Comprehensive Web-Based Chinese Courses
for Minority-Serving Institutions via Distributed Learning:
A University of Hawai‘i and United Negro College Fund Partnership

NEED FOR THE PROJECT

In the National Interest

The United States continues to have limited communicative capacity in the national language of China, the world’s most populous country and home to one fifth of the world’s people. China has experienced explosive economic growth in recent years and is exerting increasing geopolitical influence worldwide. There can be no question that the US capacity to train its citizens to engage effectively with China will become ever more critical as we enter a new era of economic and political uncertainty.

China is a linchpin of global security and a country of vital importance to US interests. The fifty-year standoff between the People’s Republic of China (PRC) and the Republic of China (Taiwan) continues unresolved. More recently, groups fomenting civil unrest and separatist violence among the Muslim, Turkic-speaking ethnic Uighurs in the western Chinese province of Xinjiang have tentatively been linked to the Taliban and other terrorist organizations across the border in Afghanistan and Kashmir. These developments have underscored the relevance of Mandarin Chinese, the official language of the PRC, as an essential tool for monitoring Central Asian security. One of the invitational priorities of the 2003 International Research and studies competition is instructional materials for the languages of Central Asia.

Capacity Building in Mandarin Chinese

The 1998 Modern Language Association (MLA) Survey of Foreign Language Enrollment in US Institutions of Higher Education (Brod & Welles, 2000) showed the number of students enrolled in credit-bearing Mandarin Chinese language courses as 28,456, up slightly from 26,471 in the 1995 MLA survey (Brod & Huber, 1997). Yet even though US enrollments in Mandarin Chinese have increased a bit in recent years, Chinese is still a “less commonly taught language” (LCTL) in the United States.
By comparison, 656,286 postsecondary students were reported studying Spanish in the 1998 MLA survey (Brod & Welles, 2000). By most accounts, Spanish enrollments will continue to grow in the US in the foreseeable future. While surely no one in our field would wish for a decline in enrollments in commonly taught languages, or in any language for that matter, institutions faced with tough fiscal choices regarding foreign language offerings are increasingly forced to limit their students’ options to Spanish and perhaps one or two other languages. If this trend continues, those having the option to learn LCTLs such as Chinese may soon be limited to students attending elite well-financed private institutions, students attending a limited number of large public institutions fortunate enough to have federally funded LCTL language and area study centers, and students in environments such as Hawai‘i, where Chinese is a commonly taught heritage language.

The time may soon come when most US students will by default take Spanish. This project addresses the need for teaching and institutionalizing critical LCTLs in locations and to populations where such languages have not been taught conventionally.

**Distributed Learning for Beginning Language Instruction**

Distance-delivered education has grown exponentially in a few short years. Distance education, as distinct from older forms of instruction, comprises all formal instruction in which teachers and learners are separated from one another by geographic distance and in which teachers and learners bridge the distance by engaging in two-way communication using electronic means, such as interactive television or dynamic Web pages (Keegan, 1990).

The advantage of distance education is that it brings previously unavailable educational resources to underserved populations. Development of distance education in content-based subjects such as history and political science has proceeded apace, and now some students in these subjects receive instruction at a distance, with classroom contact time either greatly reduced or eliminated. The World Wide Web has become the dominant medium for delivery of distance education due to the richness of its multimedia content and its wide availability to users.
In the past several years, however, awareness has grown that despite some of the advantages provided by delivery of distance education not every kind of skill or knowledge is well suited to Web-delivered instruction at a distance. Delivery of performance-based subjects, such as languages, presents a special challenge for distance educators and distance learners. In particular, contemporary language acquisition theory emphasizes the importance of interactive, communicative listening and speaking — “negotiation of meaning” — for satisfactory acquisition of oral/aural skills (see, for example, Gass, 1997). Since this requires real-time, face-to-face interaction, or at least a close equivalent, beginning students today cannot learn to speak a language effectively when the sole medium of delivery is on-line instruction.

In response to awareness of the inadequacy of distance education for the learning of certain skills, a strong trend is emerging in which instruction is delivered through a mix of channels, some at a distance (for example, via the Web), some through face-to-face instruction, and some through independent learner use of multimedia such as CD-ROMs. “Distributed learning” is the name most often applied to this mixing of educational modes. Distributed learning, then, is a hybrid form of distance learning that uses to optimal effect a) on-line learning and communication; b) off-line independent learning utilizing an array of resources which may include traditional textbooks, audio- and videocassettes, and CDs/DVDs; as well as c) face-to-face instruction (Bowman, 1999).

In order to advance the development of models of distributed foreign language learning that can serve learners who are geographically widely distributed while offering them the advantages of live interaction for acquisition of communicative conversation skills, the logical next step in the development of the distributed learning field is to make four-skill (speaking, listening, reading, writing) courses in languages such as Chinese available to groups of students who would otherwise be unable to receive instruction in that language, and to design courses in such a way that the richness of distributed learning resources are combined to include Web-based delivery and vitally important speaking practice coordinated with a face-to-face tutor.

The proposed model will create comprehensive first- and second-year Web-based language courses combining professional on-line instructors teamed with face-to-face language tutors who will jointly
deliver instruction to small cohorts of separated learners. In the proposed model, the Web-based courses will serve as home bases for students. Materials development will be governed by established pedagogical principles: some activities will provide language input to the students directly via the Web site, while other activities will direct students to use course materials such as textbooks, CD-ROMs, and DVDs for off-line learning. Some activities will develop students’ competencies in listening, reading, and writing, and some will direct students to engage with their tutor in scheduled face-to-face conversation sessions to develop speaking skills. Still other Web-based activities will consist of on-line communicative interactions with the teachers and with fellow students for language practice, receiving linguistic feedback, troubleshooting problems, and strengthening social bonds within the learning community.

Asia Outreach for Minority Serving Institutions

In 1999 the University of Hawai‘i (UH) entered into a partnership with the United Negro College Fund (UNCF) to carry out an Asian outreach program for minority serving institutions of higher education in the US. Initial activities, conducted by the Center for Southeast Asian Studies, included Fulbright-Hays Seminars Abroad for Historically Black College and University (HBCU) faculty in Burma, the Philippines, and Thailand. A subsequent grant from the Freeman Foundation supported development of courses in Asian studies to minority students in the US. While the initial phase of the Freeman grant focused on Southeast Asia, the second phase of the grant focuses on East Asia – China, Japan, and Korea. While laudable, these projects focus on Asian studies, not on Asian languages. The logical next step, then, is to expand the outreach program to include language study.

