students for foreign study.

As mentioned above, behavior varies across cultures because of numerous psychological, social, and geographical variables. Among these are language, technology, the educational system, academic levels, climate, economics, political organization, and so on. Each variable may call for a different treatment depending upon its unique characteristics. Thus each is addressed separately, citing both the instructional strategy and the objective.

The educational system and academic levels. Information related to specific academic programs is not of common interest to all students and must therefore be transmitted through individualized and easily revisable media. Print materials, specialized conferences and sessions involving direct contact with ex-grantees (high-credibility sources) from the specific areas of study should be used. The Venezuelan orientation should therefore be divided between general information and specific content. Although students are more likely to learn these specifics if they are organized into the actual orientation, the students could also receive them as supplementary materials to be read any time prior to enrolment in a program. A constant comparison between the two cultural systems is required during the sessions to enable the student to anticipate future culture shock. It is highly recommended that students be kept well-informed of national and academic (skill-related) changes as has been alluded to earlier. Students must be particularly aware of the technological evolution of their chosen career, as changes can make their studies either unrealistically advanced or obsolete if continued unchecked. This flow of information would link the learners to the country and therefore also remind them of their mission. A news letter or students' journal would be very useful for this purpose. Sections of both general and specific interest could be included. Content regarding specific occupational changes would have to be gathered by Fundayacucho and directed at helping students select courses appropriate to these changes. This assumes, of course, that students initially receive a recently updated description of their chosen profession.

Language variable. Language mastery, while central to every students'

success, is extremely subject to individual differences. The only solution is to offer them clearly stated prerequisites and give them adequate time to learn the language. The student must be given the opportunity to acculturate into both the academic and social milieu before specific task demands can be made. Students should be told to seek out straightforward, introductory texts in their respective fields to familiarize themselves with concepts and terminology, as well as the mode of information presentation. The Venezuelan orientation could offer them an analysis of language learning based on the most recent research in second-language learning, point out how critical langauge will be in their studies, and identify areas where they are most likely to have the greatest difficulties (i.e., writing and public speaking). In that age was found to be related to language problems, older students should be offered additional help in this area.

Geographical variables. Information related to the geographical characteristics of the country is best presented by using audiovisual resources: Film, slide-tape presentations, etc. Such resouces will also help solve the problem of orienting individuals in this topic. The materials should be practical (e.g., suggesting that the appropriate clothing be purchased in the foreign country as weather differs by region) without exaggeration or overemphasis.

Emotional problems. The final recommendations stress the importance of the students' emotional components and the need to face these problems whenever they occur. Emotional difficulties can interfere significantly with cognitive development, and cannot be solved a priori. Students as

a group should be made aware of such developmental stages as the "W" curve, told of the difficulties which they will encounter so that if and when they do occur, they will come as no surprise. A simulation or "brain-storming" session might be incorporated into the initial seminar to bring out these points. Attitude is formed based upon what one thinks, and what one thinks is based upon what one knows. By making students aware that there are more similarities than differences among all people, conflicts are less likely to occur. Highly credible sources, such as ex-grantees, are needed for this part. A combination of reading material and interpersonal interaction would best serve emotional preparation.

Finally, because unique emotional problems arise well after one's program of study is under way, it is vital that a combination of refresher course and follow-up orientation be offered to prevent the inhibitory depression typically associated with foreign study. This orientation would focus on new problems, and be held during the 25-36 month period as suggested by the gathered data. A slide-tape presentation could be sent to those outside major city centers with almost equal effectiveness, assuming that the message is properly represented.

Indeed, all these recommendations require a combination of regional and international input, and would be no small task to implement. But when one considers that Fundayacucho is designed to significantly impact the Venezuelan economic and social metastructure, and that the participants of this program are the nation's most valuable resource, the importance of this problem cannot be overstated. Education is one of the world's only essential tools of survival--the very best technology must be used to develop it!

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In an interview with Mrs. Casado, a member of Fundayacuchos' orientation development team, she suggested that despite the experience which the scholarship program has acquired, few changes have been made to improve the orientation seminar. The seminar is still not designed to cover the students main problems (i.e., culture shock, language, emotions, etc.). Nor does it inform the students about the priority areas or the skills they must learn in their field of interest.

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Appendix A

Questionnaire Materials

Montreal, 7 de Agosto 1979
Mirna Trujillo
2150 St. Marc st. apt 701
Montreal, Québec H3H 2G7

Estimado estudiante:

Por medio de la presente me dirijo a Ud. a fin de solicitar su valiosa colaboración. Al igual que Ud., pertenezco al programa de becas Gran Mariscal de Ayacucho y actualmente me encuentro elaborando mi tesis de grado titulada: " A Foreign Studies Orientation Module For Venezuelan Student"; último requisito para obtener la maestría en Artes (especialidad Tegnología Educativa) en la Universidad de Concordia, Montreal.

Anexo le envío un cuestionario el cual le agradecería llenara cuidadosamente y lo enviara de regreso tan pronto como le sea posible. Mayores detalles referente al propósito del mismo los encontrará en las indicaciones generales del cuestionario.

Esperando su pronta respuesta y agradeciendo de antemano el interès y tiempo que sepa dedicar a mi petición,

Queda de Ud, muy agradecida

Mirna Trujillo S.

INSTRUCCIONES

Estimado estudiante:

Este survey ha sido diseñado con la intención de recolectar información referente a ciertos aspectos relacionados a la experiencia que Ud. como becario(a) está viviendo o ha vivido en Canadá. Información que tendrá carácter confidencial y una vez tabulada con el resto emitida por los integrantes de la muestra total, será utilizada como punto de apoyo para la elaboración futura de un módulo en tegnología educativa con fines de orientación para estudiantes venideros.

Como se dará cuenta una vez leído el cuestionario, las preguntas han sido diseñadas en base a cuatro tópicos fundamentales relacionados a: 1) Contenido de los Seminarios de Orientación organizados y llevados a cabo por Fundayacucho en Caracas. 2) Información general que será usada posteriormente para clasificar sus respuestas. 3) Información académica y experiencia del becario en Canadá. 4) Expectativas futuras del becario. Por favor lea cuidadosamente cada una de las preguntas e indicaciones antes de emitir su respuesta, marque la respuesta de su preferencia y evite dejar alguna en blanco a menos que ténga un justificativo.

Es de suma importancia que esta muestra permanezca anónima para permitir de este modo la mayor libertad de expresión posible, por lo tanto le agradecería no hacer referencia a su nombre.

Si por algún motivo Ud. se ve realmente imposibilitado de contestar este cuestionario, Ud. encontrará anexa una nota que ruego envíe de regreso(Nota: Me es imposible contestar este cuestionario.). Es preferible, para los efectos de esta investigación, recibir una respuesta negativa que ninguna en absoluto.

También encontrará anexo un sobre, fíjese que la estampilla ha sido incluída, en el cuál deberá colocar su respuesta y enviarlo de inmediato. El destinatario corresponde al Dr. Richárd Schmid miembro del departamento de Educación de la Universidad de Concordia y asesor de mi trabajo de grado, quien ha mostrado un interés especial en la presente investigación.

Por último, deseo agradecerle una vez más su valiosa colaboración sin la cual no sería posible la realización de este trabajo.

Muchas gracias

Part I: Orientation Seminar

First of all, I would like you to think back to when you were still in Venezuela.

1.- Please list all the reasons why you applied for an overseas scholarship:

_____

_____

_____

2.- Were you present at the Orientation Seminar organized by Fundayacucho in Caracas?

_____ YES (Go to question 3)

_____ NO (Why?) _____

3.- Please indicate using the following scale how good each part of the seminar was. (place an "X" in the appropriate box for each one).

	EXCELLENT	GOOD	FAIR	POOR	NOT GIVEN
Cultural information about Canada.					
Academic information related to: English courses					
Educational System					
How Fundayacucho works in Canada and/or its mission.					
Rights & privileges of grantees.					
Fundamental aspects of Venezuela socio-economic reality.					
Technical levels of different national sectors.					

	EXCELLENT	GOOD	FAIR	POOR	NOT GIVEN
Students' mission in Canada in relation to what the country expects from them.					
Administrative aspects and/or procedures.					
Grantees' future activities.					

Other (specify): _____

_____

4.- What information was most useful to you? (be specific)

_____

_____

5.- What information was least useful? (be specific)

_____

_____

6.- Was enough information given?

_____ YES _____ NO (If no, in what areas). _____

_____

7.- What would you suggest for improving the orientation seminar?

_____

_____

_____

Part II: General Information

8.- Age: _____

9.- Sex: _____ FEMALE _____ MALE

10.- Father's occupation: _____

Mother's occupation: _____

11.- Marital Status: _____

a) If married, is your husband/wife living in Canada?

_____ YES (Go to question 12) _____ NO (please answer "b")

b) If No, why she/he is not living in Canada?

_____

_____

12.- In what kind of area in Venezuela did you mostly live until age 15?.

_____ Rural or farm area (less than 1.000 people)
_____ Town or Village (from 1.000 to 9.000 people)
_____ City (over 10.000 but less than 300.000)
_____ Large city (over 300.000)

13.- How long have you been in Canada?

_____ YEARS _____ MONTHS

14.- In which city are you actually located?

_____

15.- a). Did you take a language course when you arrived in Canada?

_____ YES (Go to "b") _____ NO (Go to Q. 16)

b) Was the course in the city you are now located?

_____ YES (Go to Q.16) _____ NO (please answer "c" and "d")

c) Where did you study it?

_____

d) How did the change of locations affected you?

_____

_____

_____

Part III: Program of Study

16.- In what type of program are you now enrolled?

_____ Language course
_____ Diploma program
_____ Bachelors program
_____ Masters program
_____ Doctorate program
_____ Other (specify):_____

17.- Which year of your program will you begin next (this fall)?.

_____ 1st. _____ 3rd. Other (specify) _____
_____ 2nd. _____ 4th. _____

18.- In which University/College are you enrolled?

_____

19.- What is your present major area of study? (be specific)

_____

20.- Was this subject area the same one you signed for in your contract with Fundayacucho?

_____ YES (Go to question 21) _____ NO (Complete "a" and "b")

a) Why are you not studying that subject area? (Check more than one if appropriate)

_____ Not available in Canada.
_____ Not accepted because too low TOEFL mark.
_____ Not accepted because did not meet minimum requirement.
_____ I changed my mind. Why? (e.g. program too difficult, lost interest, other opportunity arose, etc.) _____
_____
_____ Other (specify) _____
_____

b) How do you feel studying something that was not your first choice? (Check more than one if appropriate)

_____ I do not study with the same interest
_____ I do not like it
_____ It is more difficult for me
_____ It does not matter to me

_____ I like it

_____ Other (specify) _____

_____

21.- Please rate how well your present program is meeting your professional needs and expectations using the following scale and letters: (circle one for each item)

Excellent (E) ; Very Good (VG) ; Good (G) ; Fair (F) ; Poor (P).

