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Report to BKS/WSU/USAID

Language and Education

Eastern Island Agricultural  
Education Project in Indonesia

Mark S. Fleisher  
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All Indonesian students enrolled in Washington State University in November 1982 were invited to discuss 'On-campus Language and Education' research with Professor Fleisher in November 1982. Thirty-one students attended the meeting and scheduled personal interviews; from this group, 22 students were interviewed privately, each for thirty to sixty minutes. Our intent was to obtain their personal opinions concerning graduate education programs, educational difficulties, advising situation, English language education and issues which they considered significant events in their education at Washington State University. Each student was guaranteed absolute confidentiality; this put them at ease by insuring that their comments would not be disclosed to professors, project administration, and/or colleagues in Indonesia.

The comments, observations, opinions and criticisms of the Indonesians must be taken seriously if Washington State University plans to improve the educational system for Indonesians and other foreign students. One must keep in mind that the educational system (e.g., educational philosophy, techniques for instruction, and expectations for successfully completing graduate level programs) designed by Washington State University for Indonesians, as well as the ethos of higher education in America (e.g., "one must compete successfully against one's peers to achieve success"), contrast with the educational system and educational ethos in Indonesia.

If one considers glibly any of the Indonesians' comments, then we (as educators) are continuing to present a 'deaf ear' to the needs and educational problems of our foreign students (and in this case, foreign colleagues). Thus, simple comments made by Indonesian students, such as

not knowing that professors had office hours during which students were free to speak with them about course problems, can have serious consequences for Indonesians, if they do not seek and obtain assistance from their professors when they are having trouble in their courses. (One Indonesian noted, faculty are rarely available to students in Indonesians since they have other jobs.) The other side of this problem can be equally damaging; that is, professors may assume that Indonesians do not care about their difficulties in class because they do not seek their assistance.

I want to caution the reader that these comments should be read and understood from the Indonesians' point of view. Also, I have taken the liberty to add a comment to particular items when appropriate. The enumeration of qualitative data precedes my discussion of these data; the discussion of qualitative data outlines language-related educational problems (administrative procedures; literacy difficulties) and cross-cultural problems that affected the educational process for Indonesians. Finally, I present the English Language Questionnaire and the data compiled from respondents.

#### PROBLEMS WITH GRADUATE COURSES

Indonesian students:

1. did not have skills specifically related to their courses;
2. had difficulty understanding and interpreting instructor even though he received a good grade in the English course;

3. had difficulty expressing themselves verbally;
4. found the interpretation of readings very difficult and were embarrassed in classes and seminars;
5. majoring in Education needed a greater background in statistics (one student had not studied math since he was in junior high school because of the way schools and subjects are divided in Indonesia);
6. found it hard to think and memorize in English;
7. most serious problem in writing English is misspelling and English grammar; they use the style of writing acceptable for Indonesian scholarship;
8. in seminars, had difficulty explaining the reading they had done for class;
9. had difficulty in writing exams and essay tests;
10. found thesis writing very difficult (comment: this is the result of a poor understanding and weak practical knowledge of English grammar, and not understanding the standards of American scholarship);
11. had difficulty simultaneously writing notes and listening to the professor during class;
12. In Indonesia, if the instructor thinks that material is important

they will speak more slowly so that every one would get it--they don't do that here;

13. had problems understanding written questions;
14. had problems in oral presentations, especially in using an appropriate level of vocabulary;
15. had difficulty writing papers and summarizing articles;
16. had difficulty in getting the "real meaning" of written and verbal statements;
17. had difficulty in getting data for thesis (comment: this was not explained by the student);
18. had difficulty during exams writing an answer during the prescribed time period, even when they knew the answer;
19. when beginning their graduate programs, did not always understand when work was due;
20. did not always know that professors were available during office hours;
21. initially, found lectures difficult to follow because of new vocabulary;

22. found that they required (as much as) three times as long to read course assignments (as American students) and, after several years, they still read less efficiently than necessary;
23. found laboratory facilities much more complete here than in Indonesia and, as a result, it took more time to learn technical assignments;
24. needed to know more about requirements for courses (comment: because of cultural differences [I discuss this below], they were often reluctant to approach the faculty; this resulted in their incomplete knowledge about courses [e.g., how the courses would be graded, what the requirements there were]);
25. did not understand the rules of university, especially pass/fail option, dropping courses, writing papers, and the like, when they began their graduate programs;
26. reading rapidly with comprehension is a serious problem
27. had difficulty in verbal expression in seminars and lectures even after several years of residence;
28. had problems learning and comprehending technical terms;
29. found memorization difficult especially if there are a lot of terms to memorize;
30. lost the idea and/or meaning of an exam question when they did not know the definition of a specific word(s);

31. commented that a formal language (versus casual speech) is used in the classroom (Comment: This is an example of the sociolinguistic concept of speech register which is (1) a pre-eminent concept in learning to speak and comprehend a language and (2) an important linguistic point that should be stressed in English language education);
32. found it difficult to follow directions and instructions in situations such as laboratory instruction manuals (Comment: This is an important issue in 'using' English in an educational context; issues such as these could be discussed in a workshop designed to identify practical educational problems);
33. frequently have trouble asking and answering questions during lectures; students remark that events in class happen too quickly for their complete comprehension, and it is difficult to compete verbally with the American students when a question is asked in class (Comment: This is an important issue since it can lead to a sense of constantly increasing stress);
34. found it difficult to get main idea when reading and to express the arguments and details of reading assignments in their own words (Comment: paraphrasing professional articles is a skill which many Indonesians found quite difficult; to compensate for this problem, some students tried to memorize articles and classnotes--this was not successful. Paraphrasing skills could be stressed in a workshop);

35. read too slowly;
36. had serious writing problems that focus on problems with English grammar; several students commented that professors, here, did not like the Indonesia style of writing (Comment: Professional writing style is an important issue in graduate education; this is another items which could be discussed in a workshop);
37. majoring in economics required a stronger math background which was not provided in Indonesia;
38. found the grammar of 'question formation' to be very difficult (Comment: This is another issue for workshop discussion);
39. noted that professors did not seem to care about the students in larger undergraduate courses and that there was too much competition (Comment: Americans tend to be impersonal towards people with whom they are unfamiliar; Indonesians interpret this as 'lack of care'; Indonesian culture does not stress 'competition for success' as American culture; for Indonesians, the principle concept of social organization is gotung royung 'mutual cooperation' which sharply contrasts with the American attitude of 'individual success');
40. did not have adequate academic training in Indonesia before entering graduate school; this was true, especially, for students in the sciences, such as, chemistry (Comment: additionally, students noted that this fundamental educational problem was complemented and

compounded by a lack of library facilities and scholarly journals, textbooks, and so on, in Indonesia);

ENGLISH LANGUAGE COURSES  
Washington State University

Indonesian students:

1. felt they already knew the content of English 105 and the course was not sufficiently intensive;
2. felt that technical writing was helpful;
3. felt English 103 to be "a waste of time and boring";
4. felt that English courses focused on vocabulary in social sciences and humanities; they also need technical vocabulary;
5. they found the courses helpful though they made little improvement;
6. felt they needed more help with English than was provided in their courses (Comments: students generally felt that their English courses did not meet their needs);
7. felt they are here for a limited time and did not want to spend too much time in English courses (Comment: This is an attitude which precludes success in many graduate programs and may require paying

greater attention to English language training in Indonesia and/or allowing more time to complete graduate programs at Washington State University; moreover, admitting Indonesians whose TOEFL score is lower than 550 (or 600) to graduate programs, particularly in disciplines in the social sciences and humanities where sophisticated skills in English are required, may be a serious administrative error; admitting Indonesians whose TOEFL score is between 450--550 is preselecting for people whose English language skills are poor, and given the time constraints under which Indonesians must complete their degrees, one may be mistaken in believing that Indonesians will learn sufficient English [and related educational skills] after their arrival on campus);

8. said courses were good but would have been better off, in some cases, watching TV and movies.
9. felt that English language course material was not closely related to their courses of graduate study;
10. felt courses were helpful because their vocabularies, in many cases, was so limited when they arrived (Comment: Although the TOEFL exam does not measure all of the language-related educational skills necessary for graduate work, it does assess one's knowledge of basic vocabulary, phonology and syntax; a minimum TOEFL score of 550 (or 600) would screen out students who did not have a basic knowledge of English, thus permitting students to begin their graduate educations in a positive, constructive way);

11. felt some courses covered mostly familiar vocabulary, so they didn't learn much new material;
12. felt courses were best when they were encouraged to speak;
13. in many cases, felt that English courses should not be taken Pass/Fail; students skipped English class to attend other courses;
14. in a few cases, felt that English courses were very helpful to boost their Grade Point Average, but not helpful enough in content; they felt courses were a review of the grammar training they had already completed. They need to develop their verbal skills.
15. in one case, took a conversation course in which the instructor did most of the talking; the students did not get much of a chance to participate verbally and many students needed pronunciation help;
16. in one case, felt English classes would have been improved if the students were not all Indonesians; he would have learned more if he had not been able to fall back on Bahasa Indonesia so often;
17. in many cases, felt courses were oriented toward grammar too exclusively; they did not focus sufficiently on the students' fields of graduate study;
18. felt that English courses should provide training in the academic style appropriate for their own disciplines;

