A REPORT CONCERNING
THE SPECIAL INTENSIVE ENGLISH LANGUAGE AND ORIENTATION PROGRAM
GIVEN AT
THE UNIVERSITY OF MINNESOTA
FOR TWENTY-TWO KOREANS
FACULTY MEMBERS OF SEOUL NATIONAL UNIVERSITY
AND
REPUBLIC OF KOREA GOVERNMENT OFFICIALS
August 1 to September 19, 1958
Harold B. Allen
Professor of English, Director

The Program and Its Purpose. The University of Minnesota, with the approval of the U. S. International Cooperation Administration and the Republic of Korea Government, planned an intensive English language and orientation program for the Korean participants (from Seoul National University and from the ROK Government) who had been selected to begin their graduate studies in the U. S. in the fall of 1958. The participants were chosen in the spring of 1958 and an attempt was made (as it had been in 1956 and 1957) to schedule their arrival at the University of Minnesota by August 1, 1958.

Initial preparation of the group consisted of an English language and orientation program at the Foreign Language Institute in Seoul. This was followed immediately upon their arrival in Minneapolis by a somewhat similar program intended both as a review for consolidating the language gains and also as a more advanced stage in their English language learning. It had also the purpose of providing some introduction to the cultural adjustment needed for their year or more in America and, particularly, in an American university. These objectives were sought in an intensive program, five hours a day and five days a week from August 4 through September 19. Not all the Koreans could avail themselves of the entire program of instruction, since they arrived singly or in small groups over a period of two weeks beginning July 31.

The Staff. Three members of the staff of six were re-appointed after having served in both the 1956 and the 1957 programs:

Dr. Harold B. Allen, professor of English, director;
M. Millard Miller, teaching assistant in the School of Social Work, instructor in English for foreigners in the International Center of St. Paul, and former United Nations staff member in Korea;
Dr. Richard Narvaez, instructor in Romance languages, and former assistant professor of English as a foreign language in the University of Puerto Rico and at the Navy Pier Branch of the University of Illinois.

Three others were new:

Paul Kirchner, teaching assistant in English for foreign students;
Dr. Joseph Miller, research fellow and instructor in English;
Mr. Robert O'Hara, instructor in communication.

In addition, Dr. Ruth Roberts, reading and testing specialist in the Office of the Dean of Students, former staff member during 1956 and 1957, directed part of the pre-testing and all of the post-testing.

Testing. Because the Michigan English Language Test had been used twice during the earlier program in Korea it seemed inadvisable to use it again within a month after its previous use, despite its value in providing some comparison with scores of the 1956 and 1957 groups. Other previously employed tests were used, however, so that comparison was possible. The tests were used for both diagnosis and evaluation. Pre-test scores formed the basis for sectioning the Koreans into three groups according to English language ability: Section 1 (low), 2 (mid), and 3 (high). The tests were:

Gates Reading Survey (Grades 3 to 10). Non-arrival of some of the test sets led to the use of Form II for the first Koreans to come. These used Form I as a post-test. Others used them in regular sequence, Form I and then Form II. This well-known Gates test indicates ability to read with comprehension and indirectly reflects vocabulary control as well. It is often used with foreign students.

Prator, Clifford, Accent Inventory. This test which accompanies the Prator textbook, is diagnostic only. It permits a general estimate of the student's ability in pronunciation, intonation, and stress.

Allen, Harold B., Pronunciation Test. This test, locally prepared for this program in 1956 and revised in 1957, aims to provide a quantitative score of ability to pronounce a large number of vowels, consonants, and consonant clusters in a running context. (No quantitative test is yet available for testing intonation.)

Written composition. This was a thirty-five minute impromptu theme. For the pre-test the topic was "What has happened to me since I left Korea?" For the post-test a choice was presented of either of two topics: "American customs causing difficulties in my adjusting to American life" and "The meaning of my year in America for my future work in Korea."

Results of the test will be given below.

Instruction. Lack of a completely formulated advanced set of teaching materials for Koreans led to the retention of those used in 1957. The instructional objective was to apply as much as possible the findings of recent research in linguistics and in the teaching of English as a second language. The general organization of the course followed in large measure that of the short course in the University of Michigan English Language Institute.