E VG G F P a) Overall Program
E VG G F P b) Professors
E VG G F P c) Course relevance
E VG G F P d) Academic Counselling
E VG G F P e) Professors Availability
E VG G F P f) Libraries
E VG G F P g) Labs and equipment

22.- Rate how well your program balances theory and practice:

Too theoretical — Perfect Balanced — Too practical

Part IV: Language Experience

23.- a) What language are you using in your program?

_____ English _____ French

b) How profficient would you say you were using the language when you first came? (Check one for each skill)

	EXCELLENT	V.GOOD	GOOD	FAIR	POOR
Speaking	_____	_____	____	____	____
Reading	_____	_____	____	____	____
Writing	_____	_____	____	____	____
Listening	_____	_____	____	____	____

Question 3.

Opinions about seminar content

CONTENT	Ratings				
	Excellent	Good	Fair	Poor	Not Given
	f(%)	f(%)	f(%)	f(%)	f(%)
Canadian culture	4(4.7)	15(17.8)	44(52.3)	15(17.8)	6(7.1)
Language course	1(1.2)	15(17.8)	21(25.0)	27(32.1)	20(23.8)
Educational system	3(3.5)	8(9.5)	24(28.5)	22(26.2)	27(32.1)
Fundayacucho's mission	2(2.4)	23(27.7)	32(38.5)	14(16.8)	12(14.4)
Duties & Rights of students	5(6.0)	38(45.7)	30(36.1)	5(6.0)	5(6.0)
Vzlan' socio-economic conditions	2(2.3)	13(15.4)	27(32.1)	11(13.0)	31(37.3)
National technical levels	----	8(9.5)	21(25.0)	18(24.4)	37(44.0)
Students' mission	9(10.7)	29(34.5)	26(30.9)	7(8.3)	13(15.4)
Administrative aspects	4(4.7)	21(25.0)	39(46.4)	15(17.8)	5(5.9)
Future activities	1(1.2)	14(17.2)	25(30.8)	20(24.6)	21(25.9)
Overall Results	31(3.7)	184(22.0)	289(34.6)	154(18.4)	177(21.2)

Question 4.

Students' opinions about the most useful information obtained from the seminar.

Information re:	Absolute Frequency	Percentage
All useless	28	35.4
Canadian Culture	11	13.9
Duties & Rights of students	10	12.6
Educational system	7	8.8
Students' mission	6	7.5
Fundayacucho's mission	3	3.8
Administrative aspects	3	3.8
Films about Canada	3	3.8
Language course	2	2.5
All Useful	2	2.5
Vzlan' socio-economic conditions	1	1.2
Information given by a friend	1	1.2
Handouts about Canada	1	1.2
Communication systems in Canada	1	1.2
N.R.	5	

Question 5.

Students' opinions about the least useful information obtained from the seminar.

Information re:	Absolute Frequency	Percentage
All useless	19	26.0
Future activities	10	13.6
Undecided	8	10.9
Language course	7	9.5
Educational system	5	6.8
Administration aspects	5	6.8
Canadian culture	4	5.4
Fundayacucho's mission	3	4.1
National technical levels	3	4.1
Vzlan' socio-economic conditions	2	2.7
Student's mission	2	2.7
Grantees can buy cars	2	2.7
Lodging	1	1.3
Weather	1	1.3
How to treat Canadian people	1	1.3
N.R.	11	

Question 6.

A. Was enough information given?

	Absolute Frequency	Percentage
Yes:	12	9.6
No :	70	56.4
N.R:	42	33.8

B. Areas in which there was not enough information

AREAS	CHOICE		
	First	Second	Total
	f(%)	f(%)	f(%)
All areas	34(41.4)	----	34(41.4)
Educational system	17(20.7)	8(9.7)	25(30.4)
Canadian culture	8(9.7)	----	8(9.7)
Students' mission	1(1.2)	4(4.8)	5(6.1)
Language course	2(2.4)	1(1.2)	3(3.6)
Students' orientation in Canada	3(3.6)	----	3(3.6)
Vzlan' socio-ecomonic condition	2(2.4)	----	2(2.4)
Administrative aspects	2(2.4)	----	2(2.4)
Future activities	-----	2(2.4)	2(2.4)
Duties & Rights of students	-----	1(1.2)	1(1.2)
Study areas	1(1.2)	----	1(1.2)

Question 7.

Student's ideas on improving the orientation seminar.

IDEAS	CHOICE		
	First	Second	Total
	f(%)	f(%)	f(%)
Experienced people should participate	32(39.5)	5(6.1)	37(45.6)
More emphasis on the academic aspect	19(23.4)	9(11.1)	28(34.5)
Better organization of topic content	10(12.3)	8(9.8)	18(22.2)
More about Canadian culture	5(6.1)	9(11.1)	14(17.2)
More about students' future activities	2(2.4)	3(3.7)	5(6.1)
Begin orientation earlier	3(3.7)	1(1.2)	4(4.9)
More about student's duties and rights	----	4(4.9)	4(4.9)
More about Venezuela	2(2.4)	2(2.4)	4(4.9)
More audiovisual materials about Canada	2(2.4)	1(1.2)	3(3.7)
Seminar should last longer	2(2.4)	1(1.2)	3(3.7)
Students should be divided in small groups	2(2.4)	1(1.2)	3(3.7)
Orientation about language problems	1(1.2)	1(1.2)	2(2.4)
More information about language courses	----	1(1.2)	1(1.2)
Orientation should be compulsory to all students	1(1.2)	-----	1(1.2)
N.R.	43	78	

Part II: General Information

Question 8.