## ENGLISH LANGUAGE COURSES

## Indonesia

1. Indonesians did not use English outside of class;
2. Indonesians learned only enough English to pass the TOEFL exam;
3. Indonesians need daily conversation in English class with American teachers who understand Bahasa Indonesia;
4. Indonesian English teachers should not switch into Bahasa Indonesia to explain concepts;
5. English courses should have low enrollments and be divided into classes of students with similar levels of competence;
6. Courses were test oriented and focused on grammar (not speaking ability);
7. Indonesian English teachers should have English training in the United States;

## SUGGESTIONS AND OTHER COMMENTS

1. Indonesian students should live with American families for a few months when they first arrive;

2. The Indonesians should not isolate themselves in the community;  
(Comment: Indonesians should be warned that culture shock motivates people who share cultural/linguistic background to cluster; they should be encouraged by the administration to avoid this behavior)
3. There was not enough contact with Americans;
4. There should be orientations to academic departments in which Indonesians will study;
5. English training needs to be more intensive in Indonesia and must include skill training (as noted above);
6. A student was emphatic in his assertion that faculty knew nothing about Indonesian students and did little to find out;
7. A student felt that before Indonesians attend Washington State University they need more training in and more exposure to the technical aspects and language in their particular area. He suggested that it might be helpful if they had access to reports or books in their specific area.
8. A student suggested that English training would be better in their field of study than standard classroom instruction; also, students should train in English for two to three months before beginning classes. He emphasized training in listening and reading skills.
9. They need help in reading textbooks.

## DISCUSSION OF INTERVIEW DATA

This discussion focuses on the effects of English as a foreign language and related sociocultural issues in the graduate education of Eastern Indonesian scholars who were enrolled in Washington State University in 1983-84. When this research began, there were fewer than 35 Indonesian scholars on campus. With the aid of my research assistant, 22 Indonesians were interviewed personally and 19 of these people later completed a 'sociolinguistic-language and education' questionnaire. In addition, Washington State University faculty who served on Indonesians' graduate committees, or who had Indonesian scholars in graduate courses were interviewed. Data from structured interviews and questionnaires are the basis for this discussion.

I shall begin by discussing two categories of educational problems, Administrative Procedures, and Verbal and Literacy Difficulties; to this discussion I have added a summary of comments offered by Washington State University faculty who had close academic contacts with Indonesians. The TOEFL examination is discussed as a barometer for measuring academic success. Then, I discuss cross-cultural issues that affected the graduate education of Indonesian scholars.

## LANGUAGE-RELATED EDUCATIONAL PROBLEMS

Indonesia is a country of extreme linguistic and cultural diversity. Although English is its first official foreign language, it is not part of the linguistic repertoire of a high percentage of Indonesians. Although a majority of Indonesian scholars at Washington State University studied in

one or more formal English courses in Indonesia, they all experienced a variety of language-related obstacles in their graduate educations.

### Administrative Procedures

Indonesian scholars experienced difficulty with university and course procedures. When they were asked to complete the statement, "The most important difference between the Indonesian and American education system is \_\_\_\_\_," they commonly replied: "the system." This laconic reply includes a number of issues. For example,

1. students were confused frequently by pass/fail options, and the mechanics of dropping a course;
2. students were confused by course procedures such as due dates for assigned course work, and many students did not realize that professors held office hours when students could meet with them at the option of the students; and,
3. students were unfamiliar with the American grading system that uses 'A,' 'B,' 'C,' and so on, along with the qualitative criteria of evaluation incorporated in this system.

In spite of the efforts of Washington State University administration to alleviate these types of problems, they remained a enigmatic for many Indonesians. Efforts of Project administration and faculty advisors must be continued to initiate Indonesians students into basic issues of which all students must be aware. Indonesians see 'the system' as a stumbling block.

### Literacy Difficulties

A sample of language data from 19 questionnaires is summarized in TABLE A and TABLE B. TABLES A and B when considered together provide a 'language profile' for each Indonesian scholar who completed a questionnaire.

TABLE A indicates TOEFL score achieved in Indonesian prior to leaving for the United States, Major/minor programs of graduate study, grade point average as graduate students at Washinton State University, and the languages spoken natively by each respondent, in addition to Indonesian and English. Indonesian scholars were admitted to Washington State University's graduate school with a minimum TOEFL score of 450.

Based on the data in TABLE A, there is no strong correlation between TOEFL score as a measure of English language skills, such as verbal/reading comprehension and writing ability, and GPA; Respondent #2 with a 463 TOEFL had a 3.48 GPA, while Respondent #6 with the TOEFL score of 613 had a 3.22 GPA. An hypothesis suggested by Indonesian scholars during structured interviews correlated grade point average with major field of graduate study. The suggested hypothesis was that Indonesian scholars who majored in agricultural subjects, engineering, and the pure sciences had fewer language-related difficulties than scholars who studied social sciences, such as sociology and anthropology and, thus, their GPAs were higher.

A correlation of GPA and MAJOR field of graduate study with TOEFL scores for the respondents does not substantiate this hypothesis. For example, Respondent #2 had a 3.48 GPA in sociology and a TOEFL score of 463. GPA was affected by many variables such as: using a tutor; quality of tutorial assistance; frequency of tutorials; professors' grading procedures (i.e., double standards for grading foreign and American students); grade inflation, and the extent to which an editor assisted an Indonesian scholar in the preparation of his/her research papers.

TABLE A  
LANGUAGE AND EDUCATION DATA

RESPONDENT NO.	TOEFL	MAJOR/MINOR	GPA	NATIVE LANGUAGE(S)
No. 1	497	Adult & Community Education(ACE)/hort.	3.34	Manadonese; Dutch
No. 2	463	Sociology	3.48	Indonesian Only
No. 3	513	Food Science & Technology	3.08	Makassarese; Buginese; Spanish
No. 4	460	Sociology	3.31	Javanese; Sundanese
No. 5	473	Forestry/Ag Ec	3.31	Javanese; Sundanese; Banjarese; Japanese
No. 6	613	Structural Enjin	3.22	Dutch
No. 7	547	Wood Technology	3.07	Dutch
No. 8	473	ACE/For Ran Mang	3.31	Javanese; Sundanese Banjarese; Japanese
No. 9	477	ACE/Agron, Soils	3.35	Indonesian Only
No. 10	480	Ag Econ	3.06	Manadonese
No. 11	463	Pharmacy	3.18	Makassarese
No. 12	467	Forestry/Soils	3.11	Javanese
No. 13	493	Educ Measurement & Eval/Ed Admin	3.48	Dutch
No. 14	463	Linguistics	3.00	Indonesian Only

TABLE A (continued)

RESPONDENT NO.	TOEFL	MAJOR/MINOR	GPA	NATIVE LANGUAGE(S)
No. 15	543	Mech Engineering	3.18	Dutch
No. 16	480	Adult. Educ/Stat.	3.77	Dutch; German
No. 17	468	Anthropology/history	3.18	Javanese
No. 18	517	Curric/Media	3.60	Torajanese
No. 19	489	Chemistry	3.30	Makassarese

TABLE B summarizes the English language course histories for the 19 respondents. Note that Respondent #6 who achieved the highest TOEFL score, 613, reported no formal courses in English; rather, data obtained in the structured interviews indicate that this individual made an effort over many years to place himself in social-linguistic situations in Indonesia where he could enter into English conversations. More importantly, this individual attended several courses, in Indonesia, taught by Americans who spoke only English in the classroom.

Respondent #7 and respondent #15 scored rather high TOEFL scores, 547 and 543, respectively. As with respondent #6, they reported relatively little experience with formal English training; note that respondent #15 indicated English study with native speakers of English.

One may infer that formal courses in English taught in Indonesia, by Indonesians, do not contribute significantly to high scores on the TOEFL exam; rather, other variables (e.g., prolonged exposure to English spoken by native speakers, social and linguistic demands upon Indonesians to speak English, personal motivation to learn English) contribute, and may be prerequisites to, excellent performances on the TOEFL examination. Interestingly, the three highest TOEFL scores were earned by people who natively speak Dutch; one may infer that general linguistic similarities between English and Dutch, both Germanic languages, may have added positively to their ability to learn the complexities English as compared with Indonesians who (only) speak Bahasa Indonesia and local Indonesia languages.

Qualitative data indicate that English language courses in Indonesia did not emphasis speaking abilities and the comprehension of spoken English. Only Respondent #15 reported the use of native English speakers as part of his English language course in Indonesia.