With the exception of a ten-day period when special lectures were given by a professor of political science, each of the sections met five times a day for fifty-minute periods. During a week, however, the low-ability section spent more hours in language drill than did the high-ability section; the reverse was true for the hours in reading and in laboratory. The poorer students required more work to form a sound basis before advancing to the extensive reading.

1. In the laboratory period the core activity was listending and "mim-mem" drill with the textbook by Fred Lukoff, English for Koreans, published by the American Council of Learned Societies and based upon the "Basic Form" constructed by linguists for the Foreign Service Institute of the Department of State. Since this text had been the primary text in Korea, the laboratory work served both as review and as a bridge to work in some of the other classes. This period also made use of a tape-recorder to play back class and individual speech. It should be observed that available also were tape-recordings of the dialogs in the Lukoff text, made by the 1956 staff. These dialogs made possible a controlled situation for consistent performance.

2. During the pronunciation drill hour the textbook was Clifford Prator's Manual of American English Pronunciation (rev. ed.), Rinehart, 1957. Supplementing the classwork for the poorer students were individual conferences with the course director in order to correct individual difficulties in pronunciation. Here also a tape recorder was used to enable the student to hear his own speech.

3. For the period listed as pattern practice the textbook was Audrey L. Wright, Practice Your English, American Book Co., 1953. Although somewhat traditional in grammatical analysis, the book was generally satisfactory in providing practice material in needed categories and also in offering some useful orientation content.

4. The reading period used basically Aileen Traver Kitchin and Virginia French Allen, Reader's Digest Readings, Pleasantville, N. Y. Later, especially in the two upper sections, additional materials appropriate to the student's field of study were read.

5. The composition period used no specific textbook. The instructor, an experienced communication teacher, proceeded inductively from the students' own background and current experiences to their writing and speaking. Detailed individual criticism was offered. The instructor also gave attention, especially in the two upper sections, to problems of term-paper and thesis preparation such as organization, outlining, bibliography, and footnoting.

Orientation. Various orientation activities supplemented the instruction.

1. Four times a week the sections met as a single group for an informal brief talk by a staff member. The topic for each talk was suggested by a question turned in by a Korean, and dealt with some phase of American life and manners.

2. Six documentary films were shown both as a help in orientation and as a means of providing content for written and spoken composition and conversational drill. They were:

Minnesota Profile (the function of a state university for the general population of the state);
The Family (children-parent relationships);
The Legislative Process (how the will of the people operates through a state legislature in the enactment of a law);
6,000 Partners (how a large corporation -- the Ford Motor Company -- utilizes the small business enterprise through subcontracting);
Agricultural Portrait;
Miracle at Your Front Door (the making of a metropolitan newspaper, The Minneapolis Star and Tribune).

3. For each of ten days one hour of class time was released so that Professor Asher Christensen of the Department of Political Science could give his scheduled two-hour talks to the Public Administration group. The subject-matter, American political institutions, seemed so generally worthwhile, however, that all the Koreans were required to attend.

4. One day was devoted to a staff-conducted tour of the Minnesota State Fair.

5. The night following the final examinations the staff gave the Koreans an American party.

Attendance. The Koreans were told, of course, that attendance at the lectures and during each class was required before they entered graduate work and clinical study. One Korean for the first few days manifested some reluctance to appear on time and to attend all classes; his attitude changed very soon. Another found conflicts which caused some absence during the last two weeks. Several were absent two or three times because of illness, either from unaccustomed food or from colds. Otherwise attendance was excellent.

Evaluation -- Test Results. The following tables indicate the individual and the sectional results of the pre-testing and of the post-testing (and also the individual scores on the final Michigan test taken in Korea under the direction of Miss Helen Sims). All the post-testing was done on September 19 except that in pronunciation. This occurred September 16. (Numbers in parentheses are the maximum possible score on a given test. Section 1 = low ability section.)

