U. S. Department of Education
ANNUAL PERFORMANCE REPORT
COVER SHEET

1. Performance Reporting Period
October 1, 2002 to March 31, 2003

2. PR/Award No. (Block 5 on
Grant Award Notification)
P229A020002

3. Project Title
National Foreign Language Resource Center at the University of Hawai‘i

4. Recipient Information
University of Hawai‘i
2530 Dole Street
Sakamaki D-200
Honolulu, HI 96822-2318

5. Contact Information
Richard Schmidt, Project Director
The University of Hawai‘i at Mānoa
Dept. of Second Language Studies
1890 East West Road
Honolulu, HI 96822-2318

6. Cumulative Expenditures
Federal: $75,285
Non Federal: $126,326

7. Annual Certification(s) of IRS approval
Yes [ ] No [X]

8. Authorized Representative Information
To the best of my knowledge and belief, all data in this
performance report are true and correct.

Harvin Enokawa
Name (typcd or printed)
enokawa@hawaii.edu
E-mail Address
808 956 7900
Telephone Number
808 956 9081
Fax Number

Signature
Date

APR 14 2003
NARRATIVE

1. ABSTRACT

The University of Hawai‘i (UH), a state land-grant Carnegie I research institution with outstanding faculty resources in second language acquisition and the languages of Asia and the Pacific, has obtained four years of funding (2002–2006) to continue the National Foreign Language Resource Center (NFLRC) under the Language Resource Centers Program. The goal of the NFLRC is to serve as a resource to improve the nation’s capacity to teach and learn foreign languages effectively through projects that focus primarily on the less commonly taught languages of the Pacific Rim. The intended audience for NFLRC endeavors includes teachers and learners of those languages, the wider educational community concerned with language teaching and learning, area studies specialists, governmental agencies, and the general public. Specific projects target all of the national languages of East Asia and Southeast Asia as well as several Pacific island languages.

Projects are grouped under four general themes: (1) Innovations in research on learning and teaching, including projects applying corpus linguistics and conversation analysis to language teaching and a project on heritage language education; (2) Distance education for East Asian languages, including development of innovative introductory courses for Mandarin Chinese; (3) Innovations in foreign language assessment, including the development of elicited imitation instruments and a major focus on placement testing; and (4) Dissemination of research results and materials nationally through workshops, summer institutes for professional development, a vigorous publications division, sponsorship of two on-line journals, and development of additional databases of resources for foreign language learning and teaching.

2. PROJECT STATUS

Each project is described here only very briefly (see the grant application for full details), so that a focus can be maintained on grant activities and outcomes. Each
project scheduled to begin during year 1 of the grant cycle (as indicated in the Time Line) began in a timely fashion. All projects were reviewed (formative evaluation) by the National Advisory Board of the NFLRC at its meeting in Honolulu on January 9–10, 2003, and comments by the Board are included below where appropriate.

INNOVATIONS IN RESEARCH ON LEARNING AND TEACHING

*Corpus Linguistics for Language Teaching and Learning* (Project Director: Robert Bley-Vroman).

Corpus linguistics has its roots in classic studies of word frequency, long used to inform decisions about materials development, grading of materials, and assessment. However, what we are seeing now is quite different and potentially revolutionary: readily available corpora and easy-to-use tools can now be used on the spot in language teaching contexts by teachers and learners alike, and studies of linguistic features can be tailored to specific pedagogical contexts and learning requirements. This project, which began as scheduled at the beginning of the reporting period, focuses on Korean as a demonstration language to show what can be done. To date, corpora and corpus-analytic tools have been obtained, and a series of small-scale studies have been carried out showing usefulness of corpus analysis for language teaching. Materials have been gathered for a summer workshop in July, 2003 which will acquaint participants with the basic concepts of corpus linguistics, including corpus construction and annotation, concordancing, frequency counts and ranks, grammatical tagging, and related concepts. Participants will learn how to access Korean corpora and how to use the available computer programs for Korean corpus analysis. Summaries of available resources will be made available prior to the workshop and will subsequently be published as an NFLRC technical report.

In addition to the major focus on Korean, this project also provided support to Professor Yuphaphann Hoonchamlong to develop a text/speech alignment tool for a corpus of
spoken Thai being developed at Thammasat University in Thailand. The NFLRC thus has become a co-sponsor of the Thai National Corpus.

*Conversation Analysis as an Approach to Second Language Acquisition* (Project Co-Directors: Gabriele Kasper and Maryann Overstreet).

This project, the only NFLRC project that does not focus on a language of Asia or the Pacific, applies the techniques of conversation analysis (the analysis of very detailed transcriptions of naturally occurring interaction) to the foreign language classroom, using a German FL class as the model. The goal is to examine the learning opportunities afforded through various classroom activities as well as participation in non-instructional discourse. The project began in October, 2002 as scheduled. The formative evaluation of the project by the National Advisory Board is as follows: “The level of preparation for this project is very high. … Consistent with CA practice, the analysis will derive from the data itself without predetermined research questions. Although the project is in its early days, it is possible to predict that with the NFLRC’s dissemination practices and the PIs’ reputation for publication, this project has the potential for having a significant influence on future analyses of L2 development. The workshop planned for 2005 will further encourage researchers to implement such analyses by providing training and experience in CA. The incorporation of German as a target language helps secure the Center’s position as a global center.”

*Heritage Language Education* (Project Co-Directors: Kathryn Davis and John Mayer).

This project is not scheduled to begin until Year 2 (2003–2004) of the grant.

**DISTANCE EDUCATION FOR EAST ASIAN LANGUAGES**

*Distance Education, Distributed Learning, and Introductory Language Instruction* (Project Director: David Hiple).

The University of Hawai‘i has been carrying out a series of interrelated distance education and distributed learning projects since 1995, including developing models for teaching language via interactive television as well as integrated CD-ROM/Web formats,
focusing on the teaching of Chinese, Korean, and Japanese at advanced levels. This ambitious project is designed to extend distance learning to the beginning levels of instruction, a much more daunting task, since Web-based technologies are limited with respect to the speaking skill and it is unlikely that the early stages of learning can proceed successfully through distance education alone. The model is called distributed, since it will involve a mix of face-to-face and on-line instruction, with a “home base” at the University of Hawai’i and cohorts of students and tutors at several sites. The project will develop an introductory two year sequence for Mandarin Chinese, and the cooperating institutions are Dillard University in New Orleans and St. Mary’s University in San Antonio, both minority-serving institutions (the United Negro College Fund is a co-sponsor).