This proposed project will build on the UH partnership with UNCF and develop a program to provide courses in Mandarin Chinese to HBCUs and HSIs (Hispanic-serving Institutions) via a distributed learning model.

Traditionally, most minority-serving institutions have offered little opportunity for students to study Asia and Asian languages. This project proposes to change that dynamic. Working in partnership with UNCF as a coordinating and facilitating organization, the University of Hawai‘i will field test a comprehensive on-line sequence of Chinese courses in cooperation with a consortium consisting of Dillard
University, an HBCU in New Orleans, Louisiana; University of the Incarnate Word, an HSI in San Antonio, Texas; and the University of Hawai‘i. The University of Hawai‘i, which has a long tradition of excellence in Chinese language instruction, will not only develop the instruction package; UH students, largely Asian in ethnicity, will also participate in the online learning community as virtual classmates of the students at the other participating institutions. Thus, these African- and Hispanic- and Asian-American students who might not normally have many natural occasions to study together will not only field test the comprehensive Chinese package; they will also learn about each other from each other and be mutually enriched on multiple levels by their shared learning experience.

**Need and National Interest**

The teaching of Asian languages and other LCTLs at minority-serving institutions in the US is quite rare. By expanding the teaching of LCTLs to minority-serving institutions via distributed learning, US capacity in critical languages will be positively impacted. It is in the national interest to provide access to this underserved segment of the US population.
USEFULNESS OF THE PRODUCT TO OTHERS

A 1995 survey conducted by the Chinese Language Teachers Association (1996) indicates that approximately 75% of US four-year institutions have no Chinese language offerings. There may be something of a “catch–22” reflected in this fact. If, at a given university, an insufficient number of students is interested in Chinese, it is not likely that there will be a Chinese program. At the same time, if there is no program, it is rather unlikely that students will of their own volition declare interest in Chinese.

From an administrator’s point of view, the number of prospective learners at a given institution may not constitute the “critical mass” that justifies institutional support of a Chinese language program. Yet, distance education can bring previously unavailable educational opportunities to dispersed populations by consolidating modest enrollments at diverse locations. Thus, if students at Dillard University join students at University of the Incarnate Word, who in turn join students at UH, and all are taught on-line and tutored locally at three sites, the same reluctant administrators may find it viable to offer Chinese at their institutions.

Once the proposed distributed learning model is operationalized, an entire course sequence will be available to students at underserved institutions nationwide:

• Students will be able to take four semesters of Chinese via distributed learning and satisfy a liberal arts general education language requirement.

• Students may then opt for a study abroad experience – UH, for example, has an eight-week summer program in China – and earn credits for the equivalent of a third year of Chinese study. (Note: In the proposed project, UNCF will subsidize study abroad for eligible students who have completed the distributed-learning 101-202 sequence. See Supplementary Budget section.)

• In the academic year following their study abroad, ambitious students may then take Chinese 331 and 332, “Advanced Chinese Listening/Reading/Writing.” These courses are currently fully operational and offered on-line by UH. (Note: In the proposed project, UNCF will subsidize tuition for these courses for eligible Dillard and Incarnate Word students who have completed the
distributed-learning 101-202 sequence. Since speaking is not part of the curricula of the advanced 331-332 courses, no face-to-face tutorial is needed. See Supplementary Budget section.)

Administratively, students may earn and be awarded credits in any of a number of ways:

- Students can register for the Chinese distributed learning courses directly with the University of Hawai’i via UH’s Outreach College, and UH credits will be awarded.
- Participating institutions can create their own Chinese courses, award their own credits to students, and make a contractual arrangement with UH to deliver the instruction via distributed distance education.
- If instruction becomes popularly established at a particular institution, it may choose to hire its own faculty and institutionalize Chinese instruction in a more traditional format.

Regardless of options pursued, this proposed project has great utility to others, not only to the targeted, participating institutions but to US postsecondary institutions in general. The profound result of this project will be the creation of a model instructional package to increase the teaching of Mandarin Chinese nationwide in locations and to populations where it has not been taught conventionally.

Access and Institutionalization

With support from the UH National Foreign Language Resource Center (NFLRC), a prototype distance education model has been developed for teaching introductory Mandarin Chinese. By virtue of the UH/UNCF relationship, an experimental introductory Mandarin Chinese course sequence is now being beta tested on a unique class of 15 students, six of whom are enrolled at Dillard University, an HBCU in New Orleans, and nine of whom are enrolled at UH. The model consists of comprehensive, four-skill (speaking, listening, reading, writing), first- and second-year Web-based language courses (101-102, 201-202). Some activities provide on-line teacher-student language input directly via the Web site, while other activities require students to use course materials — textbooks, DVDs, and CD-ROMs — for off-line learning, and still other activities engage students with a local tutor in scheduled face-to-face conversation sessions.

This proposal will expand the experiment to include a Hispanic-serving institution, University of the Incarnate Word, and allow for further beta testing and the refinement of the course materials, particularly
the dynamic course Web site. The participating minority-serving universities will pledge to seek to institutionalize a Chinese language program on their campuses, either in a continuing partnership with UH or independently. It is projected that ongoing student demand will enable the participating institutions to maintain a self-sustaining Chinese language program through student tuition. UNCF also pledges to assist the participating minority-serving institutions in securing future external funds.

This project is particularly useful to other minority-serving institutions because it gives them an opportunity to incrementally nurture student demand so that Chinese instruction might reasonably be expected to become self-sustaining when a constituency has been established. This project is also useful because this distance learning partnership will build strategic pathways to HBCUs and HSIs and will not only deliver Chinese but also provide pathways for students at minority-serving institutions to pursue careers with an Asia focus or graduate study in Asia-related fields.
ACCOUNT OF RELATED MATERIALS

With respect to instructional materials reflecting research and practice in performance-based foreign language education today, the Chinese language teaching field is notably under-resourced. A majority of the current Chinese language textbooks reflect outmoded and largely ineffective pedagogic approaches such as grammar-translation and audiolingualism. Such texts support vocabulary and grammar drills, generally by presenting first a non-authentic text, followed by vocabulary lists, grammar explanations and drills.

Only one Chinese series features a communicative, performance-based approach, combines multiple media (textbook, CD, videotapes), and extends through two years of instruction: Communicating in Chinese and Exploring in Chinese, written by Dr. Cynthia Ning of the University of Hawai‘i and published by Far Eastern Publications at Yale University (see Appendix B for citations). These materials are particularly suited for a distributed learning situation combining self-study of materials with Web-based interactions as well as face-to-face (F2F) practice with a live tutor.

Communicating in Chinese and Exploring in Chinese have the following features:

- separate listening/speaking and reading/writing volumes;
- detailed teacher activity and planning manuals;
- a "click-to-listen" CD-ROM;
- listening comprehension tapes and workbook produced by Trinity University;
- companion video/DVD materials, Say It in Chinese (Hawai‘i State Department of Education, Teleschool Branch, 2002), produced for national PBS distribution, with visually rich, imaginative skits and activities;
- communicative, task-based, interactive listening/speaking activities;
- both forms (traditional and simplified) of Chinese characters;
- real-life, graded tasks in various contexts.

Communicating in Chinese and Exploring in Chinese offer a variety of input media and learning tasks. In a distributed learning situation, sources of input usually supplied in the conventional classroom
through teacher speech and other sources must be provided by effective alternatives. The richness of Dr. Ning’s materials and their potential for effective adaptation for a distributed-learning situation has motivated the choice of *Communicating in Chinese* and *Exploring in Chinese* as the core off-line texts for this project.

**Related Initiatives: Distance Education/Distributed Learning**

In order to make Web-based courses effective as an instructional medium for the lower levels, it is necessary to go beyond the distance education model, in which one technology serves as the exclusive medium for the delivery of instruction, and to move towards a distributed learning format, in which instructional resources can be made available across a distance while the advantages of F2F contact are preserved. In such a model, a Web-based course serves as a central point of contact between students and instructor who are separated by geographic distance. A search for related efforts has not revealed any comprehensive courses in Chinese delivered via a distributed learning model.

A number of resources for beginning and intermediate language learning exist in the form of multimedia software and Web sites, but these are geared to self-instruction and largely serve learners as reference tools. Full-fledged academic courses on line are few and far between. For example, of 39 listings of Chinese language teaching and learning resources at one of the most well regarded Internet clearinghouses for sites related to Chinese language, Prof. Marjorie Chan’s (2002) ChinaLinks, most links are to Web pages containing ordinary print resources. Sites calling themselves “Web courses” for beginning Chinese language consist chiefly of self-instructional material, with the option of emailing questions a tutor. Thirteen sites point to on-line multimedia resources, such as databases of characters or sound files of common phrases. Other links point to self-instructional resources such as those offered through the National Association of Self-Instructional Language Programs (NASILP). Only one link points to an on-line course in Australia.

The University System of Georgia (USG) is developing an experimental Internet-based lower division sequence of instruction in Chinese. The project proposes to offer four-skill Chinese instruction within the USG campus system via a Web site featuring synchronous two-way compressed video/audio. While not proven, the model may produce results within a coordinated state system utilizing standardized
technology in one time zone. It remains to be seen whether students’ oral skills will develop apace, but even if successful, this model is unlikely to have universal applicability. It is not likely that under-resourced institutions wishing to collaborate will be able to deliver instruction featuring synchronous two-way compressed video/audio any time soon, and, in any event, it is not clear how to conveniently arrange synchronous on-line instruction when students in the virtual classroom may be in different time zones in such diverse locations as Louisiana, Texas, and Hawai‘i.

In languages other than Chinese, various techniques have been tried to overcome the mismatch between the Web and developing speaking skills. Some courses have tried relying on telephone contact with the instructor or a tutor or the use of synchronous voice messaging technology such as Cool Talk, Internet Meeting, Internet Phone, and Internet Chat. For a course reaching across multiple time zones, these technologies are clearly impractical as the chief medium for speaking practice.

One distributed learning project is being conducted at Michigan State University. A second year Portuguese course is being taught experimentally on line to four cohorts of students at MSU, University of Wisconsin, University of Illinois, and Pennsylvania State University. Called a Hybrid Course, students learn the language in a combination of activities: self-study both on-line and with a textbook as well as via face-to-face activities with other students and a native speaker conversation partner. The UH/UNCF project utilizes a similar model in Mandarin Chinese.
LIKELIHOOD OF ACHIEVING RESULTS

The University of Hawai‘i is not a newcomer to distance education. The Language Learning Center (LLC) at UH has been developing distance education courses and materials in LCTLs for ten years, and its track record speaks for itself. These UH projects have produced a growing repertoire of distributed learning courses utilizing integrated CD-ROM- and Web-based formats. Currently four advanced on-line courses are on offer, two in Chinese, one in Japanese, and one in Korean. These third-year Chinese, Japanese, and Korean Web-based listening/reading/writing courses feature UH-developed CD-ROMs utilizing authentic readings and/or video clips as the “core text,” together with a robust interactive component in an on-line learning community where students perform role-play tasks, hold discussions, participate in a grammar clinic, and share compositions.

By way of documenting UH’s capacity to carry out this proposed program, the thread of development in Appendix C traces the ten-year continuum of interrelated projects that has led to the advanced on-line Chinese, Japanese, and Korean courses currently on offer. The University of Hawai‘i has been developing distance education materials in LCTLs for a more than a decade, and the on-line prototypes for the two-year introductory course sequence proposed herein has already been developed and is being beta tested with student cohorts at UH and Dillard University this year. There should be no question about the likelihood of UH achieving results.

UNCF will provide significant support that will further guarantee the success of the development and field-testing process. UNCF will provide fifteen laptop computers to be distributed to Dillard and Incarnate Word to lend to qualified students to use during course field testing. Also, UNCF will contribute significant scholarship support for study abroad and for tuition costs for advanced classes for those students who successfully complete the initial two-year course sequence and who wish to continue their studies. (See Supplementary Budget section.)
EXPECTED CONTRIBUTION TO OTHER PROGRAMS

With ever increasing frequency, UH receives requests that it deliver introductory Web-based language instruction to other programs. The model proposed herein and elaborated at length in other sections of this document features a distributed first- and second-year language program combining delivery of introductory online materials supplemented with face-to-face tutors who will jointly provide instruction to small cohorts of separated learners.

Among the HBCUs, Dillard University is unique because of its internationally focused curriculum, including languages. Incarnate Word is the only US university granted approval by the government of the PRC to offer fully accredited degrees to Chinese students in China. Through this project, the participating minority-serving universities pledge to seek to institutionalize a Chinese language program on their campuses, either in a continuing partnership with UH or independently. UNCF pledges to assist the participating minority-serving institutions in securing future external funds, even though it is anticipated that once established, student tuition will enable Chinese to be self-sustaining at Dillard and Incarnate Word like other language offerings.

As this project is carried out at these leading minority-serving institutions, it will serve as a model for other HBCUS and HSIs. This project is particularly useful to other minority-serving institutions because it gives them an opportunity to incrementally nurture student demand so that Chinese instruction might reasonably be expected to become self-sustaining when a constituency has been established. The project is also useful because this distance learning partnership will build strategic pathways to HBCUs and HSIs and will not only deliver Chinese but also encourage students at minority-serving institutions to pursue careers with an Asia focus or graduate study in Asia-related fields.
PLAN OF OPERATION

This project will focus on the development and field testing of instructional materials for a two-year sequence of Mandarin Chinese courses designed for delivery via a distributed learning format. This format will include elements delivered on-line through the Web course, elements facilitating off-line independent learning, and elements delivered to the students during sessions with a local tutor. These three main component parts of the model are elaborated in Figures 1 through 3 in Appendix A.

The Web course constitutes the heart of the proposed instructional model. Elements of the Web course simulate instructional activities that have been identified as effective for language learning in classroom environments. Elements of the Web course are detailed in Figure 1 in Appendix A.

Each element of on-line instruction fulfills a distinct need in the language learning experience. The social interaction area fosters a sense of on-line community, essential for a Web-based course. Automated Web-based exercises take advantage of the computer’s potential as the ultimate “patient tutor.” Skill-getting activities provide the student with initial exposure and opportunities for rudimentary use. Skill-using activities are more integrative, featuring language embedded in real-world situations such as commercial transactions. On-line modeling provides students with a chance to practice, in advance, language from the same communicative task they will carry out in the tutoring session that follows. Most importantly, person-to-person Web-based communication provides two important kinds of opportunities for learners: the chance to get answers to questions and problems they may encounter during off-line independent work or the automated exercises; and the chance to actually practice, using voice, text, or a combination of the two, the language they have been learning.

The time commitment required for the distributed learning model is estimated to be roughly equivalent to that invested in a traditional F2F course. In addition to the two to three hours students will spend on line with the instructors, they will spend approximately five hours in off-line independent study using texts, audio CDs, and multimedia CD-ROMs, and meeting with a local study partner to practice writing and speaking. These elements of off-line independent study are detailed in Figure 2 in Appendix A.
Live tutoring sessions (Figure 3, Appendix A), the third critical component of the distributed learning model, will be scheduled for small groups of students twice a week for one hour each time at a logical point in the sequence of instruction. Tutors will spend an additional four hours per week shadowing student interaction on line, reporting to the instructors on students’ progress in the tutoring sessions and areas in which they need improvement, and being guided and trained by the instructors on line and/or by telephone.

In the proposed distributed learning model, the three components elaborated above will interact in a cycle as the learner moves from one component to the other. The sequence of activities, rotating from Web site to independent study and back again and integrating live tutoring sessions, is carefully designed to carry students from their initial exposure to new language (skill-getting) through productive use of the language (skill-using). The sequence of steps featured in a one-week unit —Week 11, first semester, Chinese 101— is seen in figure 4 in Appendix A.

With support from the UH National Foreign Language Resource Center (NFLRC), a prototype distance education model has been developed for teaching introductory Mandarin Chinese. By virtue of the UH/UNCF relationship, an experimental introductory Mandarin Chinese course sequence is now being beta tested on a unique class of 15 students, six of whom are enrolled at Dillard University, an HBCU in New Orleans, and nine of whom are enrolled at UH.

This beta testing will facilitate the successful accomplishment of a variety of development, field test, and revision activities that will be carried out over the three-year grant period. Activities will fall into four main categories: design and revision, student and institutional liaison, field testing, and evaluation and dissemination. Each of these four categories is ongoing and is reflected in the timeline of project activities in Figure 5 in Appendix A. Development and revision of all materials will be done by University of Hawai’i personnel; coordination and liaison with mainland campuses for recruitment of students and tutors, for technical support during field testing, and for faculty counseling and support of students will be handled by the United Negro College Fund partners.
Equal access

The target population of this proposed project is students at minority-serving institutions. The project will be carried out by the University of Hawai‘i and United Negro College Fund, both largely minority-serving and minority-staffed institutions. On-line learning, the focus of this project, provides access to instruction to the elderly, handicapped, and others whose mobility may be restricted. In this regard, UH has adopted Web access Guidelines developed by the Web Accessibility Initiative (WAI) of the WWW Consortium, and all of the Web sites developed during the grant period will follow WAI guidelines.

Personnel affiliated with this project are as diverse in composition as are the minority-serving institutions that employ them.

Objectives of Section 605

This proposed project addresses the objectives of Title VI Section 605 (International Research and Studies). In particular, research on more effective methods of providing instruction and achieving competency in foreign languages will be conducted, and specialized materials for the study of Chinese, a critical language of the Far East, will be developed.
QUALITY OF PERSONNEL

The personnel who comprise the project team are all highly qualified in their particular areas of expertise. The project team includes materials and course developers, instructors, programmers, technicians and administrators, and is as diverse as the people of Hawai‘i itself. Brief biographical statements describing key UH and UNCF personnel appear in the Resumes of Key Personnel form.

The UH team has worked together for ten years, successfully carrying out a series of distance-education- and technology-related grants and contracts funded by International Research and Studies program, National Security Education Program institutional grants, National Security Agency contracts, and UH NFLRC support. A list of the team’s ten-year related project development history can be found in Appendix C.

Dr. David Hiple is director of the UH Language Learning Center and associate director of the UH NFLRC, thus ensuring that the experience and talent of the LLC and the NFLRC will be brought to this distributed learning project. He has thirty years of experience as a teacher, teacher trainer, materials developer, and administrator. He will serve both as principal investigator and project director of this project.

Dr. Cynthia Ning, Associate Director of the Center for Chinese Studies, noted pedagogue and textbook author and executive director of the national Chinese Language Teachers Association, will also play a key role in this project, as will Stephen Fleming, Instructor in Technology for Foreign Language Education at UH. He has taught Chinese on line for several years and will coordinate the various teaching and development threads of the project.

See biographical statements of key project personnel in the Resumes form.
BUDGET AND COST EFFECTIVENESS

The budget is both reasonable and adequate to carry out the activities described. The project proposed is an ambitious one, but seed money support from the UH NFLRC has enabled the project team to create a dynamic Web course prototype that serves as the heart of this instructional model. By adapting an existing advanced UH Chinese Web course, a prototype shell for the proposed introductory Chinese Web-based course sequence has been operationalized, and the instructional model is currently being beta tested on a cohort of first-semester students at UH and Dillard University. Thus, expensive initial programming will not be required; instead, funds are requested for field testing and revision as the prototype shell is utilized to create an introductory two-year course sequence featuring materials for teaching Chinese 101-102 and 201-202.

Funding is requested for materials/course development, field testing, and revision. A three-year timeframe will allow for multiple iterations of instruction and refinement and upgrading. The refinement will enable the creation of such upgrades as recruitment pages, student help center, tutor reporting pages, forums for administrators and technical personnel, etc.

The budget is cost effective because the project team will creatively recycle by adapting an existing course shell. In a larger context, the proposed project is cost effective because it allows for the efficient instruction of Chinese to small cohorts of distributed learners. Though it would not be feasible and cost effective to teach Chinese to each small, separate cohort traditionally, it is cost effective to teach Chinese to the separated cohorts collectively through the distributed learning model proposed herein.

The new knowledge gained will be disseminated by the UH National Foreign Language Resource Center. The project will serve as a national model for the delivery of critical less commonly taught languages in locations and to populations where such languages have not been taught conventionally, especially minority-serving institutions. The potential long-term return on the initial investment is significant and underscores that the proposed budget is cost effective and reasonable.
EVALUATION PLAN

The program evaluation will be conducted by Dr. C. Candace Chou, assistant professor in the Department of Curriculum and Instruction at the School of Education at the University of St. Thomas, Minneapolis, Minnesota. Her research and publications focus on computer-mediated communication (CMC) systems, and the design of distance learning environments for language learning, instructional design for asynchronous Web-based language materials, patterns of learner interaction in distance learning environments, and action research on the process of technology integration in teacher education programs. She has led technology-focused teacher institutes at the UH and University of Minnesota NFLRCs. She is a native speaker of Chinese and has a PhD in Information and Computer Sciences from UH.

To facilitate the evaluation of the proposed project, the development team will employ a model based on existing summative and formative electronic questionnaires that are a critical component of the UH advanced level on-line language courses currently on offer. In the existing advanced Web courses, students complete a brief survey at the end of every instructional unit (approximately every two weeks) as well as more comprehensive surveys at three points during the academic term regarding perception of their own achievement, satisfaction and level of motivation, ease of use of the Web site, perceived utility of the learned material, etc. These anonymous, Web-based forms provide both quantitative data (scores) and qualitative data (verbal comments) that, together with input from designers and instructors, serve as a reference to suggest how well the materials are helping students meet learning goals and how the courses might be improved.

Such evaluative data is particularly useful during the pilot phase of course development, when student feedback often leads to significant revisions. In the existing advanced courses, for example, student feedback led to the creation of a means to place student pictures next to postings and also led to a change in the design of the “grammar clinic.” The surveys currently in place will be adapted for evaluation of the 101–202 courses, with the important addition of a component addressing assessment of the teacher/tutor component of the 101–202 courses. The data gleaned from these questionnaires will contribute significantly to Dr. Chou’s evaluation.
Evaluation of the kind that is to be found documented in well-known handbooks such as Patton (1990) and influenced by the naturalistic perspective on research in education exemplified by Lincoln & Guba (1985) will be employed to evaluate qualitatively. In addition to analyzing data gathered from the electronic surveys described above, Dr. Chou will conduct ongoing, virtual classroom observations of on-line learning. She will also interview samples of students on line and by telephone and make site visits to observe face-to-face tutorials and students' interactions with their on-line instruction and off-line learning materials. Instructors and tutors will also be interviewed.

It is naturally the case that as part of proposals such as this one an external evaluator will be contracted to provide, by definition, a presumably untainted evaluation. It is noteworthy, however, that recent thinking in the field of evaluation generally, not necessarily confined to educational evaluation, suggests that it could be desirable and defensible to supplement external evaluation with internal evaluation (see Love, 1991).

One of the strengths of the evaluation for this proposed project is that it lies somewhere between an internal and external position. By virtue of having studied at UH and having been affiliated with the UH NFLRC and Language Learning Center, Dr. Chou is familiar, at the level of site, staff, and administration, with that part of the project located in Hawai'i and has pre-existing professional relationships with some of the staff. On the other hand, she has an independent status and position and believes that this combination of purely external as well as somewhat internally-informed evaluation is the best possible set of trade-offs that could be obtained and presents the possibility of an evaluation with triangulation on data and investigators, thereby, in qualitative terms, ensuring maximal veridicality of the (interpretive) evaluation report.

Additional internal evaluation on the effectiveness of the Chinese language distributed learning package will be carried out by the project team. Oral proficiency interviews will be administered to a representative sample of Chinese distance education students after each semester. Oral proficiency ratings will be correlated with three years’ accumulated data on oral proficiency ratings of UH students of Chinese in “regular” classes. Both Dr. Ning and Mr. Fleming are trained oral proficiency interviewers in Chinese.
Development of reading/writing proficiency (literacy) in the distributed learning package will also be evaluated internally by examining student postings and performance in the on-line forums and quizzes that archive cumulatively every on-line contribution of every student in a class in a given semester. The global performance of the distributed learning students will be correlated qualitatively with the global performance of UH learners of Chinese exposed to more traditional methods and materials. Data on the effectiveness of the Chinese distributed language package as well as caveats or shortcomings will be essential if this project is to make a lasting national impact.

Dr. Chou will prepare and submit annual reports and a comprehensive three-year final report at the conclusion of the grant period. The evaluation reports will be the basis for project reports to the profession that will be posted on the UH NFLRC Web site and announced through the NFLRC publications office as well as other venues such as the Chinese Language Teachers Association newsletter and annual conference.
ADEQUACY OF RESOURCES

University of Hawai'i

The University of Hawai'i (UH) is a state land-grant institution located in Honolulu. What Hawai'i offers is not only its strategic location but, more importantly, its people, 26% of whom speak a language other than English at home (US Census Bureau, 2002) and whose cultures and values combine the best of the East and the West. Seventy-eight percent of the students at the UH are non-Caucasian; Chinese- and Filipino- and Japanese-Americans account for 42% of the student body. Hawai'i is renowned as a Pacific educational center; for example, the East-West Center attracts international scholars who come together to study, to conduct research, and to work at the University of Hawai'i. UH offers regular instruction in about 30 languages to approximately 5,000 students in a typical semester and has the largest enrollments in the US in East Asian languages.

College of Languages, Linguistics and Literature

This emphasis on foreign language teaching at UH is reflected in its structure. In 1982, the College of Arts and Sciences was reconstituted into four colleges, one of them the College of Languages, Linguistics and Literature (LLL). The unique designation of a College of LLL facilitates pedagogical innovation and research in languages, and the university’s commitment is evidenced by a two-year foreign/second language requirement for undergraduates. See Appendix E for letter of endorsement from Dean Joseph O’Mealy of LLL.

Department of East Asian Languages and Literatures

The College of LLL houses the Department of East Asian Languages and Literatures (EALL), which offers more than 100 courses a year in a rigorous performance-oriented training program. The department offers BA, MA, and PhD degrees in Chinese, Japanese, and Korean, and it has had an average annual enrollment of approximately 3,500 over the past 10 years. These languages are widely spoken in the state and are part of the cultural heritage of a considerable segment of the population. These facts, reflected in the university’s strategic plan which emphasizes the languages of Asia and the Pacific,
have played a major role in the development of a substantial EALL program; EALL faculty include many of the foremost scholars of Chinese, Japanese, and Korean in the US.

**Language Learning Center**

The Language Learning Center (LLC), established in 1956, provides technical assistance to the College of LLL. The LLC houses satellite videoconferencing capabilities, studios for video and audio production, language laboratories, and media classrooms. Two multimedia computer labs, a 15-station Macintosh lab with networked G4 computers and a 15-station PC lab with networked Windows 2000 Pentium computers, both with direct Ethernet connections, facilitate teaching and research projects, including those with non-Roman writing systems. Dr. David Hiple, principal investigator and project director of this proposed project, is director of the LLC, thus ensuring that the experience and talent of the LLC will be brought to this distributed learning project. Both Dr. Hiple and the LLC have extensive experience developing and providing distance-delivered instruction in LCTLs.

**East Asia National Resource Center and Center for Chinese Studies**

The University of Hawai‘i is home to three Title VI Nation Resource Centers (NRCs). The East Asia NRC coordinates the activities of 122 faculty members affiliated with East Asian Languages and Literatures and programs in Chinese, Japanese, and Korean. The Center for Chinese Studies (CCS) is a vigorous component of the East Asia NRC at UH. Dr. Cynthia Ning, Associate Director of CCS, is a renowned Chinese language textbook author and a gifted teacher. Dr. Ning is also Executive Director of the Chinese Language Teachers Association (CLTA), housed at UH. Dr. Ning will be a key collaborator, thus ensuring that the resources of CCS, the East Asia NRC, and CLTA will be brought to this project.

**National Foreign Language Resource Center**

The University of Hawai‘i’s language programs receive ongoing national attention. In 1990, UH was awarded funds to develop the National Foreign Language Resource Center (NFLRC), one of three such centers at the time – the number has since grown to fourteen. The UH NFLRC is providing seed money for research and development to launch this project in the 2003–2004 academic year. A primary goal of this proposed project, then, will be to build on the NFLRC commitment so that field testing of the distributed
learning courses can begin in academic year 2004–2005 via the partnership with minority-serving institutions described earlier. The UH NFLRC will provide resources to disseminate new knowledge gained from this project to other programs nationally during and after the grant period. Dr. David Hiple is Associate Director of the UH NFLRC, thus ensuring that the experience and talent of the center will be brought to this distributed learning project.

**United Negro College Fund**

The United Negro College Fund Special Programs Corporation (UNCFSP) was established in 2000 to coordinate federal support for educational programs at minority institutions of higher learning. The mission of UNCFSP is to secure funds to meet its mission of enhancing the quality of education at minority-serving institutions by providing financial assistance to deserving students and member colleges and universities, and increasing access to technology. In 2001 UNCFSP administered a total of 12 federally funded programs with an annual value of over $9.7 million to provide infrastructure development, grants, training, and technical assistance to institutions of higher learning as well as fellowship programs that provide direct student and faculty support. See Appendix D for an expanded statement on UNCF's Institute for International Public Policy.

**Dillard University**

Dillard University in New Orleans, Louisiana, is a private, historically black, liberal arts institution. Dillard has as its purpose the development of graduates who are broadly educated, culturally aware, and able to meet the competitive demands of a global and technologically advanced society. A mark of Dillard's distinction among the HBCUs in the area of global studies is its internationally focused curriculum and majors. Dillard is the only HBCU to have a combined business and foreign language major, with the additional distinction of having significant enrollments in Japanese language and area studies. Dillard's International Center for Economic Freedom fosters and facilitates student participation in study abroad programs and serves as the home for numerous internationally focused special programs. As an indication of Dillard’s commitment to global studies, the International Center will be moving into a new, fully networked and equipped building in early 2004. This new Center will facilitate participation in this project, which has
been enthusiastically welcomed by Dillard’s administration. See Appendix E for letter of endorsement from President Michael Lomax.

**University of the Incarnate Word**

University of the Incarnate Word in San Antonio, Texas, is a Hispanic-serving Institution (HSI) with a strong commitment to globalization and instructional technology. Students have an opportunity to choose from more than 70 fields of study, including a wide range of international programs. The university is the only one in the US approved by the government of the PRC to offer fully accredited degrees without students having to leave China. Students earn an AA degree from Incarnate Word by means of a collaboration with South China Normal University and have the option to continue their studies for a BA in San Antonio. Incarnate Word has a nascent one-year Chinese program and because of its China campus is very enthusiastic about being able to include a full two-sequence in Chinese among its language offerings; it is an ideal partner for this distributed learning project with Dillard and UH. See Appendix E for letter of endorsement from Dr. Christopher Paris, Assistant Dean, College of Humanities, Arts, and Social Sciences, University of the Incarnate Word.
DESCRIPTION OF FINAL FORMAT

The final form of these proposed instructional materials will consist of four, one-semester introductory Web-delivered Mandarin Chinese courses spanning 101, 102, 201, and 202. The Web site will serve as the hub of each course, a location in cyberspace where the students in Louisiana, Texas, and Hawai’i will all come together. It will be comprised of two main elements: a social interaction area and a language learning area. The social interaction area will be the students’ entryway into the Web site, a place to pick up news or to pause and chat with classmates “outside of class.” The language learning area of the course will be arranged such that students will move with ease through two main types of tasks. Automated exercises will consist of interactions between user and computer that provide feedback on comprehension and choice of language. Person-to-person Web-based communication will follow the automated exercises and will provide opportunities for learners to ask questions and get explanations for problems encountered in tutorials, off-line study, and automated exercises. In the person-to-person Web-based communication, the various aspects of the distributed learning program will coalesce, and students will have the opportunity to practice using voice, text, or a combination of the two, the language they have been learning.
PROVISIONS FOR PRETESTING AND REVISION

The plan of operation for this project calls for a three-year period of field testing of the two-year sequence of distributed learning Mandarin Chinese courses. In each semester, field testing will be followed by revision based on the results of the previous semester’s feedback. The ample redundancy built into this plan will ensure that the product is perfected and ready for a general audience at the end of the grant period.

Evaluation of Web-based learning and distributed learning is still in its infancy. Following Riel and Harasim’s (1994) pioneering model, this project will focus on the examination of network design and structure, social interactions, and individual learning outcomes. Both quantitative and qualitative data will be gathered and analyzed. Quantitative data will include numeric ratings returned in student questionnaires, test scores, and scored results of independent evaluation of student written and spoken production at the pre- and post-semester stages. Qualitative data will include observation, examination of course records, and interviews with instructors, tutors, and students. All data gathering will scrupulously observe established guidelines for research with human subjects, including the preservation of anonymity.
PRIORITIES

Invitational Priority I - Instructional Materials for Elementary/Secondary Education.

Two elementary and secondary partnerships will serve to articulate this initiative to pre-college public schools students. The first has been initiated with Hawai‘i Department of Education (DOE). As was stated earlier, companion video/DVD materials, Say It in Chinese, produced for national PBS distribution by the Hawai‘i DOE Teleschool in 2002, are included among the self-study distributed learning materials assigned to the cohorts of students at Dillard, Incarnate Word, and UH. In exchange for the Hawai‘i DOE permitting UH to use Say It in Chinese in this project, UH is permitting Hawai‘i DOE to use the Web course shell so that with UH input the shell might be adapted for pre-college courses.

The second partnership involves Gilbert Academy High School, a charter school adjacent to Dillard University in New Orleans. Gilbert Academy is a magnet lab school for international affairs that has been “adopted” by Dillard. Gilbert Academy students have the opportunity to take postsecondary level courses at Dillard. UH and Dillard are exploring the eventual offering of Chinese to Gilbert Academy students and will pursue this opportunity during the grant period.

Invitational Priority II - Instructional Language Materials for Central Asia.

China is a linchpin of global security and a country of vital importance to US interests. In recent years, groups fomenting civil unrest and separatist violence among the Muslim, Turkic-speaking ethnic Uighurs in the western Chinese province of Xinjiang have tentatively been linked to the Taliban and other terrorist organizations across the border in Afghanistan and Kashmir. These developments have underscored the relevance of Mandarin Chinese, the official language of the PRC, as an essential tool for monitoring Central Asian security. One of the invitational priorities of the 2003 International Research and studies competition is instructional materials for the languages of Central Asia.
## Figure 1. Elements of on-line instruction merging students at all sites

<table>
<thead>
<tr>
<th>WEB COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL INTERACTION AREA</strong> (builds learning community)</td>
</tr>
<tr>
<td>News, assignments, schedules, social message boards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AUTOMATED WEB-BASED EXERCISES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students work through exercises and receive automated feedback.</td>
</tr>
<tr>
<td><strong>SKILL-GETTING ACTIVITIES</strong></td>
</tr>
<tr>
<td>Content focuses on exposure to and initial use of language.</td>
</tr>
<tr>
<td><strong>SKILL-USING ACTIVITIES</strong></td>
</tr>
<tr>
<td>Content focuses on use of language in simulated real-world situations.</td>
</tr>
<tr>
<td><strong>ON-LINE MODELING</strong></td>
</tr>
<tr>
<td>Content focuses on modeling language to be used in communicative activities in live tutoring sessions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSON-TO-PERSON WEB-BASED COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and teachers interact via postings in various types of forums, text-based and/or with recorded voice.</td>
</tr>
<tr>
<td><strong>SMALL GROUP</strong></td>
</tr>
<tr>
<td>Students from all campuses are combined and recombined in small groups for communicative activities, such as role-plays or information gap activities.</td>
</tr>
<tr>
<td><strong>GENERAL FORUM</strong></td>
</tr>
<tr>
<td>All students and the teachers interact in one large space to discuss grammar, solve problems, etc.</td>
</tr>
</tbody>
</table>
Figure 2. Elements of off-line independent learning

- Listening/Speaking textbook and CD-ROM
- Reading/Writing textbook
- Lab Workbook and CD for Listening
- Study sessions with local classmate(s)

Figure 3. Elements of activities with local tutor

- Tutor uses Listening/Speaking Activity Book in tutorials
- Communicative activities in pairs and small groups facilitated by tutor

Tutor reporting page where tutor reports to instructor on students’ progress, strengths, and areas for improvement
**Figure 4. Typical sequence of instructional activities**

- 🔧 = on-line instruction merging students at all sites
- 🧑‍👩‍👧‍👦 = activities with local tutor
- 🌌 = off-line independent and student-student learning

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
</tr>
<tr>
<td>Listening/ Speaking skill-getting</td>
<td>View schedule of tasks.</td>
</tr>
<tr>
<td></td>
<td>View Show No. 7 of Say It in Chinese (video, approx. 15 minutes).</td>
</tr>
<tr>
<td></td>
<td>Study reproduction of first page of Unit 5a (p. 99 in textbook, U5A.HTM on CD-ROM) for words &amp; phrases.</td>
</tr>
<tr>
<td></td>
<td>Do on-line skill-getting activities for listening/speaking; get automated feedback. Activities include:</td>
</tr>
<tr>
<td></td>
<td>- Listen and click on the denomination of money you hear.</td>
</tr>
<tr>
<td></td>
<td>- Listen and click on the amount of money you hear.</td>
</tr>
<tr>
<td></td>
<td>- Listen to the shopkeeper’s total and use multiple clicks to select the appropriate amount of money to pay with.</td>
</tr>
<tr>
<td></td>
<td>- Share questions and problems with teachers and classmates in a general forum.</td>
</tr>
<tr>
<td></td>
<td>Solve dialogue puzzles in the listening/speaking book, p. 100.</td>
</tr>
<tr>
<td></td>
<td>Self-check dialogue puzzles in the listening/speaking book by listening to correct versions of the dialogues in an on-line skill-getting activity.</td>
</tr>
<tr>
<td></td>
<td>Do listening comprehension exercises in the student lab workbook, p. 67-70.</td>
</tr>
<tr>
<td></td>
<td>Self-check listening comprehension exercises by viewing the key on a PDF file in an on-line skill-getting activity.</td>
</tr>
<tr>
<td></td>
<td>Do on-line skill-using listening activity; get automated feedback. Activity is:</td>
</tr>
<tr>
<td></td>
<td>- Listen to the shopkeeper’s total, click to pay, and receive change. Based on whether or not the change is correct, choose an appropriate response.</td>
</tr>
<tr>
<td></td>
<td>- Study on-line modeling of listening/speaking activities to prepare for tutoring session. Modeling includes appropriate images and sound files for the activity “Selling Numbers” in Unit 5a in the Teacher’s Activity Book for Listening and Speaking. The model allows students to take one side or the other in a structured dialogue.</td>
</tr>
<tr>
<td></td>
<td>- In a general forum, check comprehension of the modeling you have just heard by answering teacher prompts.</td>
</tr>
<tr>
<td>Tuesday-Wednesday</td>
<td>Listening/ Speaking skill-using</td>
</tr>
<tr>
<td></td>
<td>In a room with a computer with projection capability, review modeling of activities with tutor.</td>
</tr>
<tr>
<td></td>
<td>Under the tutor’s guidance, do communicative activities from activities book with peers; prepare for voice-board posting.</td>
</tr>
</tbody>
</table>
Follow up on the tutoring session by doing listening/speaking activities with classmates on a voice board in a general forum, with teacher feedback. Sample teacher prompt:
During yesterday’s speaking activities, what was the most useful thing you learned? Please repeat it here.

Work through initial section(s) of the reading/writing book, p 109-117 (up to dialogues).
With a partner from your small group, practice the literacy dialogues of the reading/writing book (p. 117).
Share questions and problems about the reading/writing book with teachers and classmates in a general forum.
Do communicative reading activities with five partners in a text-based small group forum. View teacher feedback. Activity is:
From an illustrated price list, choose two items. Tell your partners the amount you spent, and they will pick which two items you have bought. Check each other’s answers.

Do form-focused exercises (including summary) in the reading/writing book (p. 117-120) and in the listening/speaking book (p. 102).
Meet with the tutor to do supervised peer checking of activities from the student reading/writing book (p. 117-120) and classroom reading/writing activities from the teacher’s activity book for reading/writing (p. 78).
Do closed-ended writing task in a text-based small group forum:
Read and write amounts of money for each other in Chinese characters, and check each others’ comprehension using numeric notation.
Participate in language clinic conducted by the teachers in a general forum, based on errors that have appeared in student postings.
Take test (multiple choice, fill in blanks, write short paragraphs).
## FIGURE 5. PROJECT TIMELINE

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester 2003</strong></td>
<td><strong>Fall Semester 2004</strong></td>
<td><strong>Fall Semester 2005</strong></td>
<td><strong>Fall Semester 2006</strong></td>
</tr>
<tr>
<td>Beta test first semester of first-year Chinese (101) at UH and Dillard</td>
<td>Beta test first semester of second-year Chinese (201) with continuing beta cohort</td>
<td>Revise first-year Chinese (101 and 102) based on feedback from cohort I</td>
<td>Revise second-year Chinese (201 and 202) based on feedback from cohort I</td>
</tr>
<tr>
<td>Design and test first semester of second-year Chinese (201) to be field-tested</td>
<td>Maintain contact with administrative and technical personnel at host institutions to resolve registration and academic credit issues and technical issues</td>
<td>Teach cohort II first-year Chinese (101)</td>
<td>Teach cohort III first-year Chinese (101)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>Teach cohort I second-year Chinese (201)</td>
<td>Teach cohort I second-year Chinese (201)</td>
<td>Teach cohort II second-year Chinese (201)</td>
</tr>
<tr>
<td>Refine Web portal (class sites, recruitment pages, student help center, tutor reporting pages, forums for administrators and technical personnