

**GROUP PROJECTS ABROAD (GPA)
*LANGUAGE PARTICIPANT***

CFDA NUMBER: 84.021

*IEPS REPORTING SYSTEM PROPOSED
SCREENS*

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3. Click the **Save and Continue** button at the bottom of each screen to continue to the next screen.
4. On the View/Submit Report screen:
 - o Verify the information you have entered.
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Orientation Evaluation

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Orientation Evaluation

Rate the following aspects of the orientation to the program on a scale of excellent to very poor. You may enter comments below to clarify your ratings.

* Required fields

Category	Rating				
	Excellent	Good	Fair	Poor	Very Poor NA
1. Readings and other preparatory materials sent and/or recommended to you in advance of the program.					*
2. Information presented at orientation about the logistics of the program.					*
3. Information presented at orientation about the host country culture(s).					*
4. Language instruction, if applicable, at orientation.					*
5. Delivery of the information in the orientation, including pacing and appropriateness.					*
6. Cultural sensitivity of seminar coordinators.					*
7. Adequacy of preparation to make participants feel comfortable and ready to travel.					*
8. Understanding/explanation of what is expected from the participant as an outcome of attendance in program..					*

NA = Not Applicable

Comments: (limit 1,000 characters and spaces)

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Weekly Activities

As a part of your Overseas Language Program fellowship, approximately how many hours per week did you engage in the following activities as a requirement for the program and/or independent of the program?

Activity	Number of hours / week
Reading textbooks	
Reading other written materials (non-textbooks)	
Watching audio-visual training media	
Watching television (e.g., news, local programming)	
Watching movies involving the GPA language (e.g., original language, subtitled)	
Attending field trips	
Language based classroom instruction	
Non-language based classroom instruction	
Attending lectures (non-classroom affiliated)	
Attending language laboratory	
Peer tutoring	
Conversing in the GPA language with local residents	
Attending study clubs	
Attending social / cultural activities (e.g. concerts, ceremonies, weddings)	
Structured interactions with institutions (e.g., meeting dignitaries)	
Working on an independent project	
Working on group projects	
Journal writing	
Giving oral presentations	

Other (please specify)

Which of the following types of technologies did you use as part of the Overseas Language Program:

Instructional Technologies	Check all that apply
Moodles	<input type="checkbox"/>
Wikis	<input type="checkbox"/>
Podcasts	<input type="checkbox"/>
Web-based courses	<input type="checkbox"/>
Blogs	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

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In-Country Experience Evaluation

Click on a link below to enter your in-country experience evaluation for that country.

Enter your in-country evaluation for _____

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In-Country Experience Evaluation

Rate the following aspects of your in-country experience in _____. Use the boxes that follow to describe exemplary activities and point out areas for improvement. You may provide general comments or specific comments regarding any category in these boxes.

* Required fields

Category	Rating				
	Excellent	Good	Fair	Poor	Very Poor NA
1. Balance of lecture, cultural events, cities, sights components of itinerary.	*				
2. Pacing of itinerary.	*				
3. Quality of host country faculty and teachers.	*				
4. Quality of other host country counterparts.	*				
5. Quality and value of interaction with other program participants.	*				
6. Quality of service provided by host country administering agency (e.g., Fulbright Commission, host country coordinators).	*				
7. Condition of housing facilities.	*				
8. Quality of food and dining services.	*				
9. Condition of meeting facilities.	*				
10. Meeting special needs of participants.	*				

NA = Not Applicable

Exemplary activities: * (limit 4,000 characters and spaces)

Areas for improvement: * (limit 4,000 characters and spaces)

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Foreign Language Self-Evaluation

Rate your skills in Select one before and after the program.

* Required fields

Pre-
Fellowship *
 Yes | No

Post-
Fellowship *
 Yes | No

Speaking and Listening

- I can tell/ask someone how to get from here to a nearby hotel, restaurant, or post office.
- I can order a simple meal.
- I can arrange for a hotel room or taxi ride.
- I can buy a needed item such as bus or train ticket, groceries, or clothing.
- I can ask and answer simple questions about date and place of birth, nationality, marital status, occupation, etc.
- I can make social introductions and use greeting and leave-taking expressions.
- I can handle conversations about familiar topics in an organized way.
- I can produce speech with some organization on familiar topics that extend beyond my daily routine.
- I can describe my present or most recent job or activity in some detail.
- I can give detailed information about my family, my house, and my community.
- I can interview an employee, or arrange for special services (taking care of details such as salary, qualifications, hours, specific duties).
- I can give a brief autobiography including immediate plans and hopes.
- I feel confident that when I talk with native speakers on topics such as those mentioned above, they understand me most of the time.
- I can take and give simple messages over the telephone, or leave a message on voice mail.
- I can describe in detail a person or place that is very familiar to me.
- I can report the facts of what I have seen recently on television news or read in the newspaper.
- I can talk about a trip or some other everyday event that happened in the recent past or that will happen soon.
- I feel that I have a professional command, rather than just a practical one, of the language.
- There are few grammatical features of the language that I try to avoid.
- I rarely find myself unable to finish a sentence because of linguistic limitations (grammar or vocabulary).
- I find it easy to follow and contribute to a conversation among native speakers.
- I can speak to a group of educated native speakers on a professional subject and be sure I am communicating what I want to, without obviously irritating them linguistically.
- I can, on a social occasion, defend personal opinions about social and cultural topics.
- I can cope with difficult situations such as broken-down plumbing, an undeserved traffic ticket, or a serious social or diplomatic blunder made by a colleague or me.
- I can use the language to speculate at length about abstract topics such as how some change in history or the

course of human events would have affected my life or civilization.

In professional discussions, my vocabulary is extensive and precise enough to enable me to convey my exact meaning.

I am able to adjust my speech to suit my audience, whether I am talking to university professors, close friends, employees, or others.

I can prepare and give a lecture at a professional meeting about my area of specialization and debate complex aspects with others.

I naturally integrate appropriate cultural and historical references in my speech.

I can eloquently represent a point of view other than my own.

I can lead the direction of the discussion (friendly, controversial, collaborative).

My language proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of a country where the language is natively spoken.

I can use the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

My pronunciation is typically consistent with that of well-educated, highly articulate native speakers of a standard dialect.

My vocabulary is extensive and precise, allowing me to consistently convey complex ideas and details.

Reading

As appropriate for the language, I can recognize and identify all the letters in the printed version of an alphabetic writing system (in languages like English, Spanish, Finnish, Russian, Greek, Vietnamese) or the elements of a syllable-based writing system (such as in Japanese kana, Korean hangul, Hebrew, Arabic, Amharic, Thai, or Hindi) or some commonly occurring characters in a character system (Chinese, Japanese kanji, Korean hanja.)

I can read some isolated words and phrases, such as numbers and commonplace names, that I see on signs, menus, and storefronts, and in simple everyday material such as advertisements and timetables.

I can understand the purpose and main meaning of very short, simple texts, such as in printed personal notes, business advertisements, public announcements, maps, etc.

I can understand simple instructions, such as in very straightforward street directions.

I can understand very short simple written descriptions of some familiar persons, places, and things, like those found in many tourist pamphlets.

I can understand texts that consist mainly of straightforward factual language, such as short news reports of events, biographical information, descriptions, or simple technical material.

I can understand the main idea and some details of clearly organized short straightforward texts about places, people, and events that I am familiar with.

I can understand very straightforward reports about current and past events.

I can understand simple typed correspondence in familiar contexts, including descriptions of events, feelings, wishes and future plans.

I can usually understand the main ideas of authentic prose on topics I am familiar with, either because they pertain to my work experience or to topics I am interested in.

I can usually read and understand all of the material in a major daily newspaper published in a city or country with which I am familiar.

In reading a newspaper or magazine that contains editorial or opinion content, I can "read between the lines" and understand meanings that are not directly stated.

I can understand the author's intent and follow the line of reasoning in texts that include hypothesis, persuasion, supported opinion or argument for a position (e.g., editorials, debates, and op-ed pieces) with little or no use of a dictionary.

I can understand contemporary expository essays and recent literary prose with little or no use of a dictionary.

I can understand the main ideas and important details of almost all material written within my particular professional field or area of primary interest (e.g., reports, analyses, letters, arguments, etc.).

I am able to read fluently and accurately all styles and forms of the language pertinent to professional needs or personal interest without reference to a dictionary.

I can understand long and complex analyses, factual reports, and literary texts.

I can understand both the meaning and the intent of most uses of idioms, cultural references, word play, sarcasm, and irony in even highly abstract and culturally "loaded" texts.

I can understand language that has been especially adjusted for different situations, audiences or purposes, such as a political essay, humorous anecdote or joke, sermon, or inflammatory broadside, and I can appreciate distinctions in style.

I can read virtually all forms of the written language, including abstract, linguistically complex texts such as specialized articles, essays and literary works, including prose works from earlier periods recognized as masterpieces.
I can read reasonably legible handwriting without difficulty

Writing

In everyday conversation with people speaking the standard dialect, I can understand speech that is slow and clear.

I can understand basic directions and instructions, such as how to get to a local store.

I can understand questions and answers about basic survival needs, such as meals, lodging, transportation and time.

I can understand routine questions about my job, my immediate family and myself.

I can understand simple statements about a person's background and occupation.

If I cannot understand what a speaker tells me, I can understand the statement after it has been repeated or rephrased slowly and clearly.

When people are speaking the standard dialect at a normal rate, I can understand their speech when it is spoken with some repetition and rephrasing, can understand speech about everyday topics, for example common personal and family news, well-known current events, and routine situations at work.

I can understand spoken descriptions of different places, for instance the geography of a country or location that is familiar.

I can understand uncomplicated stories about current, past and future events.

I can understand at least some details from announcements made over a loudspeaker.

I can usually understand the main idea and basic facts from a short news report on the radio or television.

I can accurately follow all conversations among native speakers who are speaking at a normal rate of speech.

I rarely, if ever, have to ask speakers to paraphrase or explain what they have said.

I can correctly infer meanings that are not directly stated.

I can understand discussions of ideas and concepts, including proposals and speculation.

I can understand someone's opinion and the points used to support the opinion.

I can often, if not always, detect the attitudes and feelings of a speaker.

I can understand speech in a professional setting concerning my field of expertise or some technical subjects, such as a lecture or a panel discussion.

I can understand almost all forms and styles of speech pertinent to professional needs.

I can fully understand all speech that involves the use of extensive and precise vocabulary, including subtle distinctions between word choices.

I can follow arguments with unpredictable presentation, for example, in informal and formal speeches covering editorial and literary material.

I can understand language adjusted for different audiences and for different purposes.

I can readily and accurately infer meanings and implications.

I am able to understand the main ideas of speech in some non-standard dialects.

I can fully understand spoken interactions among native speakers at public gatherings, such as meetings, seminars, task groups or conferences.

I can fully understand a speech, oral report or briefing given to a group of native speakers concerning any topic directed to a general audience.

My comprehension is fully equivalent to that of a well-educated native listener.

I can fully understand all forms and styles of speech. This includes slang, jokes and puns.

I can understand speech even when it is distorted by other noise.

I can fully understand regional dialects, highly colloquial and idiomatic language.

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Participant name:	Cori Anderson	Report submitted:	No
Email:	coria@princeton.edu	Date submitted:	
Position title:	Graduate Student		
Institution:	Princeton University		
Address:	61 E 97th St, Apt 1 New York, NY 10029		
Participant type:	Graduate Students		
Participant specialty:	Foreign Languages		
Previously participated in a Fulbright-Hays Seminars or GPA project?	No		

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