This project began as scheduled in Year 1 of the grant, with the first year devoted to the development and adaptation of materials to be used in the courses, and the development of a course management system to gain certain types of interactivity best suited to language teaching. Full implementation of the project in subsequent years will require more financial support than can be provided within the context of the LRC grant however. A grant proposal for funding is currently pending with Title VI (International Research & Studies).

**Summer Institute on Distance Education for Less Commonly-Taught Languages** (Project Director: David Hiple).

This project is not scheduled to take place until Summer 2004.

**INNOVATIONS IN FOREIGN LANGUAGE ASSESSMENT**

**Placement Testing** (Project Co-Directors: J.D. Brown and Thom Hudson).

Placement is a key component of all language programs, yet very little research has been done to clearly examine what might be seen as “best practices.” This testing project will address placement issues in modern language programs, with an emphasis on less commonly-taught languages, including such issues as the placement of heritage
students and placement issues that arise after participation in study-abroad programs. The final product will be a manual for placement in foreign language programs. In the proposal, we indicated that this project would begin during Year 1 of the grant. However, following the recommendation of the Advisory Board, the project will begin in Year 2 (Fall 2003), with a draft version of the manual produced before the Summer Institute on Issues in Placement scheduled for 2005.


This project builds on a project undertaken during the previous grant cycle, making Web-based achievement tests for Korean (midterm and final examinations keyed to a standard text) as well as a Korean proficiency test more interactive than is currently the case. This project began as scheduled at the beginning of the grant period and will be completed by Summer 2003. However, in view of the remaining work needed in order to complete the project, the National Advisory Board has recommended that the project concentrate on the completion and dissemination of the Korean tests, not the initiation of parallel work on a second language [the grant proposal indicated that work would also be initiated on a proficiency test for a second language, most likely Japanese].

*Assessment Scales in Foreign Language Testing* (Project Co-Directors: J. D. Brown and Thom Hudson).

This project is not scheduled to begin until Year 3 of the grant. The National Advisory Board has recommended that it be reconceptualized and re-evaluated in a year, indicating that it may recommend at that time that funds intended for this project should be redirected to the project on issues in placement (see above).

*Elicited Imitation as an Oral Proficiency Measure* (Project Director: Craig Chaudron).

The goal of this project is to develop direct measures of second language performance by the use of elicited imitation (EI), sometimes referred to as “sentence repetition.” Research has shown that EI attains high reliability and validity measured against
alternative assessments and, like cloze testing, it lends itself to relatively easy-to-
construct items and batteries. Although not a complete substitute for such labor-
intensive and expensive assessments as oral proficiency interviews, EI has great
potential as a tool for many types of assessment of foreign language learners.
The assessment of the National Advisory Board is that “This is a well-conceived project
that is anticipated to have significant usefulness and impact from both research and
potential application standpoints. We recommend that work on the project be
couraged and facilitated as an important NFLRC activity.” Therefore, although we
indicated in the grant proposal that this project would not commence until Year 3 of the
grant, work has begun on it already, with two target languages. Development of test
batteries for Vietnamese is well under way — based on frequency measures of
vocabulary, syntactic patterns of differing complexities and lengths, and analysis of the
acquisitional patterns of Vietnamese — and development of a battery for Indonesian has
begun. The final products of the project will include completed batteries for these
languages, plus a handbook that will summarize the research literature on sentence
repetition, memory and processing constraints in bilinguals and will contain guidelines
for the development of comparable elicited imitation measures for any language.

NATIONAL DISSEMINATION OF RESEARCH RESULTS AND MATERIALS

NFLRC Publications (Publications Manager: Deborah Masterson).
The University of Hawai‘i NFLRC maintains a very active publication program, as well as
an extensive collection of on-line resources for less commonly-taught languages. During
the reporting period October 1, 2002-March 31, 2003, a total of 13 publications were
published and disseminated directly, including technical reports (book length
monographs reporting research results) and language teaching materials (including
traditional texts, videos, and CD-ROMS). Bibliographic information on all NFLRC
publications is forwarded to the Title VI-IRS funded Language Materials Project at
UCLA, as well as to ERIC/CAL. Project research results were also disseminated in 54
conference presentations. In addition, all NFLRC web pages were made compliant with ADA requirements, following the guidelines of the Web Accessibility Initiative (WAI) of the World Wide Web Consortium. Finally, Irene Thompson (the NFLRC consultant) has nearly completed an updating and revision of the NFLRC Multimedia Project (a previous project funded by the Department of Defense), a widely used website that lists over 650 examples of foreign language multimedia CALL software for 46 languages.

Electronic Journals: **Language Learning & Technology** (Mark Warschauer and Dorothy Chun, Editors; Irene Thompson and Richard Kern, Associate Editors; Pamela DaGrossa, Managing Editor) and **Reading in a Foreign Language** (Richard Day and Thom Hudson, Editors; Kerri Russell, Managing Editor).

The NFLRC is continuing support of the online refereed electronic journal *Language Learning & Technology* (LLT), which was founded by the NFLRC in 1996 and is co-sponsored by the University of Hawai‘i NFLRC, which is responsible for the editorial content and pays the salary of the Managing Editor, and the MSU LRC (CLEAR), which hosts the Web site for the journal. The journal is published three times a year (January, May, September); therefore, one issue was published during the reporting period. LLT has a subscription list of 4,000, including teachers of Chinese, French, German, Japanese, Russian, Spanish, English, and 700 classified as “other.” Since it is not necessary to be a subscriber in order to access the journal, its actual readership is much higher, as indicated by the fact that downloads of the January 2003 issue alone totaled 8,733.

In addition to LLT, the NFLRC now also hosts a second online refereed journal, *Reading in a Foreign Language* (RFL). Previously available only in print format (published in the UK), RFL has migrated to the University of Hawai‘i and become an NFLRC sponsored online journal, published twice a year. Building on the experience gained from hosting LLT, it was possible to quickly establish both editorial and publication procedures, and
the journal has now published two issues, the second of these during the reporting period (October, 2002).