Name	Field	Mich. test Korea	Test Dates U. S.	Allen pron. test	Gates Read. I/II	Lado Aural	Theme	Section
Cha, Chul Whan	Med.	88	8-7	238	30	36	7	1
			9-19	274	108	41	11	
Cho, Byung Ryul	V.M.	?	8-19	272	134	47	8	3
			9-19	289	161	50	16.5	
Cho, Suk Choon	P.A.	*	8-5	290	140#	53	13	3
			9-19	296	166	52	15.5	
Choi, Chong Ki	P.A.	78	8-5	258	85#	50	8	2
			9-19	271	101	42	14	
Choi, Kwang Pil	P.A.	76	8-5	259	72#	47	6	2
			9-19	279	84	44	8	
Choi, Ung	Eng.	84	8-18	267	84	47	8	2
			9-19	286	160	45	12	
Hong, Yeo Shin	Med.	81	8-18	259	58	53	10	3
			9-19	287	102	51	13.5	
Hyun, Jai Sun	Agr.	77	8-18	257	95	42	10	1
			9-19	279	115	43	14	
Kang, Pyung Kun	P.A.	*	8-4	278	140#	52	13	3
			9-19	296	139	48	15.5	
Kim, Sang Nam	V.M.	?	8-18	285	143	55	13	3
			9-19	291	172	48	15.5	
Lee, Hong Soo	P.A.	72	8-11	277	59	45	11	2
			9-19	289	115	43	12	
Lee, Woo Hyun	P.A.	82	8-6	260	61	44	8	2
			9-19	279	110	43	15	
Lee, Myung Bok	Med.	84	8-25	268	116	50	11	3
			9-19	292	131	49	13	

Name	Field	Mich. test Korea	Test Dates U. S.	Allen pron. test	Gates Read. I/II	Lado Aural	Theme	Section
Park, Chang Keun	P.A.	86	8-11	276	124	52	14	3
			9-19	296	159	57	16	
Park, Dong Hee	P.A.	71	8-11	265	89	45	11	3
			9-19	287	112	46	10	
Park, Jong Han	P.A.	77	8-6	245	72	45	6	1
			9-19	276	99	45	12	
Park, Tae Sup	P.A.	56	8-11	258	67	40	5	1
			9-19	283	77	45	9.5	
Rha, Sae Jin	Med.	72	8-18	249	64	45	8	2
			9-19	*	82	44	9	
Suck, Jai Duck	P.A.	87	8-11	246	67	35	8	1
			9-19	272	79	40	8	
Rhee, Hai Won	P.A.	93	8-11	263	68	43	10	2
			9-19	285	75	40	11.5	
Sim, Young Kun	Agr.	81	8-18	247	33	44	4	1
			9-19	264	117	44	8	
Suh, Bong Chan	P.A.	78	8-5	229	70#	33	6	1
			9-19	268	78	36	7	
		(100)		(300)	(232)	(60)	(20)	

*Did not take test. #Form II given first.

Evaluation -- Inferences and Conclusions. In terms both of the final tests in Korea and of the pre-testing here in the United States the 1958 group compared with the 1957 group on fairly even terms, although some odd idscrepancies occurred between some individuals' Korean scores and their work here. It should be noted that in both reading and composition most of the Koreans this year, however, did score somewhat lower than the group a year ago. But, again, the superiority of both groups over that which came in 1956 must be attributed to the intensive instruction in Seoul under Miss Helen Sims. The program there laid a good basis for the continuation in the English-speaking environment in the United States.

In all but one area of language activity the 1958 Korean group attained a measure of progress comparable to that of the 1957 contingent. Reading skill increased satisfactorily in each section as a whole; ability to write expository prose improved correspondingly; habits of correct pronunciation in context also improved. But in listening comprehension two sections, those with middle and high ability, failed to show any gain; and the low section gained only slightly.

The reason for this unusual circumstance is not known, but two possible causes appear. It is not to be found in a difference between persons administering the test; for the same person, Dr. Roberts, administered both the pre-test and the post-test to five of the Koreans and four of them failed to score a gain. It is not to be found in a difference in the instructors for the various sections,

for instruction was deliberately so staggered that both sections two and three had the same instructors as did section one. One possible cause may be suggested by the feeling of some staff members that this year instruction in free listening was somewhat slighted in favor of other activity. But another cause, with direct correlation indicated, might be found in a difference between the A and the C forms of the Lado test.

