

Please, mark the option corresponding to your answer:						
1	I have spent some time in a country other than my current country of residence.	YES		NO		
If YES, please answer 2; If NO, please mark N/A.						
2	The total length of time: <ul style="list-style-type: none"> I have lived in a country other than my current country of residence is: 	Under 3 months	From 3 months to a year	From 1 to 5 years	Over 5 years	N/A
Now, please give your opinion with regard to each of the following statements, ranging from 1 (strongly disagree) to 4 (strongly agree). Where questions are not applicable to your situation, please indicate N/A (not applicable).						
3	Before leaving, I had access to useful information to prepare myself for my stay abroad.	YES		NO		
		Strongly disagree	Disagree	Agree	Strongly agree	N/A
4a	It would be useful to have more information on: <ul style="list-style-type: none"> what classes are like at the host university. 	1	2	3	4	N/A
4b	<ul style="list-style-type: none"> subjects I need to take at the host university. 	1	2	3	4	N/A
4c	<ul style="list-style-type: none"> practical aspects of living in the host country. 	1	2	3	4	N/A
5a	When I arrived at the host university: <ul style="list-style-type: none"> my level in the host university's official language was insufficient to follow the classes. 	1	2	3	4	N/A
5b	<ul style="list-style-type: none"> my knowledge of the content of the subjects was insufficient to follow the classes. 	1	2	3	4	N/A
6a	As an exchange student at the host university, I prefer: <ul style="list-style-type: none"> joining existing subjects and groups without any adaptation in content for exchange students. 	1	2	3	4	N/A
6b	<ul style="list-style-type: none"> joining existing subjects and groups without any adaptation in delivery for exchange students. 	1	2	3	4	N/A
6c	<ul style="list-style-type: none"> joining existing subjects with separate groups only for exchange students. 	1	2	3	4	N/A
6d	<ul style="list-style-type: none"> attending subjects specifically set up for exchange students. 	1	2	3	4	N/A
7	Home institution guidance has played a key role in helping me to select my subjects at the host university.	1	2	3	4	N/A
8a	I had problems when trying to enrol in the subjects I need to take at the host university: <ul style="list-style-type: none"> because of the registration system (limited student number per subject). 	1	2	3	4	N/A
8b	<ul style="list-style-type: none"> because of timetabling. 	1	2	3	4	N/A
8c	<ul style="list-style-type: none"> because subjects offered at the host university do not coincide with those at my home university. 	1	2	3	4	N/A
9	In general, I am not interested in the subjects I have to take at the host university.	1	2	3	4	N/A
10	I think I will have difficulty following classes due to my level in the host university's official language throughout my stay.	1	2	3	4	N/A
11	Preparatory language courses are useful for exchange students.	1	2	3	4	N/A
12a	In my opinion, the language courses available in the host university have appropriate: <ul style="list-style-type: none"> content. 	1	2	3	4	N/A
12b	<ul style="list-style-type: none"> timetables. 	1	2	3	4	N/A
12c	<ul style="list-style-type: none"> dates. 	1	2	3	4	N/A
13a	Existing subjects should be taught in: <ul style="list-style-type: none"> English for exchange students. 	1	2	3	4	N/A
13b	<ul style="list-style-type: none"> English for both home and exchange students. 	1	2	3	4	N/A
14a	New subjects should be set up in English:	1	2	3	4	N/A

