

"Explore Oregon, USA": Results of a Successful Short-Term Study Abroad Program

Terri L. Nagahashi

Abstract

It is widely known that there are many positive benefits of overseas study including increased motivation for foreign language study and enhanced intercultural awareness. Many universities offer study abroad programs because of the benefits that can be derived from this type of educational experience. Like other universities in Japan, Akita Prefectural University is working to increase study abroad opportunities for students. In April 2012, an International Exchange Center was established to assist faculty members interested in taking students abroad. One of the programs offered during the summer of the inaugural year of the International Exchange Center was "Explore Oregon, USA." This program, created by the author, was carefully designed to maximize the time available and provide a wide variety of educational activities for promoting personal and academic growth. Results of the post-trip questionnaire suggest that this program produced multiple benefits including enhanced intercultural awareness, increased motivation for learning English, and improved research, writing and presentation skills. This paper presents a detailed description of the tour and the results of a post-trip survey.

Keywords: English as a foreign language (EFL), experiential learning, group work, Japanese university EFL learners, Oregon, USA, study abroad

One of the keys to a successful study abroad program is good planning. Preparations for "Explore Oregon, USA" began one year in advance with visits to Oregon universities, farms, fruit-packing facilities and factories. Requests for presentations and tours were made and negotiations for group discounts on accommodations and transportation were initiated. After the itinerary was decided and budget calculated, the proposal for the tour was submitted to the administration for approval. The following provides detailed information about this tour to serve as a model for other faculty members interested in developing study abroad

programs for students at Akita Prefectural University.

The Overseas Study Tour Program

Program Location

The study tour took place in Oregon, USA. Oregon is located in the Pacific Northwest region of the United States, along the Pacific coast, between the state of Washington to the north and California to the south (see Figure 1). It lies between latitude 42° N to $46^{\circ} 18' N$ and longitude $116^{\circ} 28' W$ to $124^{\circ} 38' W$.

The largest city in Oregon is Portland with



Figure 1. Map of the United States showing Oregon highlighted.

a population of 583,776 (2010 census). Portland's sister city in Japan is Sapporo, which has a population of 1,927,507 (June, 2012 census). Although Portland is located farther north ($45^{\circ} 31' N$) than Sapporo ($43^{\circ} 04' N$), Portland has an oceanic climate, with damp winters and dry summers. Sapporo's winters, on the other hand, are cold and snowy and summers are warm.

Oregon was selected as the location for this tour because of the author's knowledge of the area as a native Oregonian and interest in creating a unique study abroad program for the students at Akita Prefectural University.

Program Goals

The program for "Explore Oregon, USA" was designed to support the curricula of the Faculty of Bioresource Sciences, enhance intercultural awareness, and improve English skills through unique academic and experiential opportunities. The program content focused primarily on three areas: (1) agriculture, (2) sustainability and (3) Native American culture. The reason for this was because Oregon is known for its diverse agriculture, commitment to protecting the environment and large number of federally recognized Native American Indian tribes. Oregon produces more than 220 agricultural commodities, making in one of America's most agriculturally diverse states. Oregon is among the top ten greenest states in the U.S.

and ranks 3rd in the use of alternative energy. Oregon is home to nine federally recognized tribes including the two that we visited which were the Confederated Tribes of the Warm Springs Indians and the Confederated Tribes of the Siletz Indians.

Through cross-cultural sharing activities, demonstrations, lectures, tours, and participant reports and presentations, this program aimed to help students:

- Develop intercultural awareness
- Enhance motivation for studying English
- Improve research, writing and presentation skills

Program Itinerary

This tour took place from August 30 ~ September 9, 2012. The ground tour portion took place from August 31 ~ September 7, 2012 in Oregon, USA. Highlights of this study tour included visits to Native American Indian reservations, lectures and cross-cultural sharing activities at Oregon universities and tours of farms, factories and the USDA National Clonal Germplasm Repository in Corvallis. The ground tour began and ended at Portland International Airport (PDX). The map illustrates the route of the tour with the some of the stops indicated as follows: PDX → (B) Confederated Tribes of the Warm Springs Indians Reservation → (C) Portland State University → (D) Willamette University → (E) USDA National Clonal Germplasm Repository → (F) Confederated Tribes of the Siletz Indians Reservation → (G) Tillamook Cheese Factory → (H) Cannon Beach → (I) The Oregon Berry Packing Company → (J) PDX (see Figure 2). The complete study tour program itinerary including links to useful websites can be found in Appendix A.



Figure 2. Map of Oregon with the study tour route.

Program Field Research Topics

To provide more opportunities for the tour participants to improve their research, writing and presentation skills, a field research component was added to the study tour. Prior to departing for Oregon, the 12 tour participants were divided into four research groups of three members each. The four research topics were (1) Oregon Agriculture, (2) Oregon Higher Education, (3) Oregon Native American Tribes and (4) Oregon Tourism. Each participant on the tour selected one of the four topics to study in greater depth—before, during and after the tour. In preparation for the tour the students worked in their groups to research their topics and present their findings to the other members. During the tour, the research groups met daily to review the day's activities, check their comprehension of the lec-

tures and tours and compare notes. After the tour, the research groups completed written reports in English (see Appendices B-D) and gave PowerPoint presentations (in Japanese) on their topics. These presentations took place on both the Honjo and Akita campuses and were attended by university faculty members, administrative staff and students. The following provides some basic background information on each of the four research topics.

Oregon Agriculture. Oregon is divided into six growing regions: (1) Coastal Oregon, (2) The Willamette Valley, (3) Southern Oregon, (4) Hood River Valley, (5) The Columbia Basin and (6) Southeast Oregon. To help students learn more about Oregon agriculture first-hand, we traveled through three of the six growing regions: (1) Coastal Oregon, (2) The Willamette Valley and (6) Southeast Oregon (see Table 1). Along the route several stops were made at places related to Oregon agriculture. These included a Portland's farmers' market, the Oregon State Fair, Willamette University's Zena Farm, a USDA National Clonal Germplasm Repository, the Tillamook Cheese Factory, the L Bar T Bison Ranch, Oregon Berry Fruit Packing Company, Oregon Heritage Farms (apples), Northwest Alpacas, and Smith Berry Barn.

Table 1
Oregon Agricultural Regions Visited

Region Number	Growing Region	Crops, Dairy, Livestock, and Seafood
1	Coastal Oregon	Seafood: oysters, mussels, clams, salmon, halibut, ling cod, snapper, bass, Dungeness crab and scallops. Dairy: cheeses
2	The Willamette Valley	Major crops: grains, hays, grass and legume seed, field crops, tree fruits and nuts, small fruits and berries, wines, fresh and processed vegetables, Christmas trees, nursery products Livestock: beef cattle, poultry Dairy
6	Southeast Oregon	Major crops: onions, potatoes, and sugar beets Livestock: cattle

Portland Farmers' Markets. Eight farmers' markets are held around the Portland on Saturdays, including one on the downtown campus of Portland State University. This market, which began in 1992, has a wide array of products including artisan cheese, baked goods, grass-fed beef, pastured pork, lamb and chicken, certified organic vegetables and hazelnuts. Here customers can enjoy looking at, sampling, and purchasing a wide variety of local organic produce and home-made food products.