In 1956, when the C form was used in the pre-testing, the low ability first section showed only a slight and non-significant gain in aural comprehension; section two showed a loss; and while section three had a gain, it was only of one and a half percentage points. In 1957 the A form was administered first; all sections showed conspicuous improvement. But this year the C form was once more used in pre-testing, and the results resemble those of 1956. This correlation would suggest that even though Forms A and C have been validated at Michigan as statistically equivalent, either a significant difference remains or there is an insignificant difference which becomes significant when the test is taken by Koreans with their special language difficulties. It would be reasonable to conclude that probably in each of the three summer programs, in 1956 and 1958 as well as in 1957, there actually must have been a fairly consistent improvement in aural comprehension. It appears unlikely that continued instruction in an English-speaking environment, with the opportunity to hear both lecturing and conversation in English, could result in a diminution of the ability to comprehend spoken English!

Upon the basis of the final testing and of the recommendation of the instructors in the program, about half of the group were advised to supplement the coursework by further instruction, either by tutoring or by special classes, during the first quarter of the academic year. Some of the Koreans in Public Administration particularly require this additional help, because their field of study is highly verbalized. Those in Section one will certainly find it difficult to derive much from courses in their field this fall.

Yet if the English program could have been continued for another month, this writer believes that even the poorest students would have so improved that tutoring or further class instruction would not be necessary. Surely the general results of the intensive program again support the belief that intensive work by linguistically-oriented instructors, with sound materials and a linguistics approach, is the answer to the language needs of the foreign student.

UNIVERSITY OF MINNESOTA
Seoul National University of Korea Cooperative Project
415 Johnston Hall
Minneapolis 14, Minnesota

November 27, 1959

TO: Dean T. C. Blegen

FROM: Tracy F. Tyler

SUBJECT: REPORT ON THE SPECIAL ENGLISH PROGRAM

I am sending you herewith a dittoed report on the intensive English language program which was offered again this fall to the Korean faculty members who were scheduled to arrive in early August to begin their studies at the University of Minnesota with the opening of the fall quarter.

The report was prepared by Dr. Harold B. Allen who was re-appointed to direct the program.

Tracy F. Tyler

Encl.

A REPORT CONCERNING
THE INTENSIVE ENGLISH LANGUAGE PROGRAM
AT THE
UNIVERSITY OF MINNESOTA
DURING AUGUST - SEPTEMBER, 1959
FOR VISITING FACULTY MEMBERS
OF SEOUL NATIONAL UNIVERSITY
IN ACCORD WITH PROVISIONS OF THE
SEOUL NATIONAL UNIVERSITY COOPERATIVE PROJECT

Harold B. Allen
Professor of English, Director

Introduction. Because the program in 1959 differed in only a few details from that of preceding years this report is largely a reflection of earlier reports insofar as the plan and content of the course are concerned.

The Program and Its Purpose. As in 1956, 1957, and 1958 the program provided intensive work in English for a group of members of the faculty of Seoul National University of Korea who, in the spring of 1959, had been selected to attend the University of Minnesota for a period of graduate and post-graduate study. These faculty members were brought to Minnesota under the terms of the agreement between the University and the United States International Cooperation Administration, on the one hand, and the Government of the Republic of Korea, on the other. Prior to their coming to America they had taken preliminary work in English at the Foreign Language Institute in Seoul; they were scheduled to arrive in Minnesota by August 1 for seven additional weeks of English study. Actually the arrival was much later, so that most of the participants had only between three and four weeks of study in the Minnesota program.

The intensive work in English included five class sessions a day for five days a week during the period of instruction, together with daily extra-class assignments in pronunciation, reading, and writing. Both pretesting and post-testing occurred. Besides the orientation to American life that normally developed in the informal class relationships with sympathetic instructors there also were programmed several extracurricular social activities.

The immediate purpose of the program was simply to review -- in a setting where English is the native language -- the study of English already begun in Korea, to build upon that study so that greater proficiency could be attained, and to provide some measure of orientation to life in a cultural milieu essentially different from their own in Korea. All this, of course, was to enable the participants to receive the greatest possible personal and professional advantage from their total period of study at the University of Minnesota.

The Staff. Because of the expected increase in the number of Koreans, the teaching staff was also increased, from five to six. All members of the staff had served in one or more of the preceding sessions of the Intensive English Program, as is indicated by the dates in parentheses:

Dr. Harold B. Allen, professor of English and, 1958-59, Smith-Mundt visiting professor of linguistics with the Egyptian ministry of education, Cairo, United Arab Republic (1956, 1957, 1958).
Margaret Forbes, assistant professor of classics (1956, 1957).
Paul Kirchner, instructor in English (1958).

M. Millard Miller, teaching assistant in the School of Social Work and former U. N. staff member in Korea (1956, 1957, 1958).
Richard Narvaez, instructor in Romance languages and, 1959-60, Smith-Mundt lecturer in English at the University of Guadalajara, Mexico (1956, 1957, 1958).
Robert O'Hara, instructor in the Communication Program (1958).
Dr. Ruth Roberts, reading and testing specialist and instructor in reading for foreign students in the Office of the Dean of Students (1956, 1957, 1958).

Tests. Five testing devices were employed at the beginning of course work and four at the end. The test used only at the beginning was Prator's, which is not designed for scoring. The pre-test use of the other tests offered the basis for sectioning the students into three groups according to general ability; the post-test use indicated the extent of improvement and provided the Graduate School and the Foreign Student Adviser's office with the data for determining whether a given student was exempt from further study of English or should be required to take additional work. The tests are:

Prator, Clifford, Accent Inventory. This test, which accompanies the Prator textbook used in the course work, is diagnostic only. It permits a general estimate of the student's competence in terms of specific matters of pronunciation, intonation, and stress.

Allen, Harold B., Pronunciation Test. This local test was originally devised for this program in 1956 in order to provide some basis for quantitative evaluation of competence in English pronunciation. It has been slightly modified each year in the direction of greater adaptation to the particular problems of Korean speakers. The test is designed to provide a phonetician's critical evaluation (in terms of normal English, minimally acceptable English, and unacceptable English) of six phones or phone-clusters spoken in context in each of twenty-five sentences and simultaneously recorded on tape for subsequent study. One sentence, for example, is

His vision became blurred

In this sentence the six loci critici are the initial consonant /v/, the medial consonant /ʒ/, and the final syllabic /n/ of "vision", and the initial cluster /bl/, the syllabic /ɚ/, and the final consonant /d/ of "blurred."

Although this test does not attempt to evaluate competence in English stress and intonation, failure to produce normal lengthening of a stressed vowel before terminal juncture was considered a reason for not accepting the pronunciation as normal.

Gates Reading Survey (Forms 2 and 3), rev. ed., copyright 1958. For the first time this year the new short form of the Gates test was used. This revision has been designed to give results comparable with those attained by the earlier long form. The Gates test indicates reading comprehension skill and indirectly reflects vocabulary control.

Lado, Robert, Test of Aural Comprehension (Forms A and B), copyright 1946. This is the standard test used to determine ability to comprehend spoken English.

Written composition. This was a 35-minute impromptu theme, evaluated independently by two staff members with experience in teaching composition. The recorded score was the total. Each graded on a basis of 1 to 10, with 10 high; the recorded score is on a basis of 1 to 20, with 20 high.

Instruction and Textbooks. The instructional program did not differ essentially from that in previous years, when the short course of the English Language Institute at the University of Michigan was used as a pattern.

Students attended class five days a week for five 50-minute periods a day, except that on Thursday the fifth period was used for a common listening activity, such as a lecture or a film showing.

The three sections (low, intermediate, and high ability) followed the same basic sequence, but with different emphasis and at different rates. The low ability section, the largest, was split into two subsections, so that actually four classes were always being taught. During the week the low ability section had one extra hour in language drill and one less in reading; the reverse was true for the high ability section. The course work was divided as follows:

1. Laboratory. Here the core activity was listening and mim-mem drill, largely review, with the textbook, Fred Lukoff's English for Koreans, ed. 2, which the students had already used in their studies at the Foreign Language Institute in Seoul.

2. Pronunciation drill. The textbook providing much of their drill in the pronunciation classes was Clifford Prator's Manual of American English Pronunciation (rev. ed.), Rinehart, 1957.

3. Pattern practice. The textbook used as the basis for drill in grammatical structures was Audrey L. Wright's Practice Your English, American Book Co., 1953.