Students' Ages

AGES	Absolute Frequency	Percentage
Group 1: From 17 to 21 yrs. old	37	29.8
Group 2: From 22 to 25 yrs. old	50	40.3
Group 3: From 26 to 43 yrs. old	37	29.8
N.R:	--	----

Question 9.

Students' Sex

	Absolute Frequency	Percentage
Male	91	73.4
Female	33	26.6
N.R.	--	----

Question 10

Father's Occupation

Class 1: Professionally Qualified and High Administrative

Occupation	Absolute Frequency	Percentage
Doctor	5	4.0
Engineer	3	2.7
Lawyer	3	2.7
Cattle Raiser	2	1.8
Army (Major)	2	1.8
Architect	1	.9
Bioanalist	1	.9
Total	17	15.0

Class 2: Inspectional, Supervisory and other Non-Manual

Teacher	5	4.4
Accountant	5	4.4
Journalist	2	1.8
Theater Director	1	.9
Business Man	1	.9
Industrial Clerk	1	.9
Labour Supervisor	1	.9
Bank Clerk	1	.9
Forest Technician	1	.9
Total	18	15.9

Question 10 (cont.)

Father's Occupation

Class 3: Routine Grades of Non-Manual Work

Occupation	Absolute Frequency	Percentage
Merchant	21	18.6
Office Clerk	9	8.8
Technician	2	1.8
Salesman	2	1.8
Hairdresser	2	1.8
Forest Technician	1	.9
Sailor	1	.9
Total	38	33.6

Class 4: Skilled Manual

Workman	5	4.4
Farmer	4	3.2
Chauffeur	4	3.2
Taxi Driver	1	.9
Plumber	1	.9
Mechanic	1	.9
Dressmaker	1	.9
Total	17	15.0

Not Working:

Retired	9	8.0
Deceased	11	9.7
Not Specified	2	1.8
Student	1	.9
Total	23	20.3
N.R.	11	

Question 10 (cont.)

Mother's Occupation

Class 1: Professionally Qualified and High Administrative

Occupation	Absolute Frequency	Percentages
Bioanalist	4	3.2
School Director	1	.8
Total	5	4.1

Class 2: Inspectional, Supervisory and other Non-Manual

Teacher	16	13.0
Public Relations	1	.8
Total	17	13.8

Class 3: Routine Grades of Non-Manual Work

Secretary	2	1.6
Nurse	1	.8
Saleswoman	1	.8
Telephone Operator	1	.8
Cashier	1	.8
Hairdresser	1	.8
Merchant	1	.8
Total	8	6.5

Question 10 (cont.)

Mother's Occupation

Class 4: Skilled Manual

	f(%)	f(%)
Hand Craft	1	.8
Dressmaker	1	.9
Domestic Care	3	2.4
Total	5	4.1
Not Working:		
Housewife	83	67.5
Deceased	5	4.1
Total	88	71.6
N.R.	1	

Parent's Occupation
(Summary)

Hall-Jones Scale of Occupational Prestige	Father	Mother
	f(%)	f(%)
Class 1: Professionally Qualified and High Administrative	17(15.0)	5(4.1)
Class 2: Inspectional, Supervisory and other Non-Manual	18(15.9)	17(13.8)
Class 3: Routine Grades of Non-Manual Work	38(33.6)	8(6.5)
Class 4: Skilled Manual	17(15.0)	5(4.1)
------- Not Working	23(20.3)	88(71.6)
N.R.	11	1

Question 11.

Marital Status

STATUS	Absolute Frequency	Percentage
Single	76	61.3
Married	45	36.3
Divorced	2	1.6
N.R.	1	.8
Total	124	100.0

Question 12.

Areas where the students lived until Age 15.

Rural or farm area	4	3.2
Town or Village	11	8.9
City	53	42.7
Large City	56	45.2
Total	124	100.0

Question 13.

Amount of time students have been in Canada.

From two months to a year	21	16.9
From one year to two years	12	9.6
From two years to three years	62	50.0
More than three years	29	23.3
Total	124	100.0

Question 14.

Student's program location (City)

CITY	Absolute Frequency	Percentage
Montreal	37	30.3
Ottawa	19	15.6
Kingston	16	13.1
Toronto	12	9.7
Victoria	7	5.7
Vancouver	5	4.1
Fredericton	4	3.3
Belleville	4	3.3
Peterborough	1	.8
Hamilton	1	.8
Cornwall	2	1.6
Winnipeg	3	2.5
Windsor	3	2.5
Thunder Bay	1	.8
Waterloo	1	.8
Guelph	1	.8
Dondon	2	1.6
Edmonton	1	.8
Saskatoon	2	1.6
Total	122	100.0
N.R.	2	

Question 15.

A. Language course taken upon arrival.

	Absolute Frequency	Percentage
Yes	112	90.3
No	12	9.7
Total	124	100.0

B. Course in the same city as present studies.

	Absolute Frequency	Percentage
Yes	58	52.2
No	53	47.7
N.R.	13	----

Question 15 (cont.)

C. Where did the student study the language course?

CITY	Absolute Frequency	Percentage
Ottawa	10	18.9
Belleville	9	17.0
Montreal	9	17.0
Kingston	8	15.1
Cornwall	5	9.4
Brockville	5	9.4
London Ont.	4	7.5
Fredericton	1	1.9
Toronto	1	1.9
Quebec City	1	1.9
N.R.	71	---

D. How the change of location affected the student.

Not affected	31	60.8
Start Again	8	15.7
Economically	4	7.8
Friendship	3	5.9
Loss of study control	3	5.9
Getting apartment	1	2.0
Weather	1	2.0
N.R.	73	---

Part III: Program of Study

Question 16.