Oregon State Fair. The first official Oregon State Fair was held 150 years ago, in 1862. This event showcased Oregon crops and livestock and entertained the fairgoers with horse racing and equestrian events. Nowadays it is still possible to see Oregon crops, livestock and equestrian events at the fair along with newer attractions including arts and crafts, food booths, games and rides.

Zena Farm. Willamette University's Zena Farm is a place where students can learn about sustainable agriculture. Zena Farm, located approximately 10 miles from the university campus, consists of a kitchen test garden, production field and greenhouses.

USDA National Clonal Germplasm Repository. The USDA National Clonal Germplasm Repository located in Corvallis, Oregon is one of 30 federal facilities in the National Plant Germplasm system. The goal of the Corvallis repository is "to preserve economically important crops and their wild relatives." Researchers and staff members at the Corvallis repository work to preserve temperate fruits, nuts and specialty crops including hazelnuts, strawberries, hops, mint, pears, currants, gooseberries, raspberries, blackberries, cranberries, and blueberries.

Tillamook Cheese Factory. The Tillamook Cheese Factory is a co-op owned by local dairy farmers and a place where visitors can

learn about the history of the area, see cheese being made and sample a variety of cheeses and other dairy products.

L Bar T Bison Ranch. The L Bar T Bison Ranch was established in 1991 and maintains a herd of around 15 animals. The breed is the Great American Plains Bison, which at one time roamed in huge numbers from Alaska to Northern Mexico. In addition to bison meat, the ranch sells bison hides and skulls.

Oregon Berry Packing Company. The Oregon Berry Company is family owned and specializes in blueberries, blackberries, strawberries and black raspberries. The company ships worldwide, including to Japan. In fact, Oregon blueberries are available in local supermarkets in Akita.

Oregon Heritage Farms. Oregon Heritage Farms is a family owned business specializing in 10 varieties of apples. The farm sells apples, cider, and fresh local produce. In addition, they provide educational tours and in October hold an annual "Applefest."

Northwest Alpacas. Northwest Alpaca Ranch was established in 1984 and breeds both Huacaya and Suri alpacas. Their current herd size is 91 alpacas.

Smith Berry Barn. Smith Berry Barn is a 30-acre family farm specializing in cane berries, apples and specialty produce. There is a garden market, gourmet gift shop and u-pick.

Oregon Higher Education. On this tour we visited two universities, Willamette University and Portland State University (PSU).

Willamette University. Willamette University is a private liberal arts university located in Salem, Oregon. Willamette University was founded in 1842 and is the oldest university in the western United States. Willamette University is recognized nationally for its strong academics and as a leader in sustainability.

Portland State University. Portland State University (PSU) is a public university and part of the Oregon University System. Portland State University is located in downtown Portland and has the largest enrollment (over 28,000 undergraduate and graduate students) in the state of Oregon. This university is well-known for its sustainability and green initiatives.

Oregon Native American Tribes. Oregon is home to several Native American tribes. On this tour we visited two reservations, the Confederated Tribes of the Warm Springs Indians reservation and the Confederated Tribes of the Siletz Indians reservation.

Confederated Tribes of the Warm Springs Indians. The Confederated Tribes of the Warm Springs Indians reservation is located in Southeast Oregon and is home to three tribes (Warm Springs, Wasco and Paiute).

Confederated Tribes of the Siletz Indians. The Confederated Tribes of the Siletz Indians reservation is located in the Coastal Oregon region and is home to 27 tribes.

Oregon Tourism. According to the Oregon Tourism Commission, tourism is an \$8.8 billion dollar industry in this state. On this tour we visited a variety of popular Oregon tourist destinations including Kah-Nee-Ta, the Portland Saturday Market, Cannon Beach and the Tillamook Cheese Factory (mentioned previously under Oregon Agriculture)

Kah-Nee-Ta. Kah-Nee-Ta is a hot springs resort located on the Confederated Tribes of the Warm Springs Indians reservation. The year round outdoor swimming pool at the resort is heated to a comfortable temperature by natural hot springs and is a popular tourist attraction in this area.

The Portland Saturday Market. The Portland Saturday Market is recognized as America's largest outdoor arts and crafts

market and attracts visitors from around the world.

Cannon Beach. Cannon Beach, "one of the 100 best art towns in America" is one of Oregon's most popular tourist destinations.

Program Presentations and Tours

"Explore Oregon, USA" was designed to maximize learning opportunities by providing a wide variety of interesting and engaging presentations and tours. The table below (Table 2) provides information on each of the presentations and tours.

Program Costs

Expenses for the program were covered by both the university and the students who participated. Akita Prefectural University paid for roundtrip international airfare from Haneda to Portland, which came to ¥127,970 for each student. Students paid the remaining costs which included roundtrip domestic airfare from Akita to Haneda (¥10,000) and ground costs in Oregon (hotels, transportation, some meals, entrance fees, tips, misc.), which came to approximately ¥60,000 per person. In addition, students were responsible for the passport fee, Electronic System for Travel Authorization (ESTA), and travel insurance (costs varied).

Program Leaders and Assistant

The tour was under the leadership Terri Lee Nagahashi, an Associate Professor in the Research and Education Center for Comprehensive Science (RECCS) and Hiroyuki Imanishi, an Associate Professor in the Center of Field Education and Research. Additional assistance was provided by Alexander Nobuhiro Nagahashi, a fifth year mechanical engineering student at the Akita National College of Technology (see Table 3).