4. Reading. Two books were used here, in addition to special technical reading materials supplied by the instructor. The two were Aileen Traver Kitchin's Reader's Digest Readings, Pleasantville, N. Y., 1956, and Monroe, Horsman, and Gray's Basic Reading Skills, Scott-Foresman, & Co., 1958. Instruction was also provided in the use of the two dictionaries given to the students, the Thorndike-Barnhart Comprehensive Desk Dictionary and Flood and West's Explaining and Pronouncing Dictionary of Scientific and Technical Words.

5. No specific textbook was required in the composition classes. Written work, both inside and outside class, proceeded inductively from the students' various experiences in their new environment. The instructors offered detailed individual criticism of student writing, with particular attention to organization and to the correct use of the structural signals of English, so different from those in Korean. Section Three also received some work in the preparation of a term-paper or long report, but most students were too much in need of basic instruction in sentence- and paragraph-writing to justify expenditure of time on such matters as major organization, outlining, footnoting, and bibliography, useful as their knowledge of these would be in graduate study.

Students in the low and intermediate ability section (1 and 2) received individual attention in private conferences for the purpose of improving their control of English sounds, intonation, and stress. The program director held a conference of from one-half hour to an hour with these students. Each student listened to the pre-test recording of the Prator and Allen tests, and was then drilled in those matters causing special trouble, with particular emphasis upon kinesthetic as well as descriptive awareness of the correct articulatory features of sounds difficult to master.

Orientation. Inevitably an appreciable degree of orientation activity occurred during regular class work, particularly in the classes in reading and in composition. Close rapport between the participating students and the staff led to considerable informal orientation of one kind or another outside of class, as when staff members entertained Koreans in their homes or took them on trips to the business section, or when Dr. Roberts, for example, took the three nurses on a three-day motor trip to Lake Superior and the North Shore wilderness country. Group activities included the following:

1. Showing of five documentary films found previously to be suitable for this purpose.

Minnesota Profile (the function of the state university for the general population of the state, with emphasis upon agriculture and public health).

The Legislative Process (how the will of the people operates through a state legislature in the enactment of a law).

6,000 Partners (how a large corporation -- the Ford Motor Co. -- utilizes and encourages small independent business through contractual linkage).

Agricultural Portrait (the basic rural economy of America).

Miracle at Your Front Door (the making of a metropolitan newspaper -- The Minneapolis Star-Tribune -- from pulpwood to print).

2. Minnesota State Fair tour. The staff served as guides for the Koreans on a one-day trip to the Minnesota State Fair, an excursion for which the Koreans had been prepared by a lecture on the function of the Fair, not as entertainment, but as a show-window of the state's agricultural and home resources. Experience has shown this trip to be productive in helping the Koreans to get at least a superficial view of a great deal of America in a short time.

3. Picnic dinner. Through the cooperation of the International Center for Students and Visitors members of the St. Paul College Women's Club (AAUW) served as hostesses at a picnic dinner on Cedar Lake in Wisconsin. They also provided the transportation.

4. Through the cooperation of the International Institute in St. Paul invitations for dinner in private homes were extended to all the Koreans for Sunday, September 6. After dinner the hosts took the Koreans to the Institute for an open house planned in their honor, the first time this particular nationality has ever been given this distinction.

5. Final party. The evening of September 22, after the course had been completed, the staff gave the Koreans a party.

Evaluation -- Test Scores. The following table indicates the pre-test and the post-test scores, together with some other data such as the number of class hours of instruction for each student, the section to which he was assigned, and the subsequent categorization by the Graduate School. Category I indicates exemption from further class work in English; Category II indicates that further study should be pursued in class; and Category III indicates that a minimum of 30 hours of special tutoring is required. The cut-off points in the scores have been determined upon the basis of the general performance of graduate students from other countries.

Name	Field	Test Dates	Hrs. In Class	Gates 2/3 144 max.	Lado B/A 60 max.	Theme 20 max.	Pron. 300	Sec.	Cat.
Cha, Kyung Mo[1]	Eng.	8-28	36?	53	42	1	266	1b	
Cho, Yong Sup	Ag.	8-28		52	30	2	267	1b	III
		9-18	62	64.5	42	2	277		
Choe, Byong Hee[1]	Ag.	8-28	62	54	48	5	282	2	
Choi, Ai Ok	Nurs.	8-19		53	47	12	270	2	
		9-18	102	67	47	5	286		II
Choi, Nung Won	Med.	8-21		54	42	10	267	2	
		9-18	92	95	52	8	288		I
Chu, Jeong Wha	Med.	8-24	82	72	42	4	258	1a	
		9-18		83	50	7	289		II
Chyung, Dong Hak	Eng.	8-28		67	39	4	282	3	
		9-18	35	77	47	10	292		II
Han, Yong Chol[2]	Med.	8-19	0	125	58	16	292	3	
Jang, Du Hwan	V.M.	8-19		56	37	6	276	1a	
		9-18	102	83	41	3	290		III
Kang, Soo Sang	Med.	8-24		85	37	4	276	1a	
		9-18	75	92	43	3	286		II
Kang, Soo Won[3]	Ag.	9-8				5		1b	
		9-18	34	57	40	2	291		III
Kang, Yoon Hee	Nurs.	8-19		41	36	10	252	1b	
		9-18	102	62	45	3.5	282		III
Kim, Sang Chan[2]	Med.	8-21	0	105	54	14	293	3	
Kim, Sang In	Med.	8-21		63	48	5	278	3	
		9-18	88	87	50	7	288		II

Name	Field	Test Dates	Hrs. In Class	Gates 2/3 144 max.	Lado B/A 60 max.	Theme 20 max.	Prom. 300	Sec.	Cat.
Kim, Un Sook	Nurs.	8-19 9-18	93	32 45	25 47	6 5	271 290	1b	III
Kim, Ze Uook	Ag.	8-24 9-18	82	53 64	38 44	2 3	263 282	1b	III
Ko, Choong Ja	Med.	8-21 9-18	92	70 73	39 44	8 5	267 289	2	II
La, Yong Joon[3]	Ag.	9-8 9-18	33	101	55	11 8	292	2	I
Lee, Chan-Bum	Med.	8-24 9-18	82	82 96	46 51	8 7	282 291	3	II
Lee, Chung Kyoon	Med.	8-24 9-18	82	76 84	42 51	3 6	283 286	3	II
Lee, Eun Wong	Ag.	8-24 9-18	80	26 53	32 43	2 2	187 267	1b	III
Lee, Hee Yong	Med.	8-21 9-18	92	58 73	40 48	9 6	275 291	2	II
Lee, Hwa Young	Med.	8-24 9-18	86	60 73	41 45	5 2.5	279 291	2	II
Lee, Moon Deuk	Eng.	8-28 9-18	36	48 66	53 53	3 4	270 287	1a	III
Lee, Ryang	Eng.	8-31 9-18	58	75 73.5	42 49	12 8	283 289	3	II
Lee, Young Joo[4]	Eng.	8-28 9-18	60	89 99	56 54	9 12	278 292	3	III
Lim, Chang Hyeong	V.M.	8-19 9-18	98	61 90	38 48	8 3	281 291	2	III
Lim, Soo Duk	Med.	8-21 9-18	69	59 66	37 47	4 4	266 279	1b	III
Moon, Hee Sung	Eng.	8-19 9-18	98	50 63	42 50	8 5.5	279 285	2	II
Pai, Chik Hyun[3]	Med.	9-8 9-18	20	86.5	51	10 6	288	2	II
Rho, Yong Myun	Med.	8-28 9-18	45	52 88	37 51	6 4.5	283 293	1a	III

Name	Field	Test Dates	Hrs. In Class	Gates 2/3 144 max.	Lado B/A 60 max.	Theme 20 max.	Pron. 300	Sec.	Cat.
Seoung, Key June	Med.	8-21		64	37	5	276	1a	
		9-18	88	88.5	43	3.5	291		II
Shin, Dong Hoon	Med.	8-24		71	44	9	274	3	
		9-18	82	83	51	8	288		III
Song, Kai Won	Ag.	8-24		59	42	5	268	1a	
		9-18	82	84	46	5	288		II
Sung, Nak Eung	Med.	8-21		48	37	9	271	1a	
		9-18	88	54.5	40	5.5	285		III
Wang, In Keun[5]	Ag.	8-24	58	99	46	6	279	3	

Footnotes to chart:

1. Transferred to Lowell Technological Institute.
2. Duties as interpreter to medical dean and hospital superintendent prevented attendance.
3. Arrived too late to justify any pre-testing excepting a classificatory theme.
4. Duties as interpreter for engineering dean reduced attendance.
5. Transferred to University of Wisconsin.