TABLE B  
ENGLISH STUDIED IN INDONESIA

RESPONDENT NO.	TOEFL	NO. OF CRS	DURATION	CLASSROOM TIME	WORK OUTSIDE CLASS
No. 1	497	3	1. 2 mns 2. 6 mns	8 hrs/day 2 hrs/wk	2/3 hrs/wk
No. 2	463	1	3 months	8 hrs/day	2 hrs/wk
No. 3	513	4	1. 4 mns 2. 1 yr 3. 4 wks 4. 2 mns	3 hrs/wk/crs	5 hrs/wk
No. 4	460	none			
No. 5	473	1	8 weeks	8 hrs/day	2 hrs/day
No. 6	613	none			
No. 7	547	2	8 weeks	2 hrs/day	3 hrs/wk
No. 8	473	none			
No. 9	477	1	16 weeks	-----	-----
No. 10	480	Many	1 yr, Univ. 7 yrs, SMA/P	2 hrs/wk 4 hrs/wk	1 hr/wk

TABLE B (continued)

RESPONDENT NO.	TOEFL	NO. OF CRS	DURATION	CLASSROOM TIME	WORK OUTSIDE CLASS
No. 11	453	2	3 months	3 hrs/wk	1 hr/wk
No. 12	467	3	12 weeks	6 hrs/wk	1 hr/wk
No. 13	493	5	8 weeks	3 hrs/dy	none
No. 14	463	1	10 months	90 min/day	2 hrs/wk
No. 15	543	1	4 weeks	6 hrs/day (w native spks)	-----
No. 16	480	1	4 months	1 hr/wk	"almost never"
No. 17	468	1	2, Univ. yearly, SMA/P	2 hrs/wk 2 hrs/wk	1 hr/wk
No. 18	517	0	5 days only		
No. 19	489	1	16 weeks	1 hr/wk	2 hrs/wk

English grammatical structure was a serious barrier in the Indonesians quest to read and write English. When Indonesian scholars were asked to complete the statement, "The most serious language problem I encountered in graduate study was \_\_\_\_\_," they responded with: "listening"; "writing"; "tenses and articles"; embarrassment to speak in class; and writing exams in time.

Problems with English grammar were serious and focused on fundamental differences between Bahasa Indonesia and English. For example, Bahasa Indonesia lacks:

1. plural forms;
2. articles;
3. subject-verb agreement;
4. complexity in personal pronouns;
5. complexity in demonstrative pronouns;
6. separation between subject and object pronouns;
7. complex tense formation; and,
8. complex syntactic structure.

Difficulty in mastering basic English grammar established a situation in which Indonesian scholars found it arduous and perplexing to understand lectures, interpret textbooks, journal articles, and to write scholarly term papers, theses, research proposals, and dissertations. Moreover, Indonesian scholars were unaccustomed to the responsibility of 'homework'; that is, reading and writing assignments outside of class since as students in Indonesia they were not assigned homework on a regular basis. The lack of 'Work outside class' that was part of English language courses taken in Indonesia is noted on TABLE B.

Problems with reading comprehension and in the preparation of acceptable scholarly writing according to American academic standards, in terms of both form and substance, was a problem for all Indonesian scholars. Indonesian scholars in the social sciences, humanities, and education reported not being accustomed to the 'scientific method.' Problem-oriented research papers caused them endless difficulty since they were more comfortable with expository writing. Further complicating this situation is their unfamiliarity with rules of American scholarship which strictly disallow copying copious quantities of published material without proper citation.

Additionally, Indonesian scholars reported an unfamiliarity with technical vocabulary in their respective fields of study, especially in agriculture, engineering, and the sciences. They reported that their formal training in Indonesia did not prepare them adequately for their respective graduate programs at Washington State University. For example, students were unprepared to use laboratory facilities and equipment at W.S.U. since these were more elaborate and sophisticated than those available in Indonesia.

Washington State University faculty personnel who had academic contact with Indonesians repeatedly emphasized language difficulties (e.g., technical vocabulary; slang; not able to keep up during lectures; difficulty in identifying main points in reading material) and Indonesians' confusion in American standards of scholarship. Faculty noted that, in many cases, Indonesians became very shy and hesitated to participate in class because they were afraid that no one would understand their English. Social science faculty noted that, in some cases, Indonesians did not understand the notion of 'analysis' as it applied to social scientific data. Faculty, in many cases, admitted they knew virtually nothing about Indonesia, Indonesian education, and so

on. Many wanted a formal briefing which might assist them in working with Indonesian graduate students.

ENGLISH LANGUAGE SKILLS  
TEST OF ENGLISH AS A FOREIGN LANGUAGE EXAMINATION

The TOEFL examination is the minimum prerequisite for admitting Indonesians to The Graduate School of Washington State University. The TOEFL exam has been used by colleges, universities, Agency for International development, and other agencies and organizations, since 1963, to measure English proficiency for people whose first language is not English.

The TOEFL tests a range of language skills which include listening comprehension, structure and written expression, and reading comprehension and vocabulary. TOEFL scores are generally interpreted for admissions to American universities in this way: 550+--assured admission; 500-549--probable admission; 450-499--individual cases reviewed for admission; 449 or less--doubtful admission to university, though possible admission to two-year college.

The admission policy for Indonesians attending Washington State University's Graduate School has been to admit students whose TOEFL is above 450. Generally, a 450 score separates people admitted to junior college from those admitted to four-year colleges or universities.

Indonesian respondents noted their TOEFL scores (see Table A); their distribution follows:

<u>TOEFL SCORE</u>	<u>No. of People per Category</u>
550+	1
550-549	4
500-490	2
489-480	3
479-470	3
469-460	6
459-450	0

Of the 19 respondents, 6 people scored slightly above the cut-off point for admission to junior college. Although the TOEFL exam is not a 'crystal ball' and can not predict the probability of success in graduate school, one can predict, with assurity, that Indonesians whose English proficiency is below 550+ will have (serious) language difficulties in the course of their formal educations in an American university, especially at the graduate level. The qualitative data elicited from Indonesians attest to the validity of this prediction.

English language courses taught in Indonesia and taken by respondents were designed to train people to pass the TOEFL at the minimum level of 450. Indonesians expected to obtain additional formal training in English and related language and education study skills when they arrived on the Washington State University campus. Many Indonesians expected to live with American families for several months, attempting to improve their spoken English. These expectations were not meet.

The TOEFL examination is an adequate measure of English proficiency. A university faculty can reasonably be assured that foreign students have a knowledge of fundamental English if a student scores above 550 or 600

on the exam. On the other hand, at a 450--500 level, the probability of adequate proficiency in English, which is a prerequisite to graduate level study at an American university, is rather low. If administration is going to admit to graduate school foreign students with low TOEFL scores, then they must be prepared to provide a well planned course of study (English proficiency skills and study skills) prior to permitting students to begin their graduate programs.

The Indonesians who scored 500+ and 600+ had proficient English skills which were measured quantitatively by the TOEFL exam. The question we should ask is "how did they acquire those English proficiency skills?" As I noted earlier, respondent #6 acquired his skills in English speaking situations, not in a classroom; respondent #15 noted that he learned English from native English-speaking teachers. The social context in which English is learned is an important variable in the quality of English education. Based on these limited data, it seems essential to employ native speakers of English in the English language education of Indonesians who are planning to attend graduate school at Washington State University. A native English-speaking educator can teach English verbal and grammatical proficiency, while teaching requisite study skills.

#### CROSS-CULTURAL PROBLEMS

Serving as the matrix within which these administrative and literacy difficulties take shape, are contrasts between Indonesian and American culture which affect the educational process. I will present a summary of

three cross-cultural issues affecting the graduate education of Indonesians.

1. Indonesian scholars dislike overt and intense competition in the classroom; when these nonaggressive individuals are pushed into competitive situations, a common result seems to be stress, tension and anxiety. This situation is exacerbated by their inability to perform in English as well as they feel they should perform.

2. Indonesian graduate students are scholars in their home country. As professors in the Indonesian university system, they have earned the respect of their countrymen, colleagues and students. When they assumed graduate student social roles, however, their newly acquired statuses and roles began to contrast sharply with their Indonesia social roles. The result was a sense of interference between the two systems.

For example, Indonesians scholars are reluctant to approach a professor during his/her office hours; in Indonesia (as noted by interviewees), students either rarely meet with professors outside of class, or meet with professors at the instructor's convenience to discuss their progress in his/her course. Only one reported circumstance shows an Indonesian taking full advantage of his rights as a student. In this case, a vice president of an Indonesian university asked for and received copies of a professor's lectures, and copies of the lecture notes of a guest speaker. Several Indonesian students reported calling a professor at home only after they had been instructed to this by their departmental secretary.

The students felt a strong sense of intruding on a professor's privacy, and many of them had minimal contact with their professors. This self-imposed isolation apparently exacerbated the Indonesians'

feelings of social and academic marginality in the English speaking university community. This had two effects:

(a.) Indonesians banded together and failed to practice English with native English speakers as frequently as they should have practiced; as a result their verbal abilities were improved slowly. This verbal isolation was reinforced by the Indonesians' opinion that the casualness and informality of American students was American unfriendliness toward them which was generated by "something" the Indonesians had said or done;

(b.) Indonesians who had substantive problems in courses did not request assistance and their situation worsened. When students found themselves having a difficult time in a course, they were reluctant to drop it or receive an incomplete. These were unacceptable alternatives for the Indonesians as this was a sign of 'quitting' which seems to carry with it a sense of "loosing face" in front of their countrymen.