Present program of study

	Absolute Frequency	Percentage
Language course	3	2.5
Bachelors program	58	47.9
Diploma program	37	30.6
Masters program	23	19.0
N.R.	3	----

Question 17.

Year(s) of study in the program
(Which year of student's program will they begin next ?)

First	18	14.6
Second	46	37.4
Third	33	26.8
Fourth	11	8.9
Fifth	2	1.6
Thesis	7	5.7
Finished	6	4.9
N.R.	1	---

Question 18.

University/College where students are enrolled

UNIVERSITY/COLLEGE	Absolute Frequency	Percentage
Concordia	22	18.6
St. Lawrence College	14	11.9
McGill	12	10.2
Carleton	10	8.5
Ottawa	7	5.9
Toronto	5	4.2
British Columbia	5	4.2
Victoria	4	3.4
New Brunswick	4	3.4
Loyalist College	4	3.4
Dawson College	3	2.5
Ryerson Polytechnical Institute	3	2.5
Mohawk College	3	2.5
Windsor	2	1.7
Manitoba	2	1.7
Algonquin College	2	1.7
York	2	1.7
St. Clair College	2	1.7
Western Ontario	2	1.7
Saskatchewan	2	1.7
Guelph	1	.8
Centennial College	1	.8
Sir Sandford Fleming College	1	.8
Waterloo	1	.8
Lakehead	1	.8
Humber College	1	.8
Alberta	1	.8
Ecolé Grands Ballets Canadiens	1	.8
N.R.	6	

Question 19.

Students' present subject area of study

HARD SCIENCES	Absolute Frequency	Percentage
Biology	6	5.1
Ecology	1	.9
Chemistry	11	9.4
Industrial Design	2	1.7
Agriculture	4	3.4
Communication Engineering	2	1.7
Mechanical Engineering	17	14.5
Industrial Engineering	2	1.7
Chemical Engineering	3	2.6
Electric Engineering	15	12.8
Biochemistry	2	1.7
Animal Science	3	2.6
Mathematics	2	1.7
Metalurgical Engineering	1	.9
Marine Biology	2	1.7
Geology	1	.9
Marine Ecology	1	.9
Molecular Biology	1	.9
Laboratory Science	1	.9
Odontology	1	.9
Building Engineering	1	.9
Petroleum Technology	1	.9
Instrumentation	1	.9
Total	81	69.2

Question 19 (cont.)

Students' present subject area of study

COMPUTER SCIENCE AND ECONOMICS	Absolute Frequency	Percentage
Computer Science	7	6.0
Business Administration	5	4.3
Electronics	7	6.0
Economics	1	.9
Public Administration	1	.9
Total	21	17.9
SOCIAL SCIENCES		
Educational Technology	4	3.4
Education (Biology)	1	.9
Political Science	1	.9
Languages	1	.9
Environmental Studies	1	.9
Film	1	.9
Statistics	2	1.7
Travel and Tourism	1	.9
Arts	1	.9
Industrial Vocational Education	1	.9
Ballet Education	1	.9
Total	15	12.8
N.R.	7	

Question 20.

Was this subject area the same one the students signed up for in their contract?

	Absolute Frequency	Percentage
Yes	75	60.5
No	49	39.5

A. Reasons for not studying that subject area.

REASONS	Absolute Frequency	Percentage
Other opportunities arose	14	29.1
Not available in Canada	8	16.6
Not accepted because of low grade average	5	10.4
More interesting	4	8.3
No vacancies	3	6.2
Low TOEFL score	3	6.2
Relates more to present knowledge	2	4.2
Didn't want to change Universities	2	4.2
Only choice	2	4.2
Shorter career	1	2.1
Didn't like city	1	2.1
Didn't like University	1	2.1
Didn't want to change city	1	2.1
Fundayacucho didn't know which courses were taken	1	2.1
N.R.	1	
Total	49	100.0

Question 20 (cont.)

B. Feelings about new subject matter

FEELINGS	Absolute Frequency	Percentage
Like it	33	68.7
Does not matter	5	10.4
More difficult	5	10.4
Not interesting	3	6.2
Wider prof. outlook	1	2.1
Do not know yet	1	2.1
N.R.	11	
Total	49	100.0

Question 21.

Student's rating of their academic study program

	Excellent	V. Good	Good	Fair	Poor	N.R.
	f(%)	f(%)	f(%)	f(%)	f(%)	
Overall program	22(19.1)	43(37.4)	40(34.8)	10(8.7)	---	9
Professors	11(9.6)	36(31.3)	51(44.3)	15(13.0)	2(1.7)	9
Course relevance	15(13.2)	32(28.1)	50(43.9)	16(14.0)	1(.9)	10
Academic counselling	19(16.5)	28(24.3)	50(43.5)	11(9.6)	7(6.1)	9
Professors' availability	26(22.6)	33(28.7)	35(30.4)	15(13.0)	6(5.2)	9
Libraries	31(27.0)	38(33.0)	36(31.3)	9(7.8)	1(.9)	9
Labs and equipment	33(30.6)	31(28.7)	33(30.6)	8(7.4)	3(2.8)	16

Question 22.

Rating of academic programs' balance

	Absolute Frequency	Percentage
Too theoretical	21	18.3
Very theoretical	14	12.2
Balanced	74	64.3
Very Practical	4	3.5
Too Practical	2	1.7
N.R.	9	

Part IV: Language Experience

Question 23.