Table 2
Presentations and Tours

Date	Location	Presentation/Tour	Speaker/Guide	Title/Position
Friday 8/31	The Museum at Warm Springs	"Introduction to the History of the Confederated Tribes of Warm Springs"	Robert "Bobby" Brunoe	General Manager of Natural Resources, Confederated Tribes of Warm Springs Indians
			Lisa Dubisor	State Biologist
		"An Introduction to Traditional Clothing, Songs and Dances"	Rose M. Charley	Local Historian, Confederated Tribes of Warm Springs Indians
Saturday 9/1	Portland State University (PSU)	"Introduction to Portland State University's Senior Capstone Course and the Student Watershed Research (SWRP) Project"	Mary Ann Schmidt	Program Director, Environmental Sciences and Management, Portland State University
		"Introduction to Metro Portland Bioswales" Walking tour of PSU campus and Metro Portland bioswales	Alex Desrochers	Program Assistant
Sunday 9/2	Oregon State Fair	Tour of the Forster Livestock Pavilion and the Oregon State Fairgrounds	Anna Duell, Lindsey Erickson, Jason Normand, Taylor Mason, Jareth Davis (OSU)	Students at Willamette and Oregon State University (OSU)
Monday 9/3	Willamette University's Zena Farm	"An Introduction to Zena Farm" Walking tour of Zena Farm's kitchen garden, production field and greenhouses	Joe Bowersox	Dempsey Professor of Environmental Policy, Department of Environmental and Earth Science, Willamette University
	Willamette University's Bon Appétit Café and Kitchen	Kitchen tour "An Introduction to "Farm to Fork," Program and Food Services for a Sustainable Future"	Marc Marelich	General Manager of Bon Appétit
			Chris Linn	Director of Catering
Willamette University Student Apartments	Cross-cultural exchange activities	Anna Duell, Lindsey Erickson, Jason Normand, Taylor Mason, Alycia Stuart, Bill O'Keefe, Jareth Davis (OSU)	Students at Willamette and Oregon State University (OSU)	
Tuesday 9/4	USDA National Clonal Germplasm Repository	"An Introduction to the USDA Clonal Germplasm Repository"	Kim Hummel	Research eader/ Curator
		Tour of greenhouses and fields	Joseph Postman	Plant Pathologist/ Curator
	Confederated Tribes of Siletz Indians Tribal Cultural Center	"An Introduction to the Healthy Traditions Project"	Sharla Robinson	Healthy Traditions Project Coordinator, Confederated Tribes of Siletz Indians
		"An Introduction to Cultural Artifacts of the Confederated Tribes of Siletz Indians"	Robert Kentta	Cultural Resources Director, Confederated Tribes of Siletz Indians
Wednesday 9/5	Tillamook Cheese Factory	Walking tour of the Tillamook Cheese Factory	Self-guided	
	Cannon Beach	Walking tour of the town of Cannon Beach	Self-guided	
Thursday 9/6	Oregon Berry Packing Company	"Introduction to the Oregon Berry Packing Company" and walking tour of company packing plant	Jeff Malensky	Vice President, International Sales, Oregon Berry Packing Company
	Oregon Heritage Farms	Walking tour of Oregon Heritage Farm and apple packing facility	Kim McLennan	Owner, Oregon Heritage Farms
	Northwest Alpacas	"Introduction to Alpacas"	Steve Johnson	Manager, Northwest Alpacas
	Smith Berry Barn	U-pick berry picking	Rich & Joelle Hildner	Owners, Smith Berry Barn

Program Participants

Participants in the "Explore Oregon, USA" study tour were selected based on their reasons for wanting to join the tour, English ability and personal attributes. All students at Akita Prefectural University were invited to apply. Information about the tour was sent to all university departments in April 2012, the beginning of the new school year. Applications were accepted until Wednesday, May 16th and interviews took place at the Honjo campus on Friday, May 18th and on the Akita campus on Monday, May 21st. The final decision was announced on Thursday, May 24th. Twenty-five students, four from the Honjo campus and 21 from the Akita campus, applied for the program. Twenty-

four students were interviewed (One student from the Honjo campus dropped out prior to the interview.).

Twelve students (4M/8F) were selected to take part in this tour. Two students were from the Faculty of Systems Science and Technology and ten students were from the Faculty of Bioresource Sciences. There were five freshmen (1M/4F), three sophomores (1M/2F), and four juniors (2M/2F). Five university departments were represented (see Table 4). Daichi Yamada, a junior majoring in Electronics and Information Systems, was selected as the student leader because of his outgoing personality and previous leadership experience.

Table 3
Tour Leaders and Assistant

Campus	Department	Rank	Name
Akita	Research and Education Center for Comprehensive Science (RECCS)	Associate Professor	Terri Lee Nagahashi
Ogata	Center of Field Education and Research	Associate Professor	Hiroyuki Imanishi
School	Major	Year	Name
Akita National College of Technology	Mechanical Engineering	5	Alexander Nobuhiro Nagahashi

Table 4
Tour Participants

Campus	Major	Year	Name	
Honjo	Electronics and Information Systems	3	Daichi Yamada (student leader)	
		1	Takahiro Ono	
Akita	Biotechnology	2	Mayu Sugoh	
		1	Hikari Sakurada	
		1	Saki Kudo	
	Biological Environment	3	Sayuri Ukida	
		2	Haruna Fujimori	
	Agribusiness	Biological Production	2	Shinnosuke Sato
			3	Yui Katori
		3	Shota Nakamura	
		1	Makoto Miyazawa	
		1	Haruka Sekigami	

Results and Discussion

After the study tour presentations and reports (individual and group) were finished, students were asked to complete a short questionnaire (see Appendix F). All 12 of the study tour participants completed the survey. Quantitative results, mean and standard deviation, for statements 1-5 follow (see Table 5). These results indicate that for the majority of the students, this study tour was effective for (a) enhancing intercultural awareness, (b) increasing motivation for learning English, (c) providing interesting/useful information about their research topics, (d) improving their English writing skills and (e) improving their presentation skills. Of particular significance is the students' response to giving presentations about their experience in Oregon.

In addition to responding to the 5 statements listed in Table 5, students were asked to complete the following five open-ended statements:

1. The most impressive things that I learned about American culture were...
2. I (am/am not) more motivated to learn English than before because...
3. The most interesting/useful thing

that I learned about my topic was...

4. The most important/useful things that I learned about writing reports in English were...
5. The most important/useful things that I learned about giving presentations were...

In response to statement one about the most impressive things that they learned about American culture, half of the students (50%, $n=6$) listed the friendliness of the people in Oregon. They were surprised by the warm greetings that they received from strangers and seeing strangers having friendly conversations on the train. The rest of the responses to this question varied. Two students mentioned the large quantity of food, two students said the Warm Springs Indians, one student mentioned the farmers' market and one student was most impressed by the "strong conscious" that American university students have about their majors.

In response to statement two about increased motivation for learning English, all of the students (100%, $n=12$) stated that they were more motivated to learn English than before the study tour. The majority of the students (75%, $n=9$) identified their inability to communicate well with native English speakers during this study tour as the main

Table 5
Means and Standard Deviations for the Post-Trip Questionnaire ($N=12$)

Statement	Mean	Standard Deviation
1. This study tour gave me a better understanding of culture in the USA.	4.75	0.43
2. I am more motivated to learn English than before.	4.92	0.28
3. I think that the research topics, Oregon Agriculture, Oregon Higher Education, Oregon Native Americans and Oregon Tourism were interesting and useful.	4.50	1.12
4. Writing my research report in English helped me improve my writing skills.	4.67	0.62
5. Giving a presentation about my experience in Oregon helped me improve my presentation skills.	5.00	0.00

Note : Scores are based on a 1 (*strongly disagree*) to 5 (*strongly agree*) scale.

reason for their desire to improve. The three remaining students had other reasons, which included the chance to meet different people and speak English on this tour, surprise by the variety of English expressions heard and the desire to learn more, and the realization that there would be other opportunities to use English from now on.

In response to statement three about the most interesting/useful thing learned about their research topic, members from the first group, Oregon Agriculture, stated that learning about sustainable agriculture and Zena Farm were the most interesting/useful things. Members of the second group, Oregon Higher Education, noticed that Oregon university students have opportunities to study actively both in labs and in the field. Members of the third group, Oregon Native Americans, were interested in the "gorgeous costumes" of the Native American Indians and Indian crafts. They were particularly interested in the Indian baskets made with plants containing poison. Members of the fourth group, Oregon Tourism, listed Cannon Beach with its many goods, the natural areas of Oregon and the highly developed transportation system as most interesting.