(3) One of the serious psychological difficulties faced by Indonesian students was separation from their spouses and children, or for an Indonesian couple to be separated from one or more children. Some men were forced by financial pressure to leave their wives and children in Indonesia for a year or more before he could afford to have them join him in the United States. In one notable case, a man left his wife and children in Indonesia for a year while he studied at Washington State University. His wife and children then joined him in Pullman and she enrolled in a graduate program; after living together for one year, he had to return to Indonesia, leaving his wife alone in Pullman with two children for an additional year.

A common pattern for Indonesian families is to leave one or more children behind in Indonesia. TABLE C summarizes the residence patterns and ages of children who have one or both parents enrolled at Washington State University. It is worth noting that in the questionnaire sample of 19 Indonesian scholars, 10 of 14 families with children had one or more children living with family members in Indonesia.

For many Indonesian scholars, leaving one or more children in Indonesia is a financial necessity. The social and psychological consequences of this necessity, however, combine with the academic demands of graduate school to produce stress, anxiety and tension for many Indonesians. Indonesian interviewees noted that family and academic pressures may often be expressed as alcoholism, depression, neglect of academic responsibilities, and reluctance to exceed the social boundaries of the community of Indonesian scholars and their families.

The Indonesian scholars are well aware of these problems; however, their social isolation in the university community helps keep these problems from public view. Their reluctance to share these difficulties with Project personnel keeps administrators from knowing the extent of the problems. This leaves the Indonesians on the social margin of the university community.

## TABLE C

RESIDENCE PATTERNS: CHILDREN OF INDONESIANS  
ATTENDING WASHINGTON STATE UNIVERSITY

- I. SINGLE: 1 woman
- II. MARRIED, NO CHILDREN: 4 couples
- III. MARRIED, WITH CHILDREN: 14 couples
  - a. Children in Indonesia: 8 couples
  - b. Children in Indonesia & Pullman: 2 couples
  - c. Children in Pullman: 4 couples
- VI. AGES OF CHILDREN/COUPLE
  - a. Ages of Children in Indonesia (years)
    - 1. 6, 4½, 2½
    - 2. 13, 9, 5, 2
    - 3. 1+ children; no. & ages unspecified
    - 4. 9, 4
    - 5. 11, 9
    - 6. 2+ children; no. & ages unspecified
    - 7. 1, 5
    - 8. 17, 16, 14

TABLE C (continued)

## VI. AGES OF CHILDREN/COUPLE

b. Ages of Children in Indonesia & Pullman (years)

	<u>Indonesia</u>	<u>Pullman</u>
1.	17, 20	1+
2.	14, 13, 11, 7	5

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c. Ages of Children in Pullman (years)

1. 6, 2
2. 7, 4
3. 17, 15, 12, 3
4. 11 months

## ENGLISH LANGUAGE QUESTIONNAIRE

The questionnaire is divided into four complementary sections: Personal Data, Language Background, Language Training, and Language and Education: Attitudes and Opinions. As a sociolinguistic instrument, the questionnaire was designed to generate a wide range of linguistic, cultural and personal data which, when analyzed, should provide Project administration with a predictive model for selecting Indonesians who are most well suited to the demands and rigors of graduate education at Washington State University.

The data generated by the sociolinguistic instrument are compiled in TABLE I, TABLE II, TABLE III and TABLE IV which follow the presentation of the questionnaire. Each TABLE lists respondent number (RS. NO) as the vertical axis and question number along the horizontal axis.

When reading the questionnaire and the data it generated, one should remember that I designed this instrument to provide Project administration with an Indonesian's view of Language from an Indonesian cultural, social and linguistic perspective while keeping in mind sociocultural and linguistic factors which may affect an Indonesian's English language learning facility and language learning motivation.

### EASTERN ISLANDS AGRICULTURAL EDUCATION PROJECT: ENGLISH LANGUAGE SURVEY

Your questionnaire is a vital part of our analysis of the effectiveness of the English language program for Indonesians at Washington State University. Information obtained from the questionnaire will be kept in strictest confidence. The questions were developed from

data provided by Indonesian graduate students during personal interviews. The data collected by using questionnaires complements the data you have already offered in the personal interviews. The interview and questionnaire data will provide a brief history of your exposure to and use of English in Indonesia and in Pullman.

A. PERSONAL DATA

1. Name (OPTIONAL):
2. Age:
3. Your birth date: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_
4. Where were you born?
5. Where was your father born?
6. Where was your mother born?
7. What is (was) your father's occupation?
8. What is (was) your mother's occupation?
9. What is your occupation in Indonesia?
10. What is your highest academic degree awarded by an Indonesian institution?
11. What year did you receive this degree?
12. From which Indonesian institution did you receive this degree?
13. Have you received a graduate degree(s) from an institution outside of Indonesia and the United States? Yes No
14. If you answered YES to question #13, please indicate the institution, the degree awarded, and the year the degree was awarded:  
 Institution: \_\_\_\_\_  
 Degree(s): \_\_\_\_\_  
 Year: \_\_\_\_\_
15. Where do you work in Indonesia?
16. What is your position (occupation)?
17. What is your yearly salary (Rps) for your main occupation in Indonesia?
18. Do you have other sources of income in Indonesia? Yes No<sup>2</sup>
19. What is your income (Rps) from these sources?

20. What was the date of your last TOEFL exam? Month \_\_\_\_\_ Year \_\_\_\_\_
21. Where did you take this TOEFL exam?
22. What was your score on you last TOEFL exam?
23. Have you taken any standardized English examinations since you arrived in the United States? Yes No
24. If you answered YES to question #23, please provide this information:
- what was the date of the exam? Month \_\_\_\_\_ Year \_\_\_\_\_
  - who gave this exam?
  - what was your score?
25. How long have you lived in the United States? Years \_\_\_ Months \_\_\_
26. Have you lived for more than one (1) month in any place other than Pullman? Yes No
27. If you answered YES to question #26, please list those places and the amount of time you lived there:
- Place of Residence: \_\_\_\_\_ Time: \_\_\_\_\_
- Place of Residence: \_\_\_\_\_ Time: \_\_\_\_\_
28. What is your major field of study?
29. What is your minor field of study?
30. What is your GPA?
- B. LANGUAGE BACKGROUND**
- What language(s) do you speak fluently?
  - What language(s) does (did) your father speak fluently?
  - What language(s) does (did) your mother speak fluently?
  - What language(s) do you speak when shopping at the marketplace in your Indonesian place of residence?
  - Do you usually speak both Bahasa Indonesia and English to most of your Indonesian friends, here in Pullman?
  - What language(s) do you usually speak in your home, here in Pullman?
  - What language(s) do you use when speaking to your children, here in Pullman?
  - What language(s) do you use when speaking to your children, at home in Indonesia?
  - What language(s) do your children speak who are living with you, here in Pullman? (Please note the childrens' ages)

10. What language(s) do your children speak who are now living in Indonesia? (Please note the childrens' ages)
11. Do you speak primarily in Bahasa Indonesia to Indonesians who know both Bahasa Indonesia and English? Yes No
12. Is professional success important to you? Yes No
13. Is speaking, writing and reading English important in achieving your professional goals? Yes No
14. Do you frequently travel in Indonesia? Yes No
15. If you answered YES to question #14, please indicate the areas you visit most frequently:
16. Do you usually speak Bahasa Indonesia to your mother and/or other female adults? Yes No
17. Do you usually speak Bahasa Indonesia to your father and/or other Indonesian male adults? Yes No
18. Do you usually speak Bahasa Indonesia when you get emotionally upset?  
Yes No
19. Is having nonIndonesian friends important to you? Yes No
20. Is native Indonesian literature, art, music, drama important to you? Yes No \_\_\_\_\_
21. Do you listen to Indonesian music, at home in Pullman? Yes No
22. Do you read Indonesian publications from time-to-time, at home in Pullman? Yes No
23. Do you feel as much at home among Americans as among Indonesians?  
Yes No
24. Are you interested in traveling to places you have never visited?  
Yes No \_\_\_\_\_
25. Do you think that it is important that Indonesians living in the United States preserve their traditional customs? Yes No
26. Are you a religious person? Yes No
27. If you answered YES to question #26, please indicate your religion:  
\_\_\_\_\_
28. Do nonIndonesians visit your home, here in Pullman? Yes No
29. If you answered YES to question #28, please indicate how often non-Indonesians visit your home, here in Pullman:
30. How often do you eat typically Indonesian foods?