**Summer Institutes for Professional Development**

Each year, the NFLRC hosts two or more summer institutes for professional development in order to disseminate research results, language teaching materials and pedagogical innovations to the foreign language teaching community in the US, focusing on the less commonly taught languages (primarily but not exclusively those of Asia and the Pacific). These are typically two week workshops, with partial travel support provided for participants from the US Mainland. None were offered during the reporting period, although planning was completed for three to take place shortly: a workshop on using CLAN software for conversational analysis applied to second language acquisition (April 2003); a summer workshop on applying corpus linguistics to the teaching of Korean as a foreign language (June-July, 2003); and a Southeast Asian pedagogy workshop (June-August, 2003) which will take the form of NFLRC teams traveling to the sites of summer study abroad programs for Vietnam, Cambodia, the Philippines, Indonesia, and to SEASSI at the University of Wisconsin for a workshop for teachers of Thai. In addition, the NFLRC offers many other smaller workshops, without participant support. Thirty one of these were carried out during the reporting period (see “Outreach Activities” for details).

3. ADJUSTMENTS

As indicated above, all projects began as specified in the proposal and its accompanying time-line, with the following exceptions: (1) the project on *Elicited Imitation as an Oral Proficiency Measure* began ahead of schedule, in Year 1 of the grant instead of Year 3; (2) the testing project on *Interactive Web-based Performance Tests* began ahead of schedule and will conclude early (resulting in completed tests for one language [Korean] rather than two as initially proposed), while work on the project on issues in *Placement Testing* was postponed to Year 2. In addition, although planning for the Southeast Asian
Pedagogy Institute is complete, there is some uncertainty at this time concerning whether or not project teams will be able to travel as planned to Cambodia, Vietnam, the Philippines, and Indonesia in Summer 2003. If one or more of these trips is cancelled due to war, civil disturbance or pestilence, it may be necessary to request a grant extension and reschedule a different type of workshop on Southeast Asian pedagogy, in Hawai‘i in January, for participants from the US mainland.

4. EXEMPLARY ACTIVITIES

A. Language Learning & Technology, an online refereed journal for second and foreign language educators. Co-sponsored by two LRCs, the University of Hawai‘i National Foreign Language Resource Center (NFLRC) and Michigan State University’s Center for Language Education and Research (CLEAR), Language Learning & Technology (LLT) was first published in July 1997 and has now become the leading journal disseminating research results and language teaching materials that illustrate best practices in the application of advanced educational technology to foreign language teaching. According to the National Advisory Board of the NFLRC, “LLT has clearly attained the status of a model for on-line peer-reviewed scholarly journals. The professionalism of its editors and the quality of the articles are a significant contribution to the field.” LLT publishes timely articles by international scholars three times a year, together with book and software reviews on current materials. The LLT Editorial Board is composed of highly respected international applied linguists and second language acquisition scholars from seven different countries. The journal is fully refereed, drawing on the expertise of over 400 reviewers to select only the highest quality manuscripts. One article recently received national recognition by the American Educational Research Association as first runner up for “Best Article in an Electronic Journal.” LLT readership spans the world with readers in 91 different countries, from Uruguay to Croatia.

B. High profile for LRCs at AAAL. The University of Hawai‘i NFLRC had an especially high profile at the 2003 annual meeting of the American Association for Applied
Linguistics, held March 22-25, 2003 in Arlington, Virginia. The association is the leading forum for the presentation of research in the field of foreign language learning & teaching and other aspects of applied linguistics. University of Hawai‘i NFLRC Director Richard Schmidt and Program Coordinator Jim Yoshioka were this year’s AAAL Conference Chair and Associate Chair, respectively. NFLRC projects directed by professors T. Hudson, G. Kasper, and K. Davis were featured prominently in the program. The LRCs are well represented in AAAL in general. Schmidt is the current President of the organization, James Lantolf (Penn State LRC) is 1st Vice-President, and both Andrew Cohen (University of Minnesota LRC) and Susan Gass (Michigan State University LRC) have taken leadership roles in the past with the organization and its international affiliate AILA (International Association of Applied Linguistics/Association International de Linguistic Appliquée).

GPRA data appended:
APPENDIX A: PROJECTS CONDUCTED (Research Conducted or Materials Developed) Note: Since none of the projects described in this report have been completed yet, this material is not included.
APPENDIX B: PUBLICATIONS (Publications and Research Presentations)
APPENDIX C: OUTREACH ACTIVITIES (Outreach Activities)
APPENDIX D: ADOPTION OF OUTCOMES (Adoption of Project Outcomes)
APPENDIX E: SOURCES OF FUNDING (Sources of Funding)
APPENDIX F: TRAVEL FROM THE US (Participation in International Travel From the U.S.)
APPENDIX G: TRAVEL TO THE US (Participation in International Travel To the U.S.)
APPENDIX H: BUDGET (Form 524, actual spent to date)
APPENDIX A: PROJECTS CONDUCTED (Research Conducted or Materials Developed)


Note: Since none of the projects described in this report have been completed yet, this material is not included.
APPENDIX B: PUBLICATIONS (Publications and Research Presentations)


<table>
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<th>Publication Type</th>
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<td>Authored Books (including textbooks)</td>
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<td>Conference Presentations</td>
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<td>Edited Books</td>
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<td>Book Chapters</td>
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<td>Refereed Journal Articles</td>
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<tr>
<td>Non-Refereed Journal Articles</td>
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<tr>
<td>Working Papers</td>
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<tr>
<td>Teaching Cases</td>
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<td>Other: CD-ROMs</td>
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<td>Other: book+other media sets</td>
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<td>Other: videos</td>
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<td>Comments: (limit 250 characters)</td>
<td>see below</td>
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**Authored Books**


**Conference Presentations**

The NFLRC and associated faculty and graduate students at the University of Hawai‘i, at Manoa gave a total of 54 conference presentations during the reporting period — venues included the 2002 Second Language Research Forum (1), the 2002 American Council on the Teaching of Foreign Languages Conference (3), the 43rd American Translators Association Conference (1), the 2002 Japan Association of Language Teachers Conference (1), the 2002 Modern Language Association Conference (1), the 2003 Joint Hawai‘i TESOL/ Hawai‘i Association of Language Teachers Conference (16), and the 2003 American Association for Applied Linguistics Conference (31). Of particular note, the NFLRC's Richard Schmidt, Jim Yoshioka, and Deborah Masterson served as AAAL 2003 Conference program chair, associate chair, and conference program layout designer, respectively.

**Edited Books**


Refereed Journal Articles

Language Learning & Technology (LLT) was first published in July 1997 and has since developed a stellar reputation in the applied linguistics and second language acquisition fields. The journal disseminates current research on issues related to technology and language education to foreign and second language educators in the US and around the world. It is an electronic journal and as such its articles are dynamic and utilize the technologies associated with the Internet.

LLT publishes three times per year (January, May, September) timely articles by a variety of international scholars. Julie Belz's January 2002 article recently received national recognition by the American Educational Research Association (AERA) as first runner up for "Best Article in an Electronic Journal." LLT consistently attracts high-caliber submissions from around the world. The January 2002 issue featured articles by authors from four different countries. It also publishes book and software reviews on current materials in the field, and two regular columns, "On the Net" and "Emerging Technologies" which bring to the readers' attention some of the more cutting edge technologies and Web sites that use them.

The LLT Editorial Board is composed of highly respected international applied linguists and second language acquisition scholars from seven different countries. These include some of the top names in language education. A pool of over 400 reviewers provide thoughtful, anonymous evaluations of the submissions.

Although the journal is free and accessible on the World Wide Web, nearly 4,000 people have entered "subscriptions," allowing the journal to learn about its readers. However, actual readership is much higher: The items in the January 2003 issue were downloaded 8,733 times. LLT readership spans the world with people in 91 different countries, from Uruguay to Croatia.

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<th>articles appearing in Language Learning &amp; Technology, Volume 7, Number 1</th>
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<td>Collaborative E-Mail Exchange for Teaching Secondary ESL: A Case Study in Hong Kong by Roseanne Greenfield</td>
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<td>A Funny Thing Happened on the Way to the Forum: Electronic Discussion and Foreign Language Learning by Barbara Hanna and Juliana de Nooy</td>
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<td>Designing Task-Based CALL to Promote Interaction: En busca de Esmeraldas by Marta González-Lloret</td>
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Reading in a Foreign Language is published twice a year, in April and October. The editors seek manuscripts concerning both the practice and theory of learning to read and the teaching of reading in any foreign or second language. Reviews of scholarly books and teaching materials, conference reports, and discussions are also solicited. The language of the journal is English, but lexical citations of languages other than English are acceptable. From time to time, special issues are published on themes of relevance to readers.

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<td>Redefining Motivation to Read in a Foreign Language by Setsuko Mori</td>
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<td>Chinese L1 Schoolchildren Reading in English: The Effects of Rhetorical Patterns by Alastair Sharp</td>
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<td>Top Ten Principles for Teaching Extensive Reading by Richard Day, and Julian Bamford</td>
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Working Papers


Other (CD-ROMS)

Other (book+other media sets)

Other (videos)
APPENDIX C: OUTREACH ACTIVITIES (Outreach Activities)


Title of Activity  Interactive Second Language Learning
Presenter(s): Faculty of granted institution, doctoral student, master’s students
Partner(s): Studies of Heritage and Academic Languages and Literacies (SHALL)
Project, Center for Second Language Research, UH Manoa
Project Type: Teacher training

Languages
Chinese, English, Ilokano, Malay, Samoan, Tagalog, Thai

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Secondary and higher education

Venue of activity: On other campus
Wo International Center
Punahou School
1601 Punahou Street
Honolulu, HI 96822

Date of activity: 10/7/02

Activity Outcomes
Trained educators in a variety of language learning and assessment techniques

Comments
None

Title of Activity  Using Authentic Video in Second and Foreign Language Classrooms (2002 HALT Fall Symposium)
Presenter(s): Staff of granted institution
Partner(s): Hawai’i Association of Language Teachers
Project Type: Materials development

Languages
Chinese, English, French, German, Japanese, Korean, Spanish, Tagalog

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Secondary and higher education

Venue of activity: On campus of granted institution
Moore Hall 155A
1890 East-West Road
Honolulu, HI 96822

Date of activity: 10/12/02

Activity Outcomes
Trained educators in a variety of language learning and assessment techniques

Comments
None
Activity Outcomes
Trained educators and graduate students from UH language departments and local high schools in using authentic video in second and foreign language classrooms

Comments
The NFLRC helped with the coordination, development, and publicity of this HALT Fall Symposium

Title of Activity  WORD Tables (III)
Presenter(s):  Staff of granted institution
Partner(s):  None
Project Type:  Other

Languages
Chinese, English, Hawaiian, Japanese, Korean, Samoan, Spanish, Vietnamese

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity:  On campus of granted institution
Moore Hall 155B
1890 East-West Road
Honolulu, HI 96822

Date of activity:  10/18/02

Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in fine-tuning their technical abilities with Microsoft Word (to be used for future language teaching materials development and research)

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  PHOTOSHOP: Look your best on the Web
Presenter(s):  Staff of granted institution
Partner(s):  None
Project Type:  Other

Languages
Chinese, English, Japanese, Korean, Spanish, Thai, Vietnamese

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Disciplines
Language studies / Education

Is this specifically for heritage learning?  No

Is the activity an LRC summer workshop or institute for teachers?  No

Attendees
Number of students: 13
Number of educators: 5
Total: 18

Level(s) taught by educator attendees
Post-secondary
### Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in basic Adobe Photoshop skills (to aid them in the creation of graphics for documents and websites for the language classroom)

### Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

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<th>Title of Activity</th>
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</tr>
<tr>
<td>Honolulu, HI 96822</td>
<td></td>
</tr>
</tbody>
</table>

| Date of activity: | 11/1/02 |

---

### Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in techniques for task-based assessments

### Comments
Part of our semesterly SLTCC Professional Development Series

---

<table>
<thead>
<tr>
<th>Title of Activity</th>
<th>Creating a Homepage and Managing Files on a UHUNIX Account (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter(s)</td>
<td>Master’s student</td>
</tr>
<tr>
<td>Partner(s)</td>
<td>None</td>
</tr>
<tr>
<td>Project Type</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendees</th>
<th>Number of students: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of educators: 5</td>
<td></td>
</tr>
</tbody>
</table>

| Total: 22 |

| Level(s) taught by educator attendees | Post-secondary |

---
Languages
Chinese, English, French, Japanese, Korean, Spanish, Tagalog, Vietnamese

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity: On campus of granted institution
Moore Hall 153A
1890 East-West Road
Honolulu, HI 96822

Date of activity: 11/8/02

Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in basic homepage creation skills (to aid them in the creation of class or personal websites)

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity
Adding Features on your UHUNIX Account Homepage (II)

Presenter(s): Master’s student
Partner(s): None
Project Type: Other

Languages
English, Indonesian, Japanese, Korean, Spanish, Tagalog

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity: On campus of granted institution
Moore Hall 153A
1890 East-West Road
Honolulu, HI 96822

Date of activity: 11/15/02

Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in basic homepage creation skills (to aid them in the creation of class or personal websites)

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series
Title of Activity: Conversation Analysis in SLA: Old Wine in New Bottles?
Presenter(s): Faculty of granted institution
Partner(s): None
Project Type: Research project
Languages: English, Japanese
Levels of language instruction: Beginning, intermediate, advanced
Target audience(s): Higher education
Venue of activity: On other campus
Kobe University of Foreign Studies
Kobe, Japan
Date of activity: 11/25/02

Activity Outcomes
Lectured on conversation analysis to interested faculty and graduate students

Comments
None

Title of Activity: Individual Differences in Learning L2 Pragmatics
Presenter(s): Faculty of granted institution
Partner(s): None
Project Type: Research project
Languages: English, Japanese
Levels of language instruction: Beginning, intermediate, advanced
Target audience(s): Higher education
Venue of activity: On other campus
Kansai University
Osaka, Japan
Date of activity: 11/27/02

Activity Outcomes
Lectured on pragmatics to interested faculty and graduate students

Comments
None
Title of Activity  Opportunities for Learning L2 Pragmatics: The Roles of Input and Interaction
Presenter(s):  Faculty of granted institution
Partner(s):  None
Project Type:  Research project

Languages  English, Japanese
Levels of language instruction  Beginning, intermediate, advanced
Target audience(s)  Higher education
Venue of activity:  On other campus
Kansai University
Osaka, Japan
Date of activity:  11/27/02

Disciplines  Language studies / Education
Is this specifically for heritage learning?  No
Is the activity an LRC summer workshop or institute for teachers?  No
Attendees  Number of students: 40
Number of educators: 40
Total: 80
Level(s) taught by educator attendees  Post-secondary

Activity Outcomes
Lectured on pragmatics to interested faculty and graduate students

Comments  None

Title of Activity  Corpus Linguistics for Language Teaching and Learning (Korean) project
Presenter(s):  Faculty of granted institution, doctoral students
Partner(s):  None
Project Type:  Research project

Languages  English, Korean
Levels of language instruction  Beginning, intermediate, advanced
Target audience(s)  Higher education
Venue of activity:  On campus of granted institution
Korean Department
1890 East-West Road
Honolulu, HI 96822
Date of activity:  12/5/02

Disciplines  Language studies / Education
Is this specifically for heritage learning?  No
Is the activity an LRC summer workshop or institute for teachers?  No
Attendees  Number of students: 0
Number of educators: 10
Total: 10
Level(s) taught by educator attendees  Post-secondary

Activity Outcomes
Gave a demonstration on Korean corpus linguistics to Korean department faculty on campus

Comments  None
Title of Activity  Teaching Technique Workshops for Korean Elementary, Middle, and High School English Teachers  
Presenter(s):  Staff of granted institution  
Partner(s):  Center for Asia-Pacific Exchange (CAPE), UH Manoa  
Project Type:  Teacher training  

Languages  
English, Korean  

Levels of language instruction  
Beginning, intermediate, advanced  

Target audience(s)  
Elementary and secondary education  

Venue of activity:  On campus of granted institution  
CAPE Program  
University of Hawai‘i at Manoa  
Honolulu, HI 96822  

Date of activity:  12/02-1/03  

Activity Outcomes  
Provided teaching technique training for Korean teachers  

Comments  
None  

Title of Activity  WRITE ON!: Improving Writing Instruction in Language Classes  
Presenter(s):  Faculty of granted institution, staff of granted institution, and master’s student  
Partner(s):  Manoa Writing Program, UH Manoa  
Project Type:  Teacher training  

Languages  
Chinese, English, French, German, Hawaiian, Japanese, Korean, Spanish, Tagalog, Vietnamese  

Levels of language instruction  
Beginning, intermediate, advanced  

Target audience(s)  
Higher education  

Venue of activity:  On campus of granted institution  
Moore Hall 118-120 & 153A  
1890 East-West Road  
Honolulu, HI 96822  

Date of activity:  1/8/03  

Activity Outcomes  
Trained faculty and graduate students from UH Manoa language departments in methods for improving writing instruction in language classes  

Disciplines  
Language studies / Education  

Is this specifically for heritage learning?  No  

Is the activity an LRC summer workshop or institute for teachers?  No  

Attendees  
Number of students: 0  
Number of educators: 160  
Total: 160  

Level(s) taught by educator attendees  
K-12
Title of Activity  BRIX – Tools for Language Course Creation  
Presenter(s): Faculty of granted institution and doctoral student  
Partner(s): None  
Project Type: Materials development project

Languages  
Chinese, English, Japanese, Korean, Spanish, Tagalog  
Levels of language instruction  
Beginning, intermediate, advanced  
Target audience(s)  
Higher education  
Venue of activity: On campus of granted institution  
Moore Hall 155A  
1890 East-West Road  
Honolulu, HI 96822  
Date of activity: 1/23/03

Activity Outcomes  
Demonstrated the courseware authoring tool BRIX (developed via previous NFLRC projects)

Comments  
Part of our semesterly SLTCC "Demos & Discussions" series

Title of Activity  PowerPoint Made Easy  
Presenter(s): Faculty of granted institution  
Partner(s): None  
Project Type: Other

Languages  
Chinese, English, French, German, Japanese, Korean  
Levels of language instruction  
Beginning, intermediate, advanced  
Target audience(s)  
Higher education  
Venue of activity: On campus of granted institution  
Moore Hall 155B  
1890 East-West Road  
Honolulu, HI 96822  
Date of activity: 1/23/03

Activity Outcomes  
Trained faculty and graduate students from UH Manoa language departments in using PowerPoint for presentations and class projects for their students
Title of Activity  WORD Basics (I): Formatting
Presenter(s):  Staff of granted institution
Partner(s):  None
Project Type:  Other

Languages  Chinese, English, German, Japanese, Korean, Vietnamese
Levels of language instruction  Beginning, intermediate, advanced
Target audience(s)  Higher education
Venue of activity:  On campus of granted institution
Moore Hall 155B
1890 East-West Road
Honolulu, HI  96822
Date of activity:  1/24/03

Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in fine-tuning their technical abilities with Microsoft Word (to be used for future language teaching materials development and research)

Comments  Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  Introduction to Wenlin
Presenter(s):  Master’s student
Partner(s):  None
Project Type:  Other

Languages  Chinese, English
Levels of language instruction  Beginning, intermediate, advanced
Target audience(s)  Higher education
Venue of activity:  On campus of granted institution
Moore Hall 155B
1890 East-West Road
Honolulu, HI  96822
Date of activity:  1/28/03

Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in fine-tuning their technical abilities with Microsoft Word (to be used for future language teaching materials development and research)

Comments  Part of our semesterly SLTCC “Teaching & Technology” workshop series
Activity Outcomes
Trained graduate students from UH Manoa language departments in using the Chinese software program Wenlin.

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  A Pilot Project for Chinese via Distributed Learning
Presenter(s): Faculty of granted institution
Partner(s): United Negro College Fund, Dillard University, St. Mary’s University, National Security Education Program
Project Type: Research and materials development project

Languages
Chinese, English
Levels of language instruction
Beginning, intermediate, advanced
Target audience(s)
Higher education
Venue of activity: On other campus
Dillard University
New Orleans, LA
Date of activity: 1/28/03

Disciplines
Language studies / Education
Is this specifically for heritage learning? No
Is the activity an LRC summer workshop or institute for teachers? No

Attendees
Number of students: 0
Number of educators: 10
Total: 10

Level(s) taught by educator attendees
Post-secondary

Activity Outcomes
Did presentations and demonstrations on our NFLRC-developed online Chinese courses to cooperating institutions that will be using them

Comments
None

Title of Activity  A Pilot Project for Chinese via Distributed Learning
Presenter(s): Faculty of granted institution
Partner(s): United Negro College Fund, Dillard University, St. Mary’s University, National Security Education Program
Project Type: Research and materials development project

Languages
Chinese, English
Levels of language instruction
Beginning, intermediate, advanced
Target audience(s)
Higher education
Venue of activity: On other campus
St. Mary’s University
San Antonio, TX
Date of activity: 1/30/03

Disciplines
Language studies / Education
Is this specifically for heritage learning? No
Is the activity an LRC summer workshop or institute for teachers? No

Attendees
Number of students: 0
Number of educators: 8
Total: 8

Level(s) taught by educator attendees
Post-secondary
Activity Outcomes
Did presentations and demonstrations on our NFLRC-developed online Chinese courses to cooperating institutions that will be using them

Comments
None

Title of Activity  WORD Basics (II): Tabs & Rulers
Presenter(s):  Staff of granted institution
Partner(s):  None
Project Type:  Other

Languages
Chinese, English, Japanese, Korean, Vietnamese

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity:  On campus of granted institution
Moore Hall 155B
1890 East-West Road
Honolulu, HI  96822

Date of activity:  1/31/03

Disciplines
Language studies / Education

Is this specifically for heritage learning?  No

Is the activity an LRC summer workshop or institute for teachers?  No

Attendees
Number of students: 9
Number of educators: 4
Total: 13

Level(s) taught by educator attendees
Post-secondary

Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in fine-tuning their technical abilities with Microsoft Word (to be used for future language teaching materials development and research)

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  LAE Labs Open House
Presenter(s):  Faculty of granted institution and master’s students
Partner(s):  LAE Labs & Linguistics department faculty
Project Type:  Other

Languages
All

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity:  On campus of granted institution
Moore Hall 162 & 427 / TP 107
1890 East-West Rd. / 1859 East-West Rd.
Honolulu, HI  96822

Date of activity:  1/31/03

Disciplines
Language studies / Education

Is this specifically for heritage learning?  No

Is the activity an LRC summer workshop or institute for teachers?  No

Attendees
Number of students: 15
Number of educators: 15
Total: 30

Level(s) taught by educator attendees
Post-secondary
Activity Outcomes
Demonstrated usage of the LAE Phonetics Lab, General Lab, and Tracker Lab to assist faculty and staff with their linguistics research

Comments
Part of our semesterly SLTCC “Demos & Discussions” series

Title of Activity  WORD Basics (III): Headers, Footers, & Page Numbers
Presenter(s): Staff of granted institution
Partner(s): None
Project Type: Other

Languages
Chinese, English, Japanese, Korean, Vietnamese
Levels of language instruction
Beginning, intermediate, advanced
Target audience(s)
Higher education
Venue of activity: On campus of granted institution
Moore Hall 155B
1890 East-West Road
Honolulu, HI 96822
Date of activity: 2/7/03

Disciplines
Language studies / Education
Is this specifically for heritage learning? No
Is the activity an LRC summer workshop or institute for teachers? No
Attendees
Number of students: 10
Number of educators: 3
Total: 13
Level(s) taught by educator attendees
Post-secondary

Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in fine-tuning their technical abilities with Microsoft Word (to be used for future language teaching materials development and research)

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  WORD Basics (IV): Tables
Presenter(s): Staff of granted institution
Partner(s): None
Project Type: Other

Languages
Chinese, English, Japanese, Korean, Vietnamese
Levels of language instruction
Beginning, intermediate, advanced
Target audience(s)
Higher education
Venue of activity: On campus of granted institution
Moore Hall 155B
1890 East-West Road
Honolulu, HI 96822
Date of activity: 2/14/03

Disciplines
Language studies / Education
Is this specifically for heritage learning? No
Is the activity an LRC summer workshop or institute for teachers? No
Attendees
Number of students: 9
Number of educators: 4
Total: 13
Level(s) taught by educator attendees
Post-secondary
Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in fine-tuning their technical abilities with Microsoft Word (to be used for future language teaching materials development and research)

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  Researching Interlanguage Pragmatics
Presenter(s): Faculty of granted institution
Partner(s): None
Project Type: Research project

Languages
English, German
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity: On other campus
Melbourne University
Australia

Date of activity: 2/18/03

Disciplines
Language studies / Education

Is this specifically for heritage learning? No

Is the activity an LRC summer workshop or institute for teachers? No

Attendees
Number of students: 10
Number of educators: 10
Total: 20

Level(s) taught by educator attendees
Post-secondary

Activity Outcomes
Lectured on interlanguage pragmatics to interested faculty and graduate students

Comments
None

Title of Activity  Creating a Web Page on UHUNIX with Netscape Composer
Presenter(s): Staff of granted institution
Partner(s): None
Project Type: Other

Languages
Chinese, English, German, Japanese, Korean, Spanish

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity: On campus of granted institution
Moore Hall 153A
1890 East-West Road
Honolulu, HI 96822

Date of activity: 2/19/03

Disciplines
Language studies / Education

Is this specifically for heritage learning? No

Is the activity an LRC summer workshop or institute for teachers? No

Attendees
Number of students: 10
Number of educators: 3
Total: 13

Level(s) taught by educator attendees
Post-secondary
Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in basic homepage creation skills (to aid them in the creation of class or personal websites)

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  Learning the Pragmatics of a Second Language: The Role of Context
Presenter(s): Faculty of granted institution
Partner(s): None
Project Type: Research project

Languages
English, German

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity: On other campus
Melbourne University
Australia

Date of activity: 2/20/03

Disciplines
Language studies / Education

Is this specifically for heritage learning? No

Is the activity an LRC summer workshop or institute for teachers? No

Attendees
Number of students: 60
Number of educators: 40
Total: 100

Level(s) taught by educator attendees
Post-secondary

Activity Outcomes
Lectured on interlanguage pragmatics to interested faculty and graduate students

Comments
None

Title of Activity  WORD Basics (V): Styles
Presenter(s): Staff of granted institution
Partner(s): None
Project Type: Other

Languages
Chinese, German, English, Japanese, Korean, Vietnamese

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity: On campus of granted institution
Moore Hall 155B
1890 East-West Road
Honolulu, HI 96822

Date of activity: 2/28/03

Disciplines
Language studies / Education

Is this specifically for heritage learning? No

Is the activity an LRC summer workshop or institute for teachers? No

Attendees
Number of students: 6
Number of educators: 5
Total: 11

Level(s) taught by educator attendees
Post-secondary
Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in fine-tuning their technical abilities with Microsoft Word (to be used for future language teaching materials development and research)

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  Using Outlook – It’s Not Just for Email
Presenter(s):  Staff of granted institution
Partner(s):  None
Project Type:  Other

Languages  Chinese, English
Levels of language instruction  Beginning, intermediate, advanced
Target audience(s)  Higher education
Venue of activity:  On campus of granted institution
Moore Hall 153A
1890 East-West Road
Honolulu, HI  96822
Date of activity:  3/4/03

Disciplines  Language studies / Education
Is this specifically for heritage learning?  No
Is the activity an LRC summer workshop or institute for teachers?  No
Attendees  Number of students: 0
Number of educators: 2
Total: 2
Level(s) taught by educator attendees  Post-secondary

Activity Outcomes
Trained faculty and staff on using Microsoft Outlook

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  WORD Basics (VI):  Review Tools
Presenter(s):  Staff of granted institution
Partner(s):  None
Project Type:  Other

Languages  Chinese, English, Japanese, Korean, Vietnamese
Levels of language instruction  Beginning, intermediate, advanced
Target audience(s)  Higher education
Venue of activity:  On campus of granted institution
Moore Hall 155B
1890 East-West Road
Honolulu, HI  96822
Date of activity:  3/7/03

Disciplines  Language studies / Education
Is this specifically for heritage learning?  No
Is the activity an LRC summer workshop or institute for teachers?  No
Attendees  Number of students: 10
Number of educators: 4
Total: 14
Level(s) taught by educator attendees  Post-secondary
Activity Outcomes
Trained faculty and graduate students from UH Manoa language departments in fine-
tuning their technical abilities with Microsoft Word (to be used for future language
teaching materials development and research)

Comments
Part of our semesterly SLTCC “Teaching & Technology” workshop series

Title of Activity  Performance-based Instruction in Chinese, with a focus on advanced levels
Presenter(s):  Faculty of granted institution
Partner(s):  None
Project Type:  Teacher training

Languages
Chinese, English

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Elementary and secondary education

Venue of activity:  On other campus
Taipei American School
Taipei, Taiwan

Date of activity:  3/13/03-3/15/03

Disciplines
Language studies / Education

Is this specifically for heritage learning?  No

Is the activity an LRC summer workshop or institute for teachers?  No

Attendees
Number of students:  0
Number of educators:  30
Total:  30

Level(s) taught by educator attendees  K-12

Activity Outcomes
Provided teacher training on performance-based Chinese language instruction

Comments
None

Title of Activity  The Survival of Pacific Languages in the 21st Century: Improbable or Just Impossible?
Presenter(s):  Visiting scholar to institution
Partner(s):  American Association for Applied Linguistics
Project Type:  Other

Languages
Chamorro, English, Hawaiian, Maori, Samoan, Spanish

Levels of language instruction
Beginning, intermediate, advanced

Target audience(s)
Higher education

Venue of activity:  Campus of granted institution
Center for Korean Studies
1881 East-West Road
Honolulu, HI  96822

Date of activity:  3/21/03

Disciplines
Language studies / Education

Is this specifically for heritage learning?  Yes

Is the activity an LRC summer workshop or institute for teachers?  No

Attendees
Number of students:  34
Number of educators:  33
Total:  67

Level(s) taught by educator attendees  Post-secondary
Activity Outcomes
Delivered a well-attended presentation on Pacific language survival

Comments
Part of our semesterly SLTCC “Demos & Discussions” series

TOTAL NUMBER OF OUTREACH ACTIVITIES = 31
APPENDIX D: ADOPTION OF OUTCOMES (Adoption of Project Outcomes)


<table>
<thead>
<tr>
<th>Title: *</th>
<th>Authentic Reading and Video for Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Project: *</td>
<td>Materials Development</td>
</tr>
<tr>
<td>Year project was completed: *</td>
<td>1999</td>
</tr>
<tr>
<td>World Area(s) Addressed: *</td>
<td>East Asia</td>
</tr>
<tr>
<td>(if applicable)</td>
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</tbody>
</table>

| * Instructors: |
|---|---|
| Number trained in the project outcomes: | 24 |
| Number assisted while using the project outcomes: | |

| * Institutions: |
|---|---|
| Number adopting project outcomes: | 3 |
| Names adopting project outcomes: |
| (limit 150 characters) | University of Hawai‘i at Mānoa (HI) |
| | Amherst College (MA) |
| | Lehigh University (PA) |

| * Disciplines Addressed: |
|---|---|
| Disciplines: | Language Studies/Education |
| (if applicable) | |
| Other: | |

| * Languages Addressed: |
|---|---|
| Languages: | Chinese |
| Other: | |

| * Levels of Language Learning and Language Instruction at Which Adopted |
|---|---|
| Language Learning: |
| (if applicable) | advanced |
| Other: | |
| Language Instruction: |
| (if applicable) | |
| Other: | |

| Are pre- and/or post-skills in language addressed? | yes |

| * Is this for heritage learners? | no |
| **Title:** | Authentic Reading and Video for Korean |
| **Type of Project:** | Materials Development |
| **Year project was completed:** | 1999 |
| **World Area(s) Addressed:** | East Asia |

| **Instructors:** | |
| **Number trained in the project outcomes:** | 15 |
| **Number assisted while using the project outcomes:** | |

| **Institutions:** | |
| **Number adopting project outcomes:** | 1 |
| **Names adopting project outcomes:** | University of Hawai‘i at Mānoa (HI) |

| **Disciplines Addressed:** | |
| **Languages Addressed:** | Korean |

| **Levels of Language Learning and Language Instruction at Which Adopted** | |
| **Language Learning:** | advanced |

| **Language Instruction:** | |

| **Are pre- and/or post-skills in language addressed?** | yes |

<p>| <strong>Is this for heritage learners?</strong> | no |</p>
<table>
<thead>
<tr>
<th>Title: *</th>
<th>Japanese language curricula guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Project: *</td>
<td>Materials Development</td>
</tr>
<tr>
<td>Year project was completed:</td>
<td>2000</td>
</tr>
<tr>
<td>World Area(s) Addressed: *</td>
<td>East Asia</td>
</tr>
<tr>
<td>(if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

| * Instructors:              |                                              |
| Number trained in the project outcomes: |                                              |
| Number assisted while using the project outcomes: |                                              |

| * Institutions:             |                                              |
| Number adopting project outcomes: | 7                                            |
| Names adopting project outcomes: (limit 150 characters) | Urbana High School (IL)                     |
|                             | Kansas State University (KS)                 |
|                             | The Japan Foundation (CA)                    |
|                             | University of Hawai‘i, Hilo (HI)             |
|                             | Florida State University (FL)                |
|                             | University of California, Los Angeles (CA)  |
|                             | Leeward Community College (HI)               |

| * Disciplines Addressed:    |                                              |
| Disciplines: (if applicable) | Language Studies/Education                  |
| Other:                      |                                              |

| * Languages Addressed:      | Japanese                                     |
| Languages: (if applicable)  |                                              |
| Other:                      |                                              |

| * Levels of Language Learning and Language Instruction at Which Adopted |                                              |
| Language Learning: (if applicable) | high school year 1–4                         |
| Other:                           |                                              |
| Language Instruction: (if applicable) |                                              |
| Other:                           |                                              |

| Are pre- and/or post-skills in language addressed? | no                                           |

| * Is this for heritage learners? | no                                           |
| **Title:** | Peer-Based Techniques for Foreign Language Teaching |
| **Type of Project:** | Materials Development |
| **Year project was completed:** | 1996 |
| **World Area(s) Addressed:** | all |
| **Instructors:** | |
| **Number trained in the project outcomes:** | |
| **Number assisted while using the project outcomes:** | |
| **Institutions:** | |
| **Number adopting project outcomes:** | 3 |
| **Names adopting project outcomes:** | Renton Technical College (WA)  
Brigham Young University (UT)  
Pasadena City College (CA) |
<p>| <strong>Disciplines Addressed:</strong> | |
| <strong>Disciplines:</strong> | Language Studies/Education |
| <strong>Other:</strong> | |
| <strong>Languages Addressed:</strong> | |
| <strong>Languages:</strong> | all |
| <strong>Other:</strong> | |
| <strong>Levels of Language Learning and Language Instruction at Which Adopted</strong> | |
| <strong>Language Learning:</strong> | all |
| <strong>Other:</strong> | |
| <strong>Language Instruction:</strong> | |
| <strong>Other:</strong> | |
| <strong>Are pre- and/or post-skills in language addressed?</strong> | no |
| <strong>Is this for heritage learners?</strong> | no |</p>
<table>
<thead>
<tr>
<th><strong>Title:</strong> *</th>
<th>Online Course Development for Less Commonly Taught Languages</th>
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</thead>
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Other US schools
- Berlitz Language Schools (NJ)
- Foreign Language Center (TX)
- Geonexus Communications (CA)

Foreign Institutions
- Centro de Estudios de Asia Oriental, Madrid, Spain
- Chinese International School, Hong Kong
- Taipei American School, Taipei, Taiwan
| * Disciplines Addressed: | ROC  
University of Bath, Claverton Down,  
Bath, England |
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## APPENDIX E: SOURCES OF FUNDING (Sources of Funding)


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Note: Totals include all other federal sources not listed separately.
APPENDIX F: TRAVEL FROM THE US (Participation in International Travel From the U.S.)


*None to date.*
APPENDIX G: TRAVEL TO THE US (Participation in International Travel To the U.S.)


None to date.
APPENDIX H: BUDGET (Form 524, actual spent to date)


[removed]