In response to statement four about learning to write reports in English, four students (33%, $n=4$) stated that learning to write clearly and simply to avoid confusing the reader was important when writing reports in English. Two students stated learning to express their ideas in English was useful. Two students mentioned the importance of "flow" and "good order." One student learned about writing correct English expressions. One student said that the most important thing was teaching each other. One student wrote that learning to write reports in English "is a rare chance for sophomore in APU."

In response to statement five about improving presentation skills, four students (33%, $n=4$) stated that they learned the importance of eye contact when making a presentation. Two students mentioned the importance of structuring the presentation to connect the topics smoothly. Two students mentioned the importance of preparation and rehearsal. Two students wrote about the importance of explaining simply and clearly. One student wrote that it is attractive to use their own photographs in the presentation. One student simply wrote, "Don't be shy."

At the end of the survey, students were asked to give some suggestions for ways to improve this tour. Here are their responses. Two students had no suggestions. One student wrote, "perfect" and the other wrote, "wonderful trip." The remaining students offered some thoughtful advice. One student wrote, "Students have to study English hard before tour, and think what you want to know in Oregon." One student suggested adding a homestay, "to understand and feel the real American life style." Others suggested increasing the hours for group work during the trip, increasing time for discussion with American students, increasing time at the Tillamook Cheese Factory and Cannon Beach and increasing meal time at Willamette University. Other suggestions included reducing travel time in the bus and changing the order of the hotels. The last suggestion was about the presentations that the students gave on the Akita and Honjo campuses. This student commented that the dates and times of the presentations were not good because so many students were in class and unable to attend.

In summary, this short-term study abroad tour produced multiple benefits for the students who participated. Although it is anticipated that this study abroad experience will continue to impact these students' lives,

further studies are needed to assess the long-term effects of this program.

Conclusions

In conclusion, the results of this study suggest that "Explore Oregon, USA, a unique short-term overseas study program, was effective for benefitting participants in a variety of ways. Results of the post-trip survey suggest that this tour was particularly effective for enhancing students' motivation for learning English and developing their presentation skills. Other faculty members of Akita Prefectural University interested in taking students on study abroad tours may find these or similar activities beneficial for their tour participants.

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Appendix A

Detailed Itinerary for Explore Oregon 2012 Study Tour

Explore Oregon, USA 2012

August 30, 2012 (Thu) ~ September 9, 2012 (Sun)

Date	Day 1 Schedule
8/30 (Thu)	<ul style="list-style-type: none"> • 18:20 Meet at Akita Airport (baggage information: http://www.americanairlines.jp/intl/jp/travelInformation_en/baggage.jsp) • 19:50 Departure from Akita Airport (JL 1268) • 21:00 Arrival at Haneda Airport (http://www.hanedaairport.jp/inter/en/) • 00:05 Departure from Haneda Airport (JL 0002) • 17:40 Arrival at San Francisco International Airport (http://flysfo.com/web/page/index.jsp) US Customs Declaration Form: (http://www.cbp.gov/xp/cgov/travel/vacation/sample_declaration_form.xml) • 20:15 Departure from San Francisco International Airport (AA 6912) • 21:54 Arrival at Portland International Airport (http://www.portofportland.com/PDX_Terminal_Map.aspx) • Transfer to hotel (Monarch Hotel Shuttle) • Check-in (Monarch Hotel (http://www.monarchhotel.cc/)) • Snacks • 23:00 Curfew
Date	Day 2 Schedule
8/31 (Fri)	<ul style="list-style-type: none"> • 7:00 Wake up • 7:30 Breakfast buffet • 8:30 Departure for the Museum at Warm Springs (Transportation: ecoShuttle (biodiesel powered bus) (http://www.ecoshuttle.net/)) • 10:45 Arrival at the Museum at Warm Springs (http://www.museumatwarmsprings.org/) • 10:45-13:45 Lectures by Robert Brunoe, Natural Resources Manager, Lisa Dubisor, State Biologist and Rose M. Charley, local historian • 13:45-14:45 Tour of the Museum at Warm Springs • 15:15-17:15 Swimming at Kah●Nee●Ta High Desert Resort (http://206.188.205.152/pools-hot-springs-water-slides-oregon) (Lunch on your own) • 17:15 Departure • 19:30 Arrival at Monarch Hotel • 20:00 Dinner at The Old Spaghetti Factory Clackamas (http://www.osf.com/) • 23:00 Curfew
Date	Day 3 Schedule
9/1 (Sat)	<ul style="list-style-type: none"> • 7:00 Wake up • 7:30 Breakfast buffet • 8:40 Departure for train station • 9:10-9:56 MAX (Metropolitan Area Express) Light Rail Train to Portland State University (PSU) (http://www.trimet.org/max/index.htm) • 10:00-12:00 Portland Farmers' Market at PSU (http://www.portlandfarmersmarket.org/) (Lunch on your own) • 12:00-14:00 Lecture on PSU's Capstone Course and Student Watershed Research Project by Mary Ann Schmidt, Program Director, PSU Environmental Sciences and Management Lecture on bioswales and walking tour of local area bioswales by Alex Desrochers, Program Assistant (http://www.pdx.edu/) • 14:30-16:00 Tour of the Portland Saturday Market (http://portlandsaturdaymarket.com/) • 16:06 MAX Train departure • 16:49 Arrival at Clackamas Town Center (http://www.clackamastowncenter.com/) • Free Time (Dinner on your own) • Group work • 23:00 Curfew

Date	Day 4 Schedule
9/2 (Sun)	<ul style="list-style-type: none"> • 7:00 Wake up • 7:30 Breakfast buffet • 9:00 Departure for Salem (http://www.cityofsalem.net/Pages/default.aspx) (Transportation: ecoShuttle) • 10:30 Arrival at Oregon State Fairgrounds (http://www.oregonstatefair.org/) • 10:40-11:40 Tour of Americraft Center (county displays, quilts, agricultural displays) • 11:40 Meet and tour fair with Willamette University students: Anna Duell, Lindsey Erickson, Jason Normand, Taylor Mason and Oregon State University student Jareth Davis • 11:45-12:45 Tour of Forster Livestock Pavilion • 12:45-13:30 Lunch with Willamette University students • 13:30-16:45 Tour of shows, fair competitions, attractions, displays, and entertainment (Horse Show, Competitions: Farm, Garden, Floral, 4-H (Head, Heart, Health, Hands), FFA (Future Farmers of America), Columbia Hall (commercial displays), Carnival and Rides) • 17:00 Departure (Transportation: Affordable Taxi Company Salem (503) 399-8888) • 17:20 Arrival at the Phoenix Grand Hotel (http://www.grandhotelsalem.com/) • Free Time (Dinner on your own) • Group work • 23:00 Curfew
Date	Day 5 Schedule
9/3 (Mon)	<ul style="list-style-type: none"> • 7:00 Wake up • 7:30 Breakfast buffet • 9:15 Departure Transportation: Salem-Keizer Yellow Cab Co. (503) 362-2411 (http://salemyellowcab.com/) • 10:00-12:00 Tour of Zena Farm (5570 Zena Road North West) by Professor Joe Bowersox, Dempsey Professor of Environmental Policy, Department of Environmental and Earth Science, Director, Center for Sustainable Communities, Willamette University (http://willamette.edu/) (http://www.willamette.edu/centers/csc/zena/zena_farm/) • 13:00-13:45 Lunch at Willamette University's Goudy Commons Café (http://www.willamette.edu/dept/scheduling/summerconf/food_service/index.html) • 13:45-14:45 Kitchen tour and "Introduction to "Farm to Fork" Program and Food Services for a Sustainable Future" by Marc Marelich, General Manager of Bon Appétit and Chris Linn, Director of Catering http://www.cafebonappetit.com/ • 14:45-17:30 Cultural exchange activities with Willamette University students: Anna Duell, Lindsey Erickson, Jason Normand, Taylor Mason, Alycia Stuart and Oregon State University student Jareth Davis • Free Time (Dinner on your own) • Group work • 23:00 Curfew
Date	Day 6 Schedule
9/4 (Tue)	<ul style="list-style-type: none"> • 7:00 Wake up • 7:30 Breakfast buffet • 8:30 Departure for USDA National Clonal Germplasm Repository (Corvallis, Oregon) (http://www.ars.usda.gov/main/main.htm) Transportation: ecoShuttle) • 9:30-11:00 Tour of research center by Dr. Kim Hummel, Research Leader/Curator and Dr. Joseph Postman, Plant Pathologist/Curator • 11:00 Departure for Confederated Tribes of Siletz Indians Tribal Community Center, Siletz (http://www.ctsi.nsn.us/) • 12:30-13:45 Presentations by Sharla Robinson, Healthy Traditions Projector Coordinator, Confederated Tribes of Siletz Indians and Robert Kentta, Cultural Resources Director, Confederated Tribes of Siletz Indians • 13:45 Departure for Mo's Seafood Restaurant (http://www.moschowder.com/) • 14:30-15:30 Lunch at Mo's • 16:15 Arrival at Surftides Hotel (http://www.surftideslincolncity.com/) • Free Time (Dinner on your own) • Group work • 23:00 Curfew
Date	Day 7 Schedule
9/5 (Wed)	<ul style="list-style-type: none"> • Breakfast on your own • 9:00 Departure • 10:15-11:15 Tour of Tillamook Cheese Factory (http://www.tillamook.com/cheesefactory/index.html) • 12:45-14:45 Tour of the City of Cannon Beach (http://ci.cannon-beach.or.us/) (Lunch on your own) • 16:15-16:45 Bison viewing at the L-Bar-T Bison Ranch (http://lbartbison.com/) • 17:00 Arrival at McMenamins Grand Lodge (http://www.mcmenamins.com/426-grand-lodge-home) • Free Time (Dinner on your own) • Group work • 23:00 Curfew

Date	Day 8 Schedule
9/6 (Thur)	<ul style="list-style-type: none"> • Breakfast on your own • 9:00 Departure for the Oregon Berry Packing Company (Transportation: ecoShuttle) • 9:30-10:30 Tour of Oregon Berry Packing Company by Jeff Malensky, Vice President, International Sales (note: no sandals, no shorts, no jewelry, no photos inside plant) (http://www.oregonberry.com/) • 10:45-11:45 Tour of Oregon Heritage Farms by Kim McLennan, owner (http://oregonheritagefarm.com/) • 12:00-13:00 Lunch at Cruise In Country Diner (specializing in buffalo burgers) with greeting by Terry Hummel, owner (http://cruiseincountry.com/) • 13:15-14:15 Tour of Northwest Alpacas by Steve Johnson, manager (http://www.alpacas.com/) • 14:30-15:30 Free berry picking at Smith Berry Farm, courtesy of Rich & Joelle Hildner, owners (http://www.smithberrybarn.com/Scripts/default.asp) • 16:30 Arrival at Monarch Hotel • Free Time (Dinner on your own) • Group work • 23:00 Curfew
Date	Day 9 Schedule
9/7 (Fri)	<ul style="list-style-type: none"> • 7:00 Wake up • 7:30 Breakfast buffet • 9:00-10:30 Meeting (Individual and group reports) • Lunch on your own • 13:00 Departure for Portland International Airport (Transportation: Monarch Hotel Airport Shuttle) • 13:30 Check-in for flight • 15:15 Departure for San Francisco International Airport (AA 7517) • 17:21 Arrival at San Francisco International Airport • 19:25 Departure for Haneda International Airport (AA 5815)
Date	Day 10 Schedule
9/8 (Sat)	<ul style="list-style-type: none"> • 22:25 Arrival at Haneda International Airport • Clear immigration and customs • First Cabin Hotel check-in (http://www.first-cabin.jp/)
Date	Day 11 Schedule
9/9 (Sun)	<ul style="list-style-type: none"> • Hotel check-out • 11:40 Departure for Akita Airport (JL 1263) • 12:45 Arrival at Akita Airport

Appendix B

Student Research Report on Oregon Agriculture

For the Establishment of Sustainable Agriculture

Yui Katori and Haruka Sekigami, Department of Agribusiness

Shinnosuke Sato, Department of Biological Production

We were interested in Oregon agriculture, so we researched about it. We could increase our knowledge by going to Oregon directly and visiting different places including a large farmers' market, the Oregon State Fair, Willamette University's Zena Farm, the USDA National Clonal Germplasm Repository and various farms and fruit packing facilities. In this report first we would like to introduce Oregon's climate and its effects on agriculture. Then we will report on berry production, marketing agricultural products, preserving plants, sustainable agriculture, and stockbreeding. This report is based on what we learned first-hand about Oregon agriculture and the facilities related to it.



Figure 1. APU student, Makoto Miyazawa, shown at the Portland Farmers' Market

Oregon has a generally temperate climate; however, the climate varies greatly by region. The Cascade Range divides the state into two distinct areas. The area to the west of the Cascade Range is marked by heavy rainfall and moderate temperatures, whereas the area to the east receives little precipitation and has greater temperature extremes. Crops are affected by climate. Oregon is divided into six major agroclimatic areas, so we could see many kinds of crops and livestock suitable for the various areas that we traveled through. For example, on the east side of the mountain range we saw horses and cattle and on the west side we saw berries and alpacas. Oregon has many kinds of climates compared to Akita, so many different kinds of crops can be grown there. One of the crops that we actually learned about is berries.



Figure 2. Lemon cucumbers (foreground) and zucchini squash at the Portland Farmers' Market

We learned about berries of various kinds in Oregon. Production of berries is active. There are many kinds of berries in Oregon including blackberries, cranberries, and blueberries. Berries have a long history in Oregon. When we visited two Oregon Indian reservations (Warm Springs and Siletz), we learned that berries were a part of

the traditional diets of these people. Currently, more berries are eaten due to improved wild berries. In the case of Japan, we hardly ever see fresh berries in markets, but in Oregon, many kinds of fresh berries are sold and eaten. Actually, we discovered berries being sold all over the place. In the big market we visited, processed berries were being sold as well as fresh berries.

In the Portland Farmers' Market, where farmers can sell directly to consumers, there were not only many crops grown in Oregon, but processed food as well. There were berries, cheese, meats and many fresh fruits and vegetables (see Figures 1 and 2). Moreover, there were many street stalls, so we felt that it was more like a festival rather than an ordinary marketplace. People

could enjoy themselves as well as buy fresh produce. This is a wonderful place which connects producer and consumer.

Next, we will explain about two facilities related to preserving and developing agriculture, the USDA National Clonal Germplasm Repository or Genebank and Zena Farm. The purpose of the Genebank is to preserve temperate fruits, nuts and specialty crops. The collection includes field plantings, potted plants, seeds, pollen and tissue cultures. On our tour of the Genebank, we could see how the plants are fingerprinted through DNA testing and preserved in a variety of ways. These genetic resources are available to researchers and plant breeders. DNA can be material of new species. The work of facilities like the Genebank is the starting point for creating new species with desirable characteristics.

Zena Farm is owned and operated by Willamette University. Zena Farm provides students with an opportunity to learn about organic farming, produces a sustainable food source for the university (Bon Appétit food service), and serves as a model garden. The focus of the farm is on sustainability rather than on just trying to make a profit. Next, we will introduce about the Bon Appétit kitchen tour.

Bon Appétit is the main food service on the Willamette University campus and uses produce grown in the local area (within a 150 mile radius). This includes crops grown on Zena Farm. We had the opportunity to tour Bon Appétit's kitchen and learn about the importance of eating locally. Bon Appétit uses produce and products that are grown or made on small local farms. The management has a very good relationship with these farmers. We think this is useful for promoting farming here.

Next, we will introduce about stockbreeding in Oregon. We visited some places to learn more about stockbreeding in Oregon. First, we visited the Forster Livestock Pavilion at the Oregon State Fair, then the L-Bar-T Bison Ranch in Forest Grove, and finally the Northwest Alpacas Farm in Hillsboro. In the Forster Livestock Pavilion, many kinds of animals were on display. We saw many kinds of cattle, pigs, goats, sheep, chickens, and so on. We noticed that there were many people in the pavilion and that it was a good opportunity for people learn about stockbreeding and marketing of livestock animals. At the L-Bar-T Bison Ranch, we looked at bison through a fence and the next day we went to a restaurant near the bison ranch and ate bison burgers. A bison burger is a hamburger made from bison meat. After lunch, we visited an alpaca farm. At this farm alpacas are being raised for their fiber, which is used in making wool products. People visiting this farm can touch the alpacas.

In conclusion, we learned many things about Oregon agriculture. First, we learned that Oregon has various climates and crops are grown accordingly. It is fundamental, but very important. Farmers can produce famous crops by growing them in suitable places. These crops are very valuable. Next, Oregonians treasure local foods. Producers provide people with local foods in various ways. Consumers can get fresh crops and foods. Both producers and consumers benefit and make Oregon agriculture active. Finally, Oregon has great agriculture programs like the work at Zena Farm and the Genebank. We learned that it is important to protect the environment, so it can be farmed smoothly. If we only think about profit, agriculture will be hard to develop and sustain.

Appendix C

Student Research Report on Oregon Higher Education

Sustainability Projects in Oregon Universities

Daichi Yamada, Department of Electronics and Information Systems

Sayuri Ukida, Department of Biological Environment

Haruna Fujimori, Department of Biological Production

When we got the opportunity to participate in the Oregon study tour, we decided to join the research group, "Oregon Higher Education." This is because we had an interest in the higher educational system in the United States. To understand more about our theme, we researched about school life and the educational system of two American universities, Willamette University and Portland State University, before we went to Oregon. By doing this we could get a lot of information and have a better understanding about the higher educational system of universities located in Oregon. In this paper, we



Figure 1. APU students shown attending a lecture on bioswales at Portland State University

will report on what we learned at the two universities that we visited. First, we will report on bioswales and the Senior Capstone course that we learned about at Portland State University. Then we will explain about Zena Farm, which is operated by Willamette University. This report is based on the presentations we attended and the tours that we took when we visited Oregon.

At Portland State University we learned about bioswales and the Senior Capstone course (see Figure 1). What is a bioswale? A bioswale is a storm water runoff conveyance system designed to slow the flow of surface runoff. In addition to slowing the rate of water flow, bioswales use natural means including vegetation, rocks and soil to treat rainwater by filtering out contaminants being conveyed in the water. The working process of a bioswale is as follows: first rainwater flows down into a bioswale, then the rainwater is spread out by many stones and finally the water is absorbed by many plants. By this process, rainwater doesn't go into the sewer system all at once and the flow rate of the sewer increases more gradually. The bioswales that we saw in Portland were designed to slow and reduce the amount of rainwater that flows into the city's sewer system. In the past, the sewer pipe used to overflow during times of heavy rain and raw sewage ended up flowing into the river. Now Portland has a new large sewer pipe that can manage sewage as well as runoff, but there is still a need to control the flow during periods of heavy rain. Bioswales are a good way to do this.

Portland State University is researching ways to solve environmental pollution by using plants. Akita Prefectural University is also using plants to solve environmental problems. For example, researchers in the Department of Biological Environment are working to develop a resource recycling system for domestic wastewater treatment. They are using "biogeofilter ditches planted with useful plants", which is just another name for bioswale. At Lake Hachirougata (a lake in Akita prefecture) they are using aquatic plants (e.g. *Phragmites australis*) to clean the water. We think that it is interesting that our university and Portland State University are both using plants to help solve environmental pollution problems.

Next we will explain about the Senior Capstone course at Portland State University. The

Senior Capstone course is a part of the educational curriculum and experience for students in this university. Students take this course when they are in their fourth year. The Capstone course provides an opportunity for students to use what they have learned in the classroom to help solve problems in the local community. In this course, students from different majors form a team. They combine their knowledge and skills to work on a project that will benefit the community. Learning objectives include developing communication and critically thinking skills, becoming accustomed to working in a diverse society and developing a sense of social responsibility. Students develop skills that are important both academically and professionally. They cooperate with each other to understand and find solutions for issues. It is one of the important points in this program.

One example of a Senior Capstone is the Student Watershed Research Project (SWRP). In this Senior Capstone project, students monitor streams in the Portland and Vancouver Metropolitan areas. They identify macroinvertebrates and determine oxygen content. The data from this project helps determine the water quality and watershed health. We think that this project is similar to projects in the department of Biological Environment here at Akita Prefectural University.

Next, we will describe Zena Farm. Willamette University's Zena Farm is a place where students



Figure 2. APU Students shown next to production field at Zena Farm

can learn about sustainable agriculture and forestry. Zena Farm consists of a 3,000 square foot kitchen garden, a half-acre production field, and greenhouses (see Figure 2). The kitchen garden is used for testing new crops and providing food for the volunteers who work on the farm. The produce from the production field is sold to the university's food service, Bon Appétit. The greenhouses help extend the growing season by providing a more controlled environment. The farm adjoins a 300 acre forest, which is used to teach sustainable forestry.

On our visit, we learned that Zena Farm was a savanna 150 years ago. The Native Americans who lived in this area used to eat a large variety of wild foods that were available at that time and to use prescribed fire to improve the land. However, European colonists took their land and developed the area. They put an end to prescribed fire and farmers eventually started growing crops by using chemicals. These practices changed the land, reducing native species and depleting the soil. Now the volunteers at Zena Farm are working to restore the land. In the kitchen garden and field, they are using organic farming techniques to rebuild the soil with compost and other organic matter. In grassy areas they are reintroducing native species to help return the land to the way it was.

We feel that students who join in the Zena Farm project can learn a great deal about agricultural society. That is to say, they notice that it is important to adopt again traditional ways to make agriculture sustainable and construct a system of "local production for local consumption" for revitalizing local agriculture.

In this study tour, we noticed that the students at these two Oregon universities have a lot opportunity for hand-on learning experiences. Some of these experiences even involve working to solve problems in the local community. It also appeared that no matter what the project might be, many undergraduates seemed to join these projects aggressively. We think that this must be very good for developing their abilities. We suggest that our university import the systems that we have described to help more of the students here work more aggressively.

Appendix D

Student Research Report on Oregon Native Americans

Oregon Native American Confederated Tribes

Takahiro Ono, Department of Electronics and Information Systems

Makoto Miyazawa, Department of Agribusiness

Mayu Sugo, Department of Biotechnology

On our tour of Oregon, we visited two Native American Indian reservations. The first one was the Confederated Tribes of Warm Springs Indians reservation and the second was the Confederated Tribes of Siletz Indians reservation. The Warm Springs and Siletz Indian reservations are home to many tribes. The Confederated Tribes of the Warm Springs Indians is made up of three tribes (the Warm Springs, Wasco and Paiute), and the Confederated Tribes of the Siletz is made up of 27 tribes. We noticed three main differences between the two confederated tribes and have organized these. We will report on the differences that we noticed in their history, food and handicrafts.



Figure 1. Some traditional foods of the Siletz tribes

First, we will explain about their history. Members of the Confederated Tribes of the Warm Springs used to live beside the Columbia River, the Cascade Mountains, and in other areas of Oregon. They lived by hunting, fishing, and gathering roots and berries. They traded with each other and other tribes. For example, the Wasco traded root bread and salmon meal for beads and clothing. Then, in the beginning of the 19th century, these tribes were attacked by non-native outsiders. Many of these outsiders were white men that came from Europe. They were looking for land.

Eventually the Warm Springs and Wasco tribes were overcome and in 1855 they signed a treaty with the United States in order to try and save their way of life. In this treaty they were required to give up 10 million acres of land. They were allowed to keep 640,000 acres and this became the Warm Springs Reservation. After moving the Indians to the reservation, the government tried to destroy their culture by forcing their children to go to government boarding schools and not allowing them to speak their native languages.

The Confederated Tribes of Siletz Indians is made up of 27 tribes. Their traditional ways were similar to the Warm Springs tribes. They also had conflict with the settlers and were eventually moved to the Siletz Reservation, which was established in 1856. The original reservation covered over 1 million acres, but in 1956, the government terminated the Siletz tribe and left them with only their tribal cemetery.

For many years these people suffered, but in 1977 their federal status, treaty rights and sovereignty restored. Their lives improved; however, there are still some problems today. For example, plants that were a part of their traditional diet are now polluted by chemicals. Also, due to changes in their diet, they now have lifestyle-related diseases such as diabetes. Members of the tribe are trying to save their culture and solve these problems. For example, the elders are teaching the traditional ways to the younger generation and tribal members are encouraged to eat more traditional foods.

Next, we will explain about their traditional foods. Some of the Warm Springs tribes lived east of the Cascades, along the Columbia tributaries, where it was dry. In this area, summer became very hot and winter became very cold. So they couldn't farm and they were dependent on natural resources. They hunted game, fished and collected roots and berries. Salmon was very important for them. They set up scaffolding over the river and fished there using large nets.

On the other hand, members of the Siletz tribes lived west of the Cascades where it rained a lot. Some of them lived by the Pacific Ocean, and others lived in valley. They didn't farm, but they got food by hunting, fishing and collecting in the same way as the Warm Springs tribes. They ate almost everything that they could eat. For example, they ate salmon, eels, seaweed, shellfish, acorns, edible wild plants, berries, and game (see Figure 1). (We noticed that this is similar to what people ate in Japan during the Jōmon period.)

By comparing the two tribes it seems that the Siletz tribes had a greater variety of foods compared to the Warm Springs tribes. The difference in food was because of the difference in climate and geography. Siletz tribes occupied a very large area of land near the sea, forests, and rivers. So they could get more food easier than the Warm Springs tribes that lived in a harsher climate on dry land.



Figure 2. Our guide demonstrating a traditional dance

Lastly, we will explain about their handicrafts. Beads are important for the Warm Springs tribes. They use a lot of beads to decorate their handicrafts. They make caps and shoes decorated with lots of beads. Their dresses, shoes, tobacco pouches, and caps are handmade. They have many colors. Their shoes, called moccasins, are made of animal skin. We were told that the bead designs for these handicrafts are imagined in their heads, without being drawn first. They also use fur for hair ornaments, shoes and belts. Our guide, Rose Charley, wore fur in her

hair. She said that it was otter fur. She let us feel it and it was very soft.

When we visited the reservation of the Siletz tribes, we could see some of their cultural artifacts, including baskets, seashells, and clothing. We saw many baskets that were made of plant materials. We learned that the materials were treated to make them very strong. In addition, by using plants that had poison, they could keep insects away. This helped preserve the food stored in the baskets. They also made caps with materials that looked the same. These crafts seemed to have fewer colors compared with the things the Warm Springs Indians made. They make shoes in the same way as the Warm Springs tribes; however, the Siletz tribes use fewer beads. We also learned that they used to use some shells as money. The shells were strung together like a necklace and carried. Sometimes they exchanged shells as thanks for a wedding. Shells were also used to decorate clothing and when they danced the shells would crash against each other and make an interesting sound (see Figure 2). They danced to express their feelings.

In conclusion, we learned many things about the Native Americans that we met in Oregon. We learned that in the past they were dependent on natural resources because they didn't farm and that salmon was very important to some of the tribes. They had a good living until White men came and took away their land and persecuted them. Nowadays they are trying to protect their natural resources and pass their traditional culture to the younger generations. Through these lectures we have a better understanding of the Native Americans in Oregon.

Appendix E

Student Research Report on Oregon Tourism

Oregon Tourism

Shota Nakamura, Department of Agribusiness

Saki Kudo and Hikari Sakurada, Department of Biotechnology

We researched about tourism in Oregon on our trip because it's a major industry in Oregon. We thought that if we found some good points about Oregon tourism, we could use this information to help improve tourism in Akita. On our trip we went to some famous sightseeing places including Kah Nee Ta High Desert Resort, the Portland Saturday Market, Cannon Beach and the Tillamook Cheese Factory. In addition, we also learned about some activities in Portland for keeping the environment clean. We thought about the effect of these activities on Oregon tourism. In this report, we will explain about four interesting places that we visited: the Portland Saturday Market, Cannon Beach, the Tillamook Cheese Factory and the Kah Nee Ta High Desert Resort. In addition, we will report on what is being done to help keep Portland beautiful and attractive for tourists.



Figure 1. Portland Saturday Market

First, we will explain about the Portland Saturday Market. The Portland Saturday Market is the biggest open-air market in America. On the day we visited there were so many people (see Figure 1). We noticed that there were various races of people working at or visiting the market. We learned that the space in the market is separated into two sections, one for things made in Oregon and the other for imported articles. This helps people shop smoothly. We thought that the things made in Oregon were especially unique and that is why a lot of people want to buy them and visit here.

We found two points which were impressive. One point is that we could use credit cards in the street vendors' stalls. Being able to use credit cards in the Saturday Market allows visitors to buy things easily. Another point is that the public transportation system is developed. A train runs and stops on the road close to the market, so many people can get here easily. Also people can carry their bikes in the train, so they can come from far places without a car. We think that these points make the market very popular and help attract many people, including visitors from all over the world.



Figure 2. Haystack Rock

Second, we will explain about Cannon Beach, which is one of the most famous sightseeing spots in Oregon. Cannon Beach is famous for Haystack Rock, which is 70 meters high (see Figure 2). It is so big. The town of Cannon Beach has many stores near the beach, so it has also become a popular tourist attraction. There are not only souvenir shops here, but many other kinds of stores as well. For example, we saw fast food shops, toy stores and clothing stores here. So tourists cannot

become bored. In the souvenir shops there are many handmade goods, shells from the beach, and photographs of Cannon Beach and Haystack Rock. Tourists can enjoy the beach, sea, and shopping all day. If they want, they can spend the night because there are a lot of hotels. The combination of the beach, Haystack Rock, and many shops and hotels makes Cannon Beach very attractive for tourists.



Figure 3. Tillamook Cheese Factory

Third, we will explain about the Tillamook Cheese Factory. This factory was awarded for producing the "World's Best Medium Cheddar" and is one of the most popular attractions on the Oregon coast. We found one of the factory's brochures while we were there and thought they are putting a great deal of effort into advertising. We noticed that their two main selling points are that they still use the original cheddar cheese recipe and that they use fresh and high quality milk, which is produced on nearby farms. We think that words such as "Original", "Fresh" and "High Quality" are fascinating for many people, so this is appealing and also contributes to attracting customers. In the factory there were displays which explained about the factory's history and there were windows so we could watch the cheese being made and packaged (see Figure 3). Also there was a booth where we could try free samples of various cheeses. At the Tillamook Cheese Factory we could learn about the history of the factory, watch cheese being made, and choose our favorite cheese from the many kinds of cheeses available in the gift shop. In addition, there was an ice cream shop and a café. These shops give the visitors a place to rest and chat with friends or family. We think that the reasons why this factory is so popular with visitors is because of good advertising, lots of entertaining activities and the "World's Best Medium Cheddar."

Fourth, we will explain about Kah Nee Ta High Desert Resort. This place is another popular sightseeing spot in Oregon. Kah Nee Ta is located in Warm Springs. It is famous for the swimming pool, which is heated by a real hot springs. There is also a place to camp nearby. We think that this place makes good use of nature. Kah Nee Ta is located in the mountains where there are natural hot springs. So many people come here to enjoy the beautiful scenery and to swim in the warm pool. We also enjoyed swimming in this pool.

Finally, we will explain about what is being done to protect the environment in Oregon. At Portland State University we learned about bioswales and saw a charging station for electric vehicles. A bioswale is a system to help keep the city's big sewage pipe from overflowing. In Portland, rainwater and sewage flow into the same pipe that goes to the sewage treatment plant. Sometimes, when it rains heavily, the pipe overflows. Bioswales help to slow the flow of rainwater to the pipe with many small dams and plants. On our walking tour in Portland we could see different types of bioswales. Portland is kept clean by this system.

Second, we noticed that they are trying to use more and more electric vehicles (EV). Since the Department of Energy in America concluded a contract for setting up EV chargers around America, the demand for electric vehicles has risen. A lot of EV and EV chargers have been introduced to Oregon. So we could find some EV and see EV chargers in Portland. Oregon has been evaluated as "the friendliest state for the environment" and has various beautiful views. As mentioned above, Oregon's government, corporations and citizens are positive about protecting the environment, and the attitude is connected with keeping the city clean. Bioswales and electric

vehicles exert a favorable influence upon not only the environment, but also the tourist industry.

In conclusion, we learned that Oregon has wonderful nature and scenery, fun entertainment places and good foods. We think Oregon's economy is developed by making use of them successfully. What we want to say in this report is that there are many good points for tourism in Oregon. For example, at the Saturday Market, we discovered that shopping there is convenient because we could use our credit cards and there was easy access to the market because of the developed transportation system. In Cannon Beach, there was not only Haystack Rock, but also many shops, restaurants and hotels. At the Tillamook Cheese Factory, there were many things to attract visitors. They effectively appealed to people by using the words "Original Recipe" and "Fresh Milk" and set up some booths where visitors can have fun. And also Oregon is trying to keep Portland clean with bioswales and electric vehicles. We think that if you want to make a wonderful sightseeing spot, it is important to make use of the things special to the place, set up convenient access and provide entertainment for visitors.

Appendix F

Post-Study Tour Questionnaire

"Explore Oregon, USA 2012"

Post-Study Tour Questionnaire

- 5 Strongly agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly disagree

Directions: Circle the number (5 4 3 2 1) that best reflects your agreement or disagreement with the statement. Then complete the statements below.

1. This study tour gave me a better understanding of culture in the USA. (5 4 3 2 1)
The most impressive things that I learned about American culture were...

2. I am more motivated to learn English than before. (5 4 3 2 1)
I (am/am not) more motivated to learn English than before because...

3. I think that the research topics, Oregon Agriculture, Oregon Higher Education, Oregon Native Americans and Oregon Tourism were interesting and useful. (5 4 3 2 1)
The most interesting/useful thing that I learned about my topic was...

4. Writing my research report in English helped me improve my writing skills. (5 4 3 2 1)
The most important/useful things that I learned about writing reports in English were...

5. Giving a presentation about my experience in Oregon helped me to improve my presentation skills. (5 4 3 2 1)
The most important/useful things that I learned about giving presentations were...

Now please give some suggestions for ways to improve this tour. You can comment on any aspect of the tour (transportation, accommodations, food, lectures, tours, research, group work, writing assignments, presentations, etc.)