31. How often do you eat typically American foods?
32. Do you want your children to speak English fluently? Yes \_\_\_\_\_ No \_\_\_\_\_
33. Is speaking English well important to you? Yes \_\_\_\_\_ No \_\_\_\_\_
34. Is writing English well important to you? Yes \_\_\_\_\_ No \_\_\_\_\_
35. What was the first language in which you understood a conversation?  
\_\_\_\_\_
36. What was the first language you spoke (to have a conversation)?  
\_\_\_\_\_
37. What language(s) do you most frequently use for conversations, at home in Indonesia? \_\_\_\_\_
38. What language(s) do you most frequently use for writing letters, at home in Indonesia? \_\_\_\_\_
39. What language(s) do you most frequently use at work (school) for conversations with fellow workers (colleagues; students) in Indonesia?  
\_\_\_\_\_
40. What language do you most frequently use for conversations with your supervisor in Indonesia? \_\_\_\_\_
41. What was the language of instruction in your SMA? \_\_\_\_\_
42. Would you be likely to speak a language other than Bahasa Indonesia or English, here in Pullman? Yes \_\_\_\_\_ No \_\_\_\_\_
43. If you answered YES to question #42, please indicate what language(s) you would speak: \_\_\_\_\_  
and to whom? \_\_\_\_\_  
and under what circumstances? \_\_\_\_\_
44. Would you be likely to speak a language other than Bahasa Indonesia, at home in Indonesia? Yes \_\_\_\_\_ No \_\_\_\_\_
45. If you answered YES to question #44, please indicate what language(s) you would speak? \_\_\_\_\_  
and to whom? \_\_\_\_\_  
and under what circumstances? \_\_\_\_\_
46. In what language(s) is the service conducted when you attend religious services? \_\_\_\_\_

## C. LANGUAGE TRAINING

1. If you studied English, in Indonesia, before taking the pre-TOEFL course, please answer these questions:
  - a. how many courses did you take? \_\_\_\_\_
  - b. where did you take the course(s)? \_\_\_\_\_
  - c. how long did each course continue (e.g., 3 weeks)? \_\_\_\_\_
  - d. how many hours per week did you spend in class (e.g., 3 hours per week)? \_\_\_\_\_
  - e. how many hours per week did you spend on study assignments outside of class (e.g., 5 hours per week doing out-of-class assignments)? \_\_\_\_\_
  
2. What was the emphasis of your pre-TOEFL course in Indonesia? Check the items that apply:
  - a. learning grammar \_\_\_\_\_
  - b. learning to read \_\_\_\_\_
  - c. learning to write \_\_\_\_\_
  - d. learning to speak \_\_\_\_\_
  - e. combination of these \_\_\_\_\_
  
3. What was the language of instruction in your pre-TOEFL course in Indonesia? \_\_\_\_\_

ANSWER THE FOLLOWING QUESTIONS USING A 1--10 SCALE: '1' indicates least ability and '10' indicates most ability. For example, if you feel that you now speak English very well write '10'; if you feel that you now speak English moderately well write '5'; if you feel that you now speak English poorly write '1'.

4. How well did you know English grammar when you began your pre-TOEFL course? \_\_\_\_\_
5. How well did you speak English when you began your pre-TOEFL course? \_\_\_\_\_
6. How well did you write English when you began your pre-TOEFL course? \_\_\_\_\_
7. How well did you know English grammar when you took the TOEFL exam? \_\_\_\_\_
8. How well did you speak English when you took the TOEFL exam? \_\_\_\_\_

9. How well did you write English when you took the TOEFL exam? \_\_\_\_\_
10. How well do you now know English grammar? \_\_\_\_\_
11. How well do you now speak English? \_\_\_\_\_
12. How well do you now write English? \_\_\_\_\_
13. How well do you now understand conversational English (e.g., informal conversations with native speakers of English)? \_\_\_\_\_
14. How well do you now understand lectures in English? \_\_\_\_\_
15. How well do you now understand English in magazines and/or newspapers?  
\_\_\_\_\_

D. LANGUAGE/EDUCATION ATTITUDES AND OPINIONS

INSTRUCTIONS: ANSWER ONLY THOSE QUESTIONS FOR WHICH YOU HAVE PERSONAL KNOWLEDGE OR EXPERIENCE.

1. Indonesians from rural areas of Indonesia experience greater problems in learning English because \_\_\_\_\_  
\_\_\_\_\_
2. I am experiencing problems in my graduate program because \_\_\_\_\_  
\_\_\_\_\_
3. I have Indonesian friends who are experiencing problems in their graduate programs because \_\_\_\_\_
4. Tutors are difficult to work with because \_\_\_\_\_  
\_\_\_\_\_
5. The most helpful tutors are \_\_\_\_\_  
\_\_\_\_\_
6. The most important difference between education in Indonesia and the United States is \_\_\_\_\_  
\_\_\_\_\_
7. The most important difference between Indonesian universities and American universities is \_\_\_\_\_  
\_\_\_\_\_

8. If I could suggest one (1) change in the educational program for Indonesians at Washington State University it would be \_\_\_\_\_  
\_\_\_\_\_
9. If I could suggest one (1) change in the preparation of Indonesians for graduate study at Washington State University it would be \_\_\_\_\_  
\_\_\_\_\_
10. The most serious problem I have had (am having) with my thesis advisor was (is) \_\_\_\_\_  
\_\_\_\_\_
11. The most serious language problem I have had (am having) in graduate study was (is) \_\_\_\_\_  
\_\_\_\_\_
12. The most important thing Washington State University professors need to know about Indonesian graduate students is \_\_\_\_\_  
\_\_\_\_\_
13. I would suggest these changes in the cultural orientation program for Indonesians \_\_\_\_\_  
\_\_\_\_\_
14. The worst aspect of living in the graduate center is \_\_\_\_\_  
\_\_\_\_\_
15. Newly arrived Indonesians should live with host families because \_\_\_\_\_  
\_\_\_\_\_
16. The most important change in the English language program for Indonesians at Washington State University should be \_\_\_\_\_  
\_\_\_\_\_
17. The most important change in the English language program in Indonesia should be \_\_\_\_\_  
\_\_\_\_\_
18. I am most comfortable speaking English to \_\_\_\_\_
19. I am least comfortable (tense; anxious; awkward) speaking English to \_\_\_\_\_  
\_\_\_\_\_

I would appreciate your comments about any of the questions on this questionnaire. Thank you.

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TABLE I  
PERSONAL DATA

RS.No	1	2	3	4	5	6
1	X	43	4-16-40	Manado	Manado	Manado
2	X	43	-	-	-	-
3	X	32	7-7-50	So. Sulawesi	So. Sulawesi	So. Sulawesi
4	X	43	5-15-40	Central Java	Central Java	Central Java
5	X	-	10-20-48	Banjar Negaga	Tegal	Tegal
6	X	50	9-22-32	Madicir	-	-
7	X	36	1-28-47	Jayapura	Biar	Bair
8	X	35	11-19-47	Sukabumi	Sukabumi	Sukabumi
9	X	42	1-31-41	Ambon	Noloth,Ambon	Hulaliv,Ambon
10	X	35	10-6-47	Menado	Manado	Manado
11	X	38	11-24-45	Poso	Ind.	China
12	X	36	2-24-46	Bantaeng	Ind.	Ind.
13	X	41	8-26-41	Manado	Bogoz	Tomohon
14	X	46	11-3-37	No. Sulawesi	Moronge	Moronge
				Taland Island	Taland Island	Taland Island
15	X	48	11-9-34	Rantepao	Rantepao	Rantepoa
16	X	32	2-3-51	Kawangkoan	Kawangkoan	Kawangkoan
17	X	42	11-13-40	Ambon	Ambon	Ambon
18	X	43	4-15-40	Mamasa	Mamasa	Kokas
19	X	32	5-15-51	Majene,So.Sulawesi	Same #4	Same #4

TABLE I  
PERSONAL DATA

RS.No	7	8	9	10	11	12
1	Offical Law	Farmer	Teacher	Doktorandus MA	1968	Int. of Teach.Tr.
2	Farmer	Farmer	Instructor	Doktorandus Drs.	1965	Univ. of
3	Head Master	Unemployed	Lecturer	Doktorandus	1969	IKIP Bandum, W.Java
4	Businessman/Farmer	-	Dean of Fac. of Education	Drs.	1967	BA U of Gajahinada Drs. IKIP Jogyakarta
5	Retired	Housewife	Instructor	Sarjana-Kentitanan	1975	Bogar Agric. Univ.
6	Forestry Official	-	Univ. Teach	MSC(Water Eng)C.E.	1958	U of Indonesia
7	Teacher, Sec. Sch.	Housewife	Lecturer	Sarjana (Is.)	1975	Bogar Agri. Univ.
8	Retired	Housewife	Instrutor	Sarjana Kehutanan	1974	Bogar Agri. Univ.
9	Teacher	Nurse	Instructor	IR-Pertanian	1974	Bogar Agri. Univ.
10	Army Officer	-	Teacher	IR	1974	Bogar Agri Univ.
11	Farmer	-	Instructor	Sarjana-Pharmacist	1977	Hasanuddin Univ.
12	Forester	Household	Jr. Lecturer	Sarjana IR	1976	UNHAS Ujang Pondanc
13	Farmer	-	College Instr.	Sarjana-Pertanian	1970	IKIP Manado
14	Farmer	Farmer	Lecturer	Doctorandus	1967	Inst. of Teachers Train & Ed. Bandang
15	Priest	Nun	Instructor	Engineer	1962	Bandang Inst. of Teach.
16	Farmer	Farmer	Lecturer	Insinyur IR	1977	Univ. Sam Ratulangi
17	Elem. Sch. Teach	Housewife	Teacher	Doctorandus	1968	Inst. of Teach. Tr.
18	Retired Teach.	Retired Teach.	Teacher	Dra.	1971	JKIP Manado
19	Officer of Gov	House Represent.	Instruct.	Sarjana	1978	Bandang Inst. of Teach.