Evaluation -- Interpretation. The consensus of those staff members who had taught also in 1958 was that on the whole this year's Korean group was somewhat less proficient in English than was the group a year ago. Supporting this opinion is the fact that both the pre-test and the post-test averages on the Lado Aural test in 1958 were higher (45.6 and 45.3 respectively) than the pre-test average this year (40.5). A comparison of the scores upon the Gates test and upon the impromptu themes provides similar evidence. Only the Allen pronunciation test produced a higher pre-test average this year (272) than was the pre-test average in 1958 (261.2). The general level of ability was such that had this year's group been classified by the Graduate School and Foreign Student Office upon arrival, all except about eight would have been placed in Category III as indication of such poor competence as to require a minimum of thirty hours of special tutoring during the first quarter.

What is remarkable, however, about the 1959 group is that despite the unfortunately brief period of study their late arrival permitted them, they were able to make generally high gains in terms of scores upon the three objective tests. No previous group during the past five years has made a better record of progress during the Intensive Program. Probably a combination of factors produced this happy result -- increased experience and hence competence of the instructional staff, together with a tightening of the correlation within the program itself, together with a conspicuous seriousness of purpose and persistence of effort upon the part of the participating students.

(An anomalous situation appears in the comparison of the scores upon the first and second impromptu themes. Nineteen of the thirty-one Koreans who wrote both themes received lower grades upon the second theme than upon the first. Again a combination of causes is likely. One is that the director, unwisely it appears in retrospect, asked for a tightening of the standards between the grading of the initial sets and the grading of the second sets. This was done to make the dividing line between acceptable and unacceptable writing approximate that used by the Office of the Foreign Student Adviser to determine exemption from further work in composition. Another cause is that this year it was discovered that the use of the same entrance theme topic for successive incoming parties led to communication of the topic by the Koreans already here to the new arrivals, some of whom thus were able to prepare a paper in advance. A third cause is that the topic of the final theme was not comparable in difficulty, since it required some analysis and judgment with a more abstract vocabulary, in contrast with the first theme, which called for only simple narrative of recent experience. Despite these reasons, however, a re-examination of the two sets of themes -- the first and the second -- suggests that actually there was a general improvement in control of English grammar and syntax in the writing situation, an improvement materially greater than the test figures show.)

Great as was the improvement in English competence, the lack of adequate instructional time prevented a third of the group from moving from Category III to Category II, and prevented nearly all of the remaining from moving to Category I. This loss is better comprehended through the use of a few figures.

Initial plans called for an instructional period of seven weeks, beginning August 3 and ending September 18. This would have provided, with allowances for testing, a total of 162 hours of instruction. The estimated number of new participants had been approximately 50. Actually 47 had finally arrived by early November but only 38 between August 3 and September 18. Of these 38, one was the medical dean and one the hospital superintendent for whom no English instruction had been planned. Two participants who served as their interpreters were excused from the English class. Had the remaining 34 arrived early enough to receive the entire seven weeks of planned instruction, the total student class hours would have been 5,508. Actually, student class hours totalled 2,476. Thus these 34 participants received less than half (44.95 per cent) of the instruction which had been planned for them. If to the 34 who received some instruction, we add the 9 who arrived following the end of the instructional period, the 43 participants received only a little over one third (35.54 per cent) of the instruction planned for them.

Certainly if all the Koreans had been able to utilize all the instructional time available to them, the rate of improvement would have permitted nearly all of them to attain such a level of competence as to exempt them from tutoring and further English class work. It is most regrettable, from both an educational and an economic point of view, that their failure to arrive in time for total participation has led to their being compelled to devote time to English study during the fall quarter, when all their attention should be centered upon their special fields. This experience should provide a cogent argument for expediting the complicated processes by which any future gruop will be selected and sent to Minnesota.