A. Language used by the students in their programs

LANGUAGE	Absolute Frequency	Percentage
English	120	96.8
French	1	.8
Both	3	2.4

B. Students' profficiency using the language

	Excellent	V. Good	Good	Fair	Poor
	f(%)	f(%)	f(%)	f(%)	f(%)
Speaking	2(1.6)	4(3.2)	10(8.1)	39(31.5)	69(55.6)
Reading	2(1.6)	7(5.6)	26(21.0)	50(40.3)	39(31.5)
Writing	2(1.6)	7(5.6)	15(12.1)	46(37.1)	54(43.5)
Listening	6(4.8)	6(4.8)	16(12.9)	28(22.6)	68(54.8)

Question 23 (cont.)

C. Time spent studying language before arrival

	No. of Months	Absolute Frequency	Percentage
From 2 months to 1 year:	2	2	3.0
	3	2	3.0
	5	1	1.5
	6	3	4.5
	7	1	1.5
	8	2	3.0
	9	1	1.5
	10	1	1.5
	12	8	11.9
	Total	21	31.3
From 18 months to 3 years:	18	1	1.5
	24	3	4.5
	27	1	1.5
	28	1	1.5
	36	2	3.0
	Total	8	11.9
From 5 years to 6½ years:	60	36	53.7
	72	1	1.5
	78	1	1.5
	Total	38	56.7
	N.R.	57	

Question 23 (cont.)

D. Time spent in Language courses in Canada

	No of Months	Absolute Frequency	Percentage
From 1 to 6 months:	1	1	.9
	3	3	2.7
	4	6	5.3
	5	5	4.4
	6	20	17.7
	Total	35	31.0
From 7 to 12 months:	7	6	5.3
	8	13	11.5
	9	19	16.8
	10	17	15.0
	11	3	2.7
	12	14	12.4
	Total	72	63.7
From 16 to 24 months:	16	2	1.8
	18	3	2.7
	24	1	.9
	Total	6	5.3
	N.R.	11	

Part V: Academic Problems

Question 24.

A. Problems understanding language

	None	Some	Many	N.R.
	f(%)	f(%)	f(%)	
Understanding professor's lectures	60(52.6)	50(43.9)	4(3.5)	10
Understanding written materials	75(65.8)	38(33.3)	1(.9)	10
Writing exams	50(43.9)	53(46.5)	11(9.6)	10
Taking Notes	53(46.9)	49(43.4)	11(9.7)	11
Writing essays	26(22.6)	77(67.0)	12(10.4)	9
Your own oral presentation	27(23.7)	62(54.4)	25(21.9)	10
Communication with professors and/or classmates	56(49.1)	47(41.2)	11(9.6)	10

Question 24 (cont.)

B. Problems understanding academic content

	None	Some	Many	N.R.
	f(%)	f(%)	f(%)	
Understanding professor's lectures	42(37.5)	67(59.8)	3(2.7)	12
Understanding written material	57(51.4)	54(48.6)	----	13
Writing exams	51(46.4)	52(47.3)	7(6.4)	14
Taking notes	60(54.1)	47(42.3)	7(3.6)	13
Writing essays	52(47.7)	51(46.8)	6(5.5)	15
Your own oral presentation	53(48.2)	45(40.9)	12(10.9)	14
Communication with professors and/or classmates	62(57.4)	40(37.0)	6(5.6)	16

Other Problems

	f(%)	f(%)
Related to professors	3	18.8
Working in groups	1	6.3
Chosing courses	2	12.5
Memorizing for exams	1	6.3
Too specialized	1	6.3
Change in study system	4	25.0
Reading	1	6.3
No communication	2	12.5
GMAT - TOEFL	1	6.3
N.R.	108	

Question 25.

Students' reasons for having problems understanding courses' content

REASONS	CHOICE			
	First	Second	Third	Total
	f(%)	f(%)	f(%)	f(%)
Not enough study	45(46.9)	----	----	45(46.9)
Studies outdated	13(13.5)	11(11.4)	----	24(25.0)
Lack of concentration	13(13.5)	5(5.2)	----	18(18.7)
Not used to academic standard	3(3.1)	11(11.4)	5(5.2)	19(19.7)
Poor study habits	6(6.2)	8(8.3)	4(4.2)	18(18.7)
Professors speak fast	6(6.2)	7(7.3)	1(1.0)	14(14.6)
Professors too theoretical	----	----	1(1.0)	1(1.0)
Professors can not explain themselves	1(1.0)	2(2.1)	3(3.1)	6(6.2)
Bad use of teaching aids	----	1(1.0)	3(3.1)	4(4.2)
Good scientific but bad professor	----	----	1(1.0)	1(1.0)
Too much material	1(1.0)	1(1.0)	----	2(2.1)
Foreign professors	2(2.1)	----	2(2.1)	4(4.2)
Due to language problems	6(6.2)	1(1.0)	3(3.1)	10(10.4)
Only woman in class	----	1(1.0)	----	1(1.0)
Getting use to study again	----	1(1.0)	----	1(1.0)
Lack of knowledge and language	----	1(1.0)	----	1(1.0)
N.R.	28	74	101	

Question 26.

Students' emotional problems

PROBLEMS	CHOICE First f(%)	Second f(%)	Third f(%)	Total f(%)
Loss of self confidence	7(12.3)	3(5.3)	----	10(17.5)
Inferiority complex	3(5.3)	4(7.0)	----	7(12.3)
Feeling of losing my time	----	----	1(1.8)	1(1.8)
Apathy	1(1.8)	----	----	1(1.8)
Frustration	19(33.3)	3(5.3)	3(5.3)	25(43.8)
Self-disappointed	8(14.0)	6(10.5)	2(3.5)	16(28.1)
Depressed	5(8.7)	5(8.7)	3(5.3)	13(22.8)
Fear to speak in public	3(5.3)	3(5.3)	----	6(10.5)
Desire to quit and go back	3(5.3)	2(3.5)	----	5(8.7)
Disinterested	1(.1.8)	2(.3.5)	2(3.5)	5(8.7)
Feeling of loneliness	1(1.8)	1(1.8)	----	2(3.5)
Physical appearance	----	2(3.5)	----	2(3.5)
Neurotic	----	----	1(1.8)	1(1.8)
Segregated in class	1(1.8)	2(3.5)	----	3(5.3)
Descriminated for being Latin American	----	----	1(1.8)	1(1.8)
Disadvantaged	1(1.8)	----	----	1(1.8)
Down because of exams	1(1.8)	----	1(1.8)	2(3.5)
Nerves and anxiety	3(5.3)	----	2(3.5)	5(8.7)
N.R.	67	91	108	

Part VI: Future Plans

Question 27.

A. Students' future plans

	Absolute Frequency	Percentage
Return to Venezuela	108	87.8
Stay in Canada	15	12.2
N.R.	1	

Question 27 (cont.)

B. Reasons for future plans
(students wishing to return)

	CHOICE			
	First	Second	Third	Total
	f(%)	f(%)	f(%)	f(%)
Prefer living there	62(57.4)	----	----	62(57.4)
Family there	28(25.9)	39(36.1)	----	67(62.0)
Promised to return	6(5.6)	26(24.1)	12(11.1)	44(40.7)
Better job opportunities there	4(3.7)	14(13.0)	18(16.7)	36(33.3)
Visa expires	-----	2(1.9)	4(3.7)	6(5.5)
Patriotism	6(5.6)	4(3.7)	12(11.1)	22(20.3)
Weather	-----	1(.9)	3(2.8)	4(3.7)
Purpose of working for the country	1(.9)	4(3.7)	5(4.6)	10(9.2)
Compromise with the country	1(.9)	1(.9)	1(.9)	3(2.8)
I don't like the people here	-----	----	1(.9)	1(.9)
Personal reasons	-----	----	1(.9)	1(.9)
N.R.	-----	17	51	

Question 27 (cont.)

C. Reasons for future plans (students wishing to stay)

REASONS	CHOICE		
	First	Second	Total
	f(%)	f(%)	f(%)
Prefer living here	11(73.3)	----	11(73.3)
Family here	1(6.7)	----	1(6.7)
Job opportunity here	1(6.7)	3(20.0)	4(26.6)
Personal reasons	----	1(6.7)	1(6.7)
Underdeveloped conditions in Venezuela	----	2(13.3)	2(13.3)
More personal and family security	1(6.7)	----	1(6.7)
I want to finish all my studies	1(6.7)	1(6.7)	2(13.3)
N.R.	----	8	

Question 28.

A. Students' problems when returning home

	Many	Some	Few	None	N.R.
	f(%)	f(%)	f(%)	f(%)	
Finding a job	16(13.2)	47(38.8)	43(35.5)	15(12.4)	3
Adapting training to Venezuelan context	17(13.8)	59(48.0)	35(28.5)	12(9.8)	1
Different living standard	27(22.1)	45(36.9)	20(16.4)	30(24.6)	2
Personal re-entry problems	13(10.7)	30(24.6)	39(32.0)	40(32.8)	2
Cultural adjustment	17(13.9)	45(36.9)	26(21.3)	34(27.9)	2

Question 28 (cont.)

B. Other future problems

	Absolute Frequency	Percentage
To work with low budgets and without good equipment	1	5.9
Validating studies	3	17.6
Traffic and city disorder	5	29.4
Social Organization	3	17.6
Finding apartment	1	5.9
Personal Adjustment	4	23.5
N.R.	107	

Question 29.

Students' changes since coming to Canada

	Very Much	Quite a lot	Some	A Little	None	N.R.
	f(%)	f(%)	f(%)	f(%)	f(%)	
Change in values	31(25.6)	21(17.4)	35(28.9)	17(14.0)	17(14.0)	3
More independent	42(34.4)	36(29.5)	20(16.4)	8(6.6)	16(13.1)	2
More critical	40(32.5)	29(23.6)	39(31.7)	6(4.9)	9(7.3)	1
More ability to use what was learned	45(37.2)	50(41.3)	14(11.6)	8(6.6)	4(3.3)	3
Career expectations	50(41.3)	37(30.6)	23(19.0)	5(4.1)	6(5.0)	3

Question 29 (cont.)

Other changes

	Absolute Frequency	Percentage
Political, economic, social knowledge	1	8.3
More Organized	1	8.3
More realistic about our own culture	3	25.0
More enthusiastic to help the country	1	8.3
More Mature	5	41.7
Loving Venezuela more	1	8.3
N.R.	112	

Question 30.

Time students would like to remain in Canada

	Absolute Frequency	Percentage
Permanently	11	10.1
Temporarily	98	89.9
N.R.	15	

Reasons why they would like to remain in Canada

To practice the language	2	2.2
Professional study	29	31.9
Travel & enjoy	22	24.2
Like the country	10	11.0
Social system	5	5.5
Personal security	2	2.2
to gain experience in work	8	8.8
To look for a better life	1	1.1
Personal reasons	4	4.4
Enjoy weather	2	2.2
Ex-change cutlural experiences with Canadian people	2	2.2
Decide in which country I will live	1	1.1
My wife/husband is in Canada	2	2.2
To study French	1	1.1
N.R.	33	

Question 31

Changes students would like to make in Venezuela

	CHOICES			
	First	Second	Third	Total
	f(%)	f(%)	f(%)	f(%)
Educational	70(57.4)	----	----	70(57.4)
Economic	5(4.1)	17(13.9)	----	22(18.0)
Social service	3(2.5)	43(35.2)	11(9.0)	57(46.7)
Political	1(.8)	5(4.1)	17(13.9)	23(18.8)
Environmental	----	4(3.3)	24(19.6)	28(22.9)
Labor conditions	----	1(.8)	5(4.1)	6(4.9)
All of them	42(34.4)	1(.8)	----	43(35.2)
N.R.	2	53	67	

Question 31 (cont.)

Professional areas in which students want to make changes

	Absolute	Percentage
Education	7	16.3
Engineering	6	14.0
Technology	5	11.6
Agriculture	3	7.0
Research	5	11.6
Business	2	4.7
Medicine	1	2.3
Training new professionals	4	9.3
Food	1	2.3
Accounting	1	2.3
Electronic	3	7.0
Marine Science	1	2.3
Biology	1	2.3
Economy	1	2.3
Dance	1	2.3
Electric industry	1	2.3
N.R.	81	

Other Changes		
Social organization	5	45.5
Cooperation from the people	1	9.1
Population growth	1	9.1
Change mentality	3	27.3
Sports	1	9.1
N.R.	113	

Question 32.

Areas where the students would like to work

	Absolute Frequency	Percentage
Rural or farm area	7	5.7
Town or Village	1	.8
City	72	59.0
Large City	42	34.4
N.R.	2	

Question 33.

A. Opinions about the schólarship program

OPINIONS	CHOICE			
	First	Second	Third	Total
	f(%)	f(%)	f(%)	f(%)
The program is valid and very useful to Venezuela	39(61.9)	----	----	39(61.9)
The program allows cultural interaction between Venezuelan and other countrys' students	2(3.2)	11(17.5)	----	13(20.6)
Lack of advice, information, and human contact between Fundayacucho's employes (in Canada) and grantees	10(15.9)	7(11.1)	1(1.6)	18(28.6)
There is a loss of national perspectives by the students	1(1.6)	7(11.1)	2(3.2)	10(15.9)
In Canada, Fundayacucho's office maintains a very low social interaction with the students.	1(1.6)	3(4.8)	3(4.8)	7(11.1)
A better organization of the orientation seminars is required	3(4.8)	4(6.3)	5(7.9)	12(19.0)
The program should concentrate on graduate students	1(1.6)	----	1(1.6)	2(3.2)

Question 33 - A (cont.)

OPINIONS	CHOICE First f(%)	Second f(%)	Third f(%)	Total f(%)
The lack of training in Canadian academic system makes student fail	----	----	1(1.6)	1(1.6)
Academic programs in Canada are too expensive and long	1(1.6)	1(1.6)	----	2(3.2)
The program works in Canada thanks to the A.U.C.C. and the strong character of Latinoamericans	----	1(1.6)	3(4.8)	4(6.3)
We should be paid more than what we receive	1(1.6)	----	----	1(1.6)
Fundayacucho in Canada has improved since its beginning	1(1.6)	----	----	1(1.6)
Fundayacucho does not listen to students' problems	1(1.6)	1(1.6)	----	2(3.2)
N.R.	61(49.2)	89(71.8)	108(87.1)	

Question 33 (cont.)

B. Individual Experiences

EXPERIENCES	CHOICE			
	First	Second	Third	Total
	f(%)	f(%)	f(%)	f(%)
Very good experience	33(61.1)	----	----	33(61.1)
We've changed our attitude toward Venezuela and ourselves	8(14.8)	6(11.1)	----	14(25.9)
Personal growth represents an important factor for the future development of Venezuela	2(3.7)	9(16.7)	4(7.4)	15(27.7)
All the students are not aware of the responsibility of being grantees	3(5.5)	3(5.5)	----	6(11.1)
Students should not take summer courses because it's a loss of money and time	2(3.7)	1(1.8)	----	3(5.5)
Students get too involved with the new culture forgetting their own	2(3.7)	----	1(1.8)	3(5.5)
The emotional part plays a big role in students' study outcomes	1(1.8)	1(1.8)	----	2(3.7)

Question 33 - B (cont.)

EXPERIENCES	CHOICE			
	First	Second	Third	Total
	f(%)	f(%)	f(%)	f(%)
Good experience to be foreign student	1(1.8)	----	----	1(1.8)
Canadian education is more informative than formative	1(1.8)	----	----	1(1.8)
Individual cases require more orientation	----	1(1.8)	----	1(1.8)
The A.U.C.C. is more receptive than Fundayacucho	1(1.8)	----	----	1(1.8)
N.R.	70(56.5)	103(83.1)	119(96.0)	

Question 33 (cont.)

C. Questionnaire Opinion

OPINIONS	CHOICE		
	First	Second	Total
	f(%)	f(%)	f(%)
The questionnaire was well constructed	6(30.0)	1(5.0)	7(35.0)
Excellent questionnaire	3(15.0)	1(5.0)	4(20.0)
Fundayacucho should do this kind of work	1(5.0)	2(10.0)	3(15.0)
This questionnaire will provide good results to improve the program	1(5.0)	2(10.0)	3(15.0)
It's worth it to carry out this survey because grantees are the future of the country	1(5.0)	1(5.0)	2(10.0)
It gives us an opportunity to express ourselves	----	2(10.0)	2(10.0)
It is a very interesting study	2(10.0)	-----	2(10.0)
Question 24 is not clear	1(5.0)	1(5.0)	2(10.0)
Question 32 - wherever the country needs me	1(5.0)	-----	1(5.0)