TABLE I  
PERSONAL DATA

RS. No	13	14	15	16	17	18
1	no	-	Manado	Lecturer	2,350,000	no
2	no	-	-	-	300	yes
3	no	-	IKIP Ujung Pandang	Y. Lecturer	80,000	yes
4	no	-	Cenderawasih	Dean of C. of Ed.	4,388,000	yes
5	no	-	Samarinoa	Instructor	1,200,000	yes
6	yes	Utah St. Univ.	Sulawesi Selatan	Dept. Chair/ MSC Instr. Eng.	190,000 x 12	yes
7	no	-	Cend. Inv. Mano Kurivi	Asst. Dean	1,800,000	no
8	no	-	Mulawarman U.	Instructor	1,200,000	yes
9	no	-	Ambon	Instructor	1,200,000	no
10	no	-	Pattimura U. Ambon	Teacher	1,200,000	no
11	no	-	UNHAS Ujung Pandang	Lecturer	46,700	no
12	no	-	UNHAS Ujung Pandang	Head of Forestry Division	100,000	no
13	no	-	Manado	Instructor	120,000	no
14	no	-	IKIP Manado	Lecturer	175,000 x 12	
15	no	-	Ujung Pandang	Instructor	200,000	yes
16	no	-	Ungrat Manado	Lecturer	840,000	no
17	no	-	Cenderawasih Un.	Chr. Anth Dept.	3,180,000	yes
18	no	-	IKIP	Asst/ Madja	720,000	yes
19	no	-	Hasaniddin U.	Jr. Lecturer	80,000	no

TABLE I  
PERSONAL DATA

RS.No	19	20	21	22	23	24
1	-	8-80	Ujung Pandang	497	-	-
2	-	1981	Palu	463	no	-
3	60,000	1980	Ujung Pandang	513	no	-
4	5,000,000	5-80	Jayapura	460	no	-
5	-	8-80	Ujung Pandang	473	no	-
6	200,000 x 12	1-80	Ujung Pandang	613	yes	Summer '81 c+
7	-	11-79	Jayapura	547	no	-
8	-	5-81	Manado	473	no	-
9	-	7-80	Ujung Pandang	477	no	-
10	-	7-80	Ujung Pandang	480	no	-
11	540,400	1979	Ujung Pandang	463	no	-
12	-	8-80	UHAS Ujung Pandang	467	no	-
13	1,440,000	8-80	Ujung Pandang	493	yes	1/4/82, Ed. Test. GRE Apt. 240-440-300
14	-	8-80	Ujung Pandang	463	yes	8-79, Brit. Council
15	1,500,000	3-80	Ujung Pandang	543	no	-
16	-	1-81	Banjarmasin	480	no	-
17	600,000	8-80	Ujung Pandang	468	no	-
18	1,000,000	5-80	Manado	517	no	-
19	-	8-79	Jakarta	489	yes	2-81, Dept. of Eng.

TABLE I  
PERSONAL DATA

RS.No	25	26	27	28	29	30
1	1 yr. 9 mos.	no	-	ACE	Horticulture	3.34
2	1 yr. 6 mos.	no	-	-	-	3.48
3	1 yr. 6 mos.	yes	Ujung Pandang	Food Sc. & Tech.	no	3.08
4	6 mos.	no	-	Sociology	-	3.31
5	2 yr. 1 mo.	no	-	Forestry	Ag. Econ.	3.31
6	2 yr. 6 mos.	yes	Logan, Ut. 64-65	Str. Eng.	-	3.22
7	1 yr. 7 mos.	no	-	Wood Tech.	-	3.07
8	1 yr. 1 mo.	no	-	ACE	FRM	3.31
9	2 yr. 1 mo.	no	-	ACE	Agron. & Soils	3.35
10	2 yr. 1 mo.	no	-	Ag. Econ.	-	3.06
11	2 yr. 2 mos.	no	-	Pharmacy	-	3.18
12	1 yr. 8 mos.	no	-	Forestry	Soils	3.11
13	1 yr. 5 mos.	no	-	Ed. Meas. & Eval.	Ed. Admin.	3.48
14	1 yr. 6 mos.	no	-	Lingustics	Cur. at WSU	3.00
15	2 yr. 1 mo.	yes	Atlanta 64-65 Honolulu '73	ME	-	3.18
16	1 yr. 9 mos.	no	-	Adult Ed.	Statistics	3.77
17	2 yr. 2 mos.	no	-	Anth	History	3.18
18	1 yr. 5 mos.	no	-	Curriculum	Media	3.60
19	2 yr.	no	-	Chemistry	no	3.30

TABLE II  
LANGUAGE BACKGROUND

RS.No	1	2	3	4	5	6
1	Ind.	Ind. Dutch	Ind. Dutch	Manadonese	no	English
2	Ind.	Ind.	Ind.	Ind.	yes	50% Engl., 50% Ind.
3	Ind.	Buginese	Buginese	Ind., Makassarese Buginese		no Ind.
4	Ind. Javanese/Sudanese	Same #1	Same #1	Ind.	yes	Ind.
5	Ind.	Javanese	Javanese	Javanese, Ind. Banjar	yes	Ind.
6	Ind. Dutch	Ind.	Ind. Dutch	Ind.	yes	Ind. Engl.
7	Ind.	Ind. Biak	Same #2	Ind.	yes	Ind.
8	Ind. Suda	Same #1	Same #1	Same #1, + Java	yes	Ind.
9	Ind.	Ind. Dutch	Ind. Dutch	Ind.	yes	Ind. Engl.
10	Ind.	Ind. Manado dialect	Same #2	Ind.	yes	Ind.
11	Java, Makassarese, English	Ind. Dutch	Ind. Mandarin	Makassarese	yes	Engl.
12	Ind. Local dialect	Same #1	Same #1	Same #1	yes	Ind.
13	Ind.	Ind. Dutch	Ind. Dutch	Ind.	yes	Ind.
14	Ind.	Ind. Talaud	Ind. Talaud	Ind.	yes	Ind.
15	Ind.	Toraja	Toraja	Ind.	yes	Ind.
16	Ind.	Ind. Tontamboan	Same #2	Ind.	no	Ind. Engl.
17	Ins.	Ind.	Ind.	Ind.	no	Ind. Engl.
18	Ind. + 2 dialects	Ind. Japanese 2 dialects	Ind. Dutch 1 dialect	Manado dialect	no	Ind. Engl.
19	Ind.	Ind.	Ind.	Ind. Makassarese	yes	Ind.

TABLE II  
LANGUAGE BACKGROUND

RS.No	7	8	9	10	11	12
1	single	-	-	-	yes	yes
2	2	2	2	2	yes	yes
3	-	Ind.	-	Ind., 6;4½;2½	yes	yes
4	N/A	Ind.	-	Ind., 13;9½;2	yes	yes
5	Ind.	Ind.	-	Ind., Engl.	yes	yes
6	Ind. Engl.	Ind.	Ind. & Engl, 17;20	-	yes	yes
7	N/A	-	-	-	yes	yes
8	Ind + Engl.	Ind.	Ind. & Engl. 2;6	-	yes	yes
9	-	-	-	-	yes	yes
10	-	-	-	-	yes	yes
11	-	Ind.	-	Ind. 9;4	yes	yes
12	Ind.	Ind.	Ind. 7 & 4	-	yes	yes
13	-	Ind.	-	Ind. 11 & 9	yes	yes
14	N/A	Ind.	-	Ind. Manado	yes	yes
15	Ind.	Ind.	Ind. 3;17;15;12	-	yes	yes
16	-	Ind.	-	Ind. 5	yes	yes
17	Engl. Ind.	Ind.	Engl. 5	Ind.11;13; Java 14;17	yes	yes
18	-	Ind.	-	Ind. 17,16,14	yes	yes
19	Engl.	-	11 mos.	-	yes	yes

TABLE II  
LANGUAGE BACKGROUND

RS.No	13	14	15	16	17	18
1	yes	yes	Java Jakarta	yes	yes	yes
2	-	yes	Java	yes	yes	yes
3	yes	yes	Moscow, Spokane	no	no	yes
4	yes	yes	Jakarta, Jogja-, akarta, Ujung Pandang	no	yes	yes
5	yes	yes	Jakarta	yes	yes	yes
6	yes	no	-	no	yes/no	yes/no
7	yes	no	-	yes	yes	yes
8	yes	yes	Jakarta	yes	yes	no
9	yes	no	-	yes	yes	yes
10	yes	no	-	yes	yes	yes
11	yes	yes	Surakaja, Java	yes	yes	yes
12	yes	yes	Vicinity of Pullman	yes	yes	yes
13	yes	yes	Spokane/Moscow/Lewiston	yes	yes	yes
14	yes	yes	Jakarta/Bandung	yes	yes	yes
15	yes	yes	Jakarta/Bandung	no	no	yes
16	yes	yes	Java	yes	yes	yes
17	yes	yes	Java/Ambon	yes	yes	yes
18	yes	no	-	yes	yes	yes
19	yes	yes	Bandung/Jakarta	yes	yes	yes

TABLE II  
LANGUAGE BACKGROUND

RS.No	19	20	21	22	23	24
1	yes	yes	no	no	yes	yes
2	yes	yes	yes	yes	no	yes
3	yes	yes	yes	no	no	no
4	yes	yes	yes	no	yes	yes
5	yes	yes	yes	no	yes	yes
6	yes	yes	yes	no	yes	yes
7	yes	yes	no	no	yes	yes
8	yes	yes	yes	no	no	yes
9	yes	yes	a little	no	yes	yes
10	yes	yes	sometimes	no	yes	yes
11	yes	yes	very rarely	no	yes	yes
12	yes	yes	yes	no	no	yes
13	yes	yes	yes	yes	no	yes
14	yes	yes	no	no	yes	yes
15	yes	no	yes	no	no	yes
16	yes	no	no	no	yes	yes
17	yes	yes	no	no	no	yes
18	yes	yes	no	no	yes	yes
19	no	yes	yes	no	no	yes

TABLE II  
LANGUAGE BACKGROUND

RS.No	25	26	27	28	29	30
1	sometimes	yes	Protestant	yes	1 or 2 a week	very often
2	yes	yes	Islam	yes	not very often	food
3	yes	yes	Islam	yes	rarely	very often
4	yes	yes	Islam	yes	not very often	never
5	-	yes	Islam	yes	once a week	everyday
6	yes/no	yes	Christian	yes	6 times a month	everyday
7	yes	yes	Protestant	no	-	frequently
8	yes	yes	Moslem	yes	1 time a month	everyday
9	no	yes	Protestant	yes	1 time a week	1 time a day
10	no	yes	Protestant	yes	1 time a week	1 time a day
11	yes	yes	Catholic	yes	1 time a month	1 time a week
12	yes	yes	Islam	yes	1 time a week	daily
13	yes	yes	Christian	yes	seldom	usually
14	yes	yes	Christian	yes	1 time a month	many times
15	no	yes	Christian	no	-	daily
16	yes	yes	Protestant	yes	1 time a month	very often
17	yes	yes	Protestant	yes	not often	very often
18	yes	yes	Protestant	yes	3-4 times a week	1 every 2 wks.
19	yes	yes	Islam	yes	1 time a week	all the time

TABLE II  
LANGUAGE BACKGROUND

RS.No	31	32	33	34	35	36
1	seldom	-	yes	yes	-	-
2	food	-	yes	yes	local dialect	-
3	seldom	yes	yes	yes	Buginese	Buginese
4	always	yes	yes	yes	Javanese, Ind.	Javanese
5	not often	yes	yes	yes	Javanese	Javanese
6	almost never	yes	yes	yes	Dutch	Dutch
7	seldom	-	yes	yes	Bahasa Ind.	Same as #35
8	rare	yes	yes	yes	Sudanese	Sudanese
9	2 times a day	-	yes	yes	Ind.	Ind.
10	1 time a day	-	yes	yes	Ind.	Ind.
11	almost daily	yes	yes	yes	Ind.	Ind.
12	sometimes	yes	yes	yes	Local Lang.	Local Lang.
13	sometimes	yes	yes	yes	Ind.	Ind.
14	sometimes	yes	yes	yes	Ind.	Ind.
15	if invited	yes	yes	yes	Torajas	Torajas
16	rarely	yes	yes	yes	Ind.	Ind.
17	sometimes	yes	yes	yes	Ind.	Ind.
18	almost always	yes	yes	yes	Ind.	Ind.
19	2 times a week	yes	yes	yes	Ind.	Ind.

TABLE II  
LANGUAGE BACKGROUND

RS.No	37	38	39	40	41a	41b	41c	42
1	Manadonese	Ind. Manado	Ind. Manadonese	same as 39	Ind.	Ind.	Ind.	yes
2	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.		-
3	Ind. Buginese	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	yes
4	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	no
5	Ind. Java	Ind.	Ind. Sudanese/Javanese	Ind.	Ind.	Ind.	Ind.	yes
6	Ind. Dutch	Dutch	Ind.	Ind.	Dut.	Dut.	Dut.	no
7	same as 35	same as 35	same as 35	same as 35	Ind.	Dut.	Ind.	no
8	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	yes
9	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	-
10	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	no
11	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	no
12	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	no
13	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	-
14	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	yes
15	Ind. Toraja	Ind.	Ind.	Ind.	Ind.	Ind.	Dut. Engl/Java	no
16	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	yes
17	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	yes
18	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Engl-2yrs.	-
19	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.	Ind.-4 yrs.	no

TABLE II  
LANGUAGE BACKGROUND

RS.No	43a	43b	43c	44
1	Manadonese	Indonesian	informal	yes
2	-	-	-	no
3	Spanish	Spanish Speaking	informal	yes
4	-	-	-	no
5	Japan,Sudan,Javan	wife,friend	secret w/kids	yes
6	-	-	-	-
7	-	-	-	yes
8	Sudan,Java,Japan	husband	secret w/kids	yes
9	-	-	-	yes
10	-	-	-	yes
11	-	-	-	no
12	-	-	-	yes
13	-	-	-	yes
14	Eng.	teaching friend	anytime	yes
15	-	-	-	yes
16	same as 45	same as 45	same as 45	yes
17	Dutch	Dutch spoken	if available	yes
18	-	-	-	yes
19	-	-	-	yes

TABLE II  
LANGUAGE BACKGROUND

RS.No	45a	45b	45c	46
1	Eng. Dutch	Colleagues family	informal	Ind.
2	-	-	-	Ind.
3	Eng.	my beloved wife	daily convers.	Ind., Makassarese Buginese
4	-	-	-	Ind.
5	Sudan,Java,Banjar	wife,friend	conversation	Ind.
6	-	-	-	Eng.
7	Eng.	foreign experts	work	Ind., Eng.
8	Sudan,Java, Banjar	relatives	daily convers.	Ind.
9	-	-	-	Eng.
10	Eng.	foreign if	Eng. only conver. Lang.	Eng.-Pull. Ind., Ind.
11	-	-	-	Ind.
12	Eng.	friends	conversation	Ind.,Arabic
13	Eng.	wife, children	-	Ind., Eng. Pullman
14	Eng.	wife, children	anytime	Eng. in U.S.
15	Toraja	relatives	anytime	Ind. and Torajas
16	Dutch German	anybody	anytime	Ind.
17	Dutch/Java	Parents/Market	home market	Ind.
18	Torajas	family	not certain	Eng.
19	Eng.	foreign fellows	scientific com.	Ind. in Ind.

Table III  
LANGUAGE TRAINING

RS.No	1a	1b	1c	1d	1e
1	Several	IKIP Manado	2 mos., 6 mos.+ 4-	hrs, 2 hrs. not certain	2-3
2	3 mos.	Palu	3 mos.	40 hours	2 hrs.
3	4	Ujung Pandang	4 mos, 1 yr, 4 wks, 2 mos.	3 hrs.	5 hrs.
4	no	-	-	-	-
5	one	Ujung Pandang	8 wks.	40 hrs. wk.	every night
6	high school	-	-	-	-
7	two	Bogor Manokwari	8 wks.	2 hrs. wk.	3 hrs. wk.
8	-	-	-	-	-
9	one	Ambon	16 wks.	-	-
10	three	Ambon	7 yrs.	4 hrs, 4 hrs, 2 hrs.	1 hr.
11	two	public library Balai Bahasa	3 mos., UNHAS	3 hrs.	1 hr.
12	three	Ujung Pandang	12 wks.	6 hrs.	1 hr.
13	five	Ujung Pandang	8 wks.	15 hrs.	-
14	one	IKIP Manada	10 mos.	1½ hr.	2 hr.
15	-	Ujung Pandang	4 wks	total emerson	6 hrs.
16	one	Unsrat Manado	4 mos.	1 hr/wk.	almost never
17	SMP	SMP, SMA	6 yrs.	2.hrs/wk.	1 hr/wk.
18	-	-	-	-	-
19	one	-	16 wks.	1 hr.	2 hrs.