	<ul style="list-style-type: none">• for exchange students.					
14b	<ul style="list-style-type: none">• for both home and exchange students	1	2	3	4	N/A
15	In general, I have adapted to how classes work at the host university.	1	2	3	4	N/A
16 a	My adaptation depends on: <ul style="list-style-type: none">• my personal effort.	1	2	3	4	N/A
16b	<ul style="list-style-type: none">• the efforts of teaching staff.	1	2	3	4	N/A
16c	<ul style="list-style-type: none">• institutional support.	1	2	3	4	N/A
16d	<ul style="list-style-type: none">• my classmates' efforts.	1	2	3	4	N/A
17a	I perceive some reticence towards exchange students from: <ul style="list-style-type: none">• home students at the host university.	1	2	3	4	N/A
17b	<ul style="list-style-type: none">• teaching staff at the host university.	1	2	3	4	N/A
18	If I perceive reticence, it is overcome as the year goes on.	1	2	3	4	N/A
19	As an exchange student, I sit together in class with other exchange students.	1	2	3	4	N/A
20	I believe sitting together with other exchange students helps me to adapt to classes in the host university.	1	2	3	4	N/A
21a	As an exchange student, I feel more integrated in classes where there are many exchange students because: <ul style="list-style-type: none">• there is more interaction between home and exchange students.	1	2	3	4	N/A
21b	<ul style="list-style-type: none">• the teacher promotes exchange students' participation in the class.	1	2	3	4	N/A
21c	<ul style="list-style-type: none">• the teacher is less demanding of exchange students.	1	2	3	4	N/A
21d	<ul style="list-style-type: none">• the teacher is aware of exchange students' linguistic problems (he/she speaks more slowly and more clearly, etc.)	1	2	3	4	N/A
22a	As an exchange student, I feel less integrated in classes where there are many exchange students: <ul style="list-style-type: none">• because exchange students tend to sit together, separate from home students.	1	2	3	4	N/A
22b	<ul style="list-style-type: none">• due to the lack of help from home students.	1	2	3	4	N/A
23	In general, I think exchange students participate less in class than home students.	YES			NO	
If YES, please answer 24; If NO, please mark N/A (not applicable) and answer 25.						
24a	I believe exchange students participate less in class than home students: <ul style="list-style-type: none">• due to our language level in the host university's official language.	1	2	3	4	N/A
24b	<ul style="list-style-type: none">• because we are not interested in the subjects.	1	2	3	4	N/A
24c	<ul style="list-style-type: none">• because we are used to a different teaching/learning style.	1	2	3	4	N/A
24d	<ul style="list-style-type: none">• because we do not feel comfortable in a different learning and teaching environment.	1	2	3	4	N/A
25a	Exchange students participate more in class: <ul style="list-style-type: none">• because we are interested in the classes.	1	2	3	4	N/A
25b	<ul style="list-style-type: none">• because of the teaching/learning style we are used to at our home university.	1	2	3	4	N/A
26a	If there are exchange students in the class, teaching staff usually: <ul style="list-style-type: none">• adapt the way they teach.	1	2	3	4	N/A
26b	<ul style="list-style-type: none">• provide exchange students with extra material to help us follow classes.	1	2	3	4	N/A
26c	<ul style="list-style-type: none">• adapt their assessment methods.	1	2	3	4	N/A
26d	<ul style="list-style-type: none">• organise a specific tutorial system for exchange students.	1	2	3	4	N/A

27	Home students think adapting the syllabus for exchange students is unfair.	1	2	3	4	N/A
28a	If teaching staff adapt their classes for exchange students: • it is at the request of the exchange students.	1	2	3	4	N/A
28b	• it is because they have detected different learning styles in exchange students.	1	2	3	4	N/A
29a	Different learning styles between home and exchange students are particularly noticeable in: • how much exchange students participate in class.	1	2	3	4	N/A
29b	• the way in which exchange students take notes.	1	2	3	4	N/A
29c	• how exchange students contribute to the class.	1	2	3	4	N/A
29d	• the methods of assessment exchange students prefer.	1	2	3	4	N/A
29e	• exchange students' achievement in the class (results).	1	2	3	4	N/A
30	Home and exchange students should be assessed in the same way.	1	2	3	4	N/A
31a	Using the same assessment methods for all students is • unfair for exchange students.	1	2	3	4	N/A
31b	• unfair for home students.	1	2	3	4	N/A
32	Teaching staff at the host university are aware of the new multicultural dimension in the class.	1	2	3	4	N/A
33	Teaching staff at the host university are able to respond to this new multicultural dimension in the class.	1	2	3	4	N/A
34	Teaching staff participation in exchange programmes positively influences the way in which they deal with the exchange students attending their classes.	1	2	3	4	N/A
35a	Teaching staff participation in exchange programmes is particularly noticeable because: • they are more aware of the insecurity we feel in a different environment.	1	2	3	4	N/A
35b	• they are more aware of exchange students' linguistic problems.	1	2	3	4	N/A
35b	• they are familiar with different teaching systems and methods.	1	2	3	4	N/A
36	As an exchange student, I have the impression that teaching staff do not receive any general guidelines on how to deal with exchange students.	1	2	3	4	N/A
37	I think teaching staff need these general guidelines on how to deal with exchange students.	1	2	3	4	N/A
38a	Exchange students' presence in the class: • is culturally enriching for everyone involved.	1	2	3	4	N/A
38b	• encourages student interaction.	1	2	3	4	N/A
38c	• encourages home students' foreign language learning.	1	2	3	4	N/A
38d	• promotes a favourable image of the host university's country in the rest of Europe.	1	2	3	4	N/A
38e	• promotes a favourable image of the university system of the host country in the rest of Europe.	1	2	3	4	N/A
38f	• encourages student mobility in general.					N/A
39a	Being in class with home students: • helps exchange students to learn the host university's official language.	1	2	3	4	N/A
39b	• helps exchange students to learn about the local and national culture of the host university.	1	2	3	4	N/A
40	Home students do not feel comfortable having exchange students in the class.	1	2	3	4	N/A

41	Home students' participation in an exchange programme influences the way in which they treat exchange students.	1	2	3	4	N/A
41	I would be prepared to advice other exchange students from my home university who are going to come to this university.	1	2	3	4	N/A

42. Please add any additional comments:

Sex	Female		Male		
Age	Under 21	21 to 23	24 to 26	27 or over	
Field	Arts and Humanities	Social Sciences (including Law)	Experimental and Health Sciences	Technology and Engineering	