Table III  
LANGUAGE TRAINING

RS.No	2a	2b	2c	2d	2e	3
1	/	/	/	/	/	English
2	/	-	/	/	/	English
3	/	-	-	/	-	Eng. Ind.
4	-	-	-	-	-	
5	/	/	/	/	/	Eng. Ind.
6	-	-	-	-	-	
7	/	-	/	/	-	English
8	-	-	-	-	-	
9	/	-	/	/	/	English
10	-	-	-	-	/	English
11	/	-	-	-	-	English
12	/	/	/	/	/	Eng. Ind.
13	/	-	-	/	/	English
14	/	-	/	/	/	Eng. Ind.
15	/	/	/	-	-	English
16	-	-	-	-	/	English
17	/	/	-	-	-	-
18	-	-	-	-	-	-
19	/	-	-	-	-	English

(/=check mark)

Table III  
LANGUAGE TRAINING

RS.No	4	5	6	7	8	9
1	5	5	4	8	7	7
2	8	6	7	8	8	7
3	8	6	6	9	7	9
4	-	-	-	average	average	average
5	5	5	4	7	7	7
6	8	-	-	-	-	-
7	5	6	6	7	8	7
8	-	-	-	good	good	good
9	Inter-med.	Inter-med.	Inter-med.	-	-	-
10	4	4	4	8	8	8
11	7	3	4	8	6	6
12	5	4	4	6	5	5
13	3	2	4	5	5	5
14	5	5	6	6	6	7
15	6	6	6	8	7	7
16	1	1	1	5	5	5
17	5	5	1	5	5	5
18	-	-	-	6	4	7
19	7	5	5	8	9	8

Table III  
LANGUAGE TRAINING

RS.No	10	11	12	13	14	15
1	9	6	6	6	7	7
2	8	7	7	7	9	6
3	9	8	7	7	8	8
4	average	average	average	average	average	less than average
5	6	6	6	9	9	8
6	8	8	9	10	10-	10-
7	7	7	7	7	7	7
8	fair	fair	fair	good	good	good
9	-	-	-	very well	very well	very well
10	6	6	6	9	9	9
11	7	5	5	7	7	8
12	6	6	6	5	5	5
13	6	6	6	6	6	7
14	7	7	7	7	7	6
15	8	7	6	8	9	8
16	1-5	1	1	5	5	5
17	5	5	5	10	10	10
18	5	5	3	8	8	9
19	6	6	8	9	9	9

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	1	2	3	4
1	Lack of opportunity to study and learn	unfamiliar with regulations, lack of communication	-	no difficulties
2	-	English Language	-	-
3	low learning motivation	English Language, homesick for family	difficulty with English	-
4	I don't think so	-	-	don't know, real problems
5	-	writing skills lacking	-	-
6	Eng. literature, rarely found	afraid to meet w/advisor	-	-
7	no knowledge of Eng.	Changes in major subjects; English	English differences in Education Systems	no difficulties
8	unfamiliar with Eng.	difficulty in formal writing	same as #2	-
9	-	Eng. Lang. shocked by system	-	-
10	-	-	-	-

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	1	2	3	4
11	few people speak Eng.	language	poor in basic science	-
12	-	Eng. and Educ. system	same as #2, difficult to complete	-
13	poor English preparation in schools	lack of English	same as #2	too busy w/his work
14	-	listening, writing comprehensive - English	-	busy
15	Don't communicate	forgot materials covered as undergrad.	-	no tutor
16	no course in Eng.	English Language	too often to get together	-
17	no emphasis on Eng.	-	-	-
18	lack of material and teaching	break in studying for	language problem	easy
19	English teaching poor	no problem	cultural gap	-

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	5	6	7	8
1	tutor helpful with problems more than advisors	student selection of dept. approved courses	study facilities	-
2	unstand problems	examination system homework	facilities lacking in Ind.	short term papers
3	familiar with Ind. & understand problems	facility	facility	-
4	those who know Ind. students problems	no comment	facilities	-
5	-	more homework, reading, and papers	library facility	-
6	-	friendly student/prof. contact regular assign.	-	students know & discuss program & requirements w/advisor
7	tutor helpful	education very specialized	good facilities in US	program more adapted to Ind. stud. current spec.
8	helping to overcome formal writing diff.	educational system	system organization administration facil.	having special requirements for stud. who have degrees
9	relating Eng. Lang. to course content	system	facilities	course, GPA, requirements uniformity
10	-	system	facilities	-

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	5	6	7	8
11	-	poor in science lack of books, etc.	facilities	more training in equip. use for science
12	don't have a tutor	requirements system	same as #6	more English before entering program
13	American students in same classes	freedom of opinion orderly system	appropriateness of everything in US	emphasize fields other than Agriculture
14	those concered with students problems	quality of facilities	facilties equipment	intensive Eng. course
15	no tutor	difference in educ.sys.	faciltiies good in US	-
16	writing conversation	language	also language	to effectively use tutor
17	correcting my written papers	library resources	student course selection US	not to write a thesis
18	-	mass education vs. individual education	facilities	also for Ph.D. program as well as M.A.
19	.-	lack of humanity profs like robots	facilities, qualified professors	let instructors & students know about problems

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	9	10	11	12
1	detailed course descriptions	-	listening	student need for course applicable to Ind.
2	-	-	listening comprehensive	adjustment process
3	take only Eng. course live w/American Family	-	understanding Eng. that is spokane quickly	study is for improvement not to find employment
4	improve technical writ. listening comprehensive	-	listening comprehensive writing	understand language prob. and Ind. culture
5	mastering English	-	tenses	-
6	student propose 2 or 3 advisors- dept. decides	-	-	background of students & possible deficiencies
7	more basic sc. course	no problems yet	following lectures, taking good notes	need time to adjust to American system
8	more orientation of cul. sys. before start.	no problems	grammar	don't explain quickly, think in Ind.than think late
9	more information about department	-	exams - completing on time	-
10	-	-	writing	more time for exams in Ind.

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	9	10	11	12
11	improve listening, speaking abilities	-	1st lecture of 1st sem. they need to know needs	
12	master Eng., understand system	-	good expression in Eng.	taking indiv. student. situation into consideration
13	more Eng. preparation	understand advisors suggestions	feeling ashamed to speak in class	Ind. students problems with language.
14	specific practice time for English	time & language (too busy)	speaking & writing of English	student's background
15	-	-	-	-
16	intensive small groups	writing in English	writing ability & conversation	language problems & students needs
17	training and writing conversation	writing scientific papers	writing papers	my ability in his course
18	Both English & major subject be tested	no	writing scientific papers	their style of studying
19	-	have a good advisor	lack of understanding instructor	cultural differences

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	13	14	15	16
1	-	adjust to food	feeling to be in a family like a home	courage to speak take part in conversations
2	-	too expensive	-	-
3	-	always speaking Ind.	improve Eng., adapt to American way of life	not teaching in groups 2-3 students w/ tutor
4	-	food, too expensive	need more information about American culture	stressed in writing and listening
5	-	-	-	speakers in classes
6	-	-	-	-
7	more information about American way of life	-	only if they know host family	more emphasis on note-taking, tech. writing, listening comprehensive
8	meeting/talking with host family more	seeking Indon. food	not necessarily	more practice listening, speaking, writing
9	-	-	-	teach English in Student's department
10	-	-	-	-

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	13	14	15	16
11	-	food, small room	able to understand & speak English better	more conversaton & composition training
12	-	food (religious reasons and taste)	Master English, learn American way of life	same as 8
13	-	-	to improve language	improve speaking
14	-	lack of relaxation	practicing English cultural adaptation	spekaing, writing, grammar in English
15	-	-	-	-
16	apply American educ. sys. to Ind. Univ.	to get together	lack of English different culture	tutoring, seminar presentation
17	to introduce Amer. etiquette	felt old with other studs; food not tasty	help to understand American society	writing skill training
18	-	no	no	curriculum
19	-	jail like building	to know each other	provide special courses

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	17	18	19
1	conversation and listening comprehensive	tutor and roommate	-
2	-	-	-
3	consistent with Amer. or British system	advisor and fellow students	seminar participants
4	preparing students for taking classes	other students	the instructors
5	more practice using English	American students	Indonesian fellows
6	-	-	-
7	writing, speaking	American friends	my professors
8	-	American friends	professors
9	use native speakers as teachers	American friends	professors
10	-	American people	Indonesian friends

TABLE IV  
LANGUAGE AND EDUCATION: ATTITUDES AND OPINIONS

RS.No.	17	18	19
11	more emphasis on listening, composition conversation	elderly. foreign students in class	young students
12	native speakers as teachers	Indonesian friends & other foreign students	Americans
13	intensive language courses- speaking, etc.	foreign students	American students & professors
14	listening, reading comprehensive	host family	instructors
15	-	-	-
16	intensive English in small groups	all except Indonesians and Malaysians	Ind. people
17	more intensive reading, comprehensive, etc.	all Americans	formal forum in Univ.
18	more courses offered	undecided	undecided
19	papers - math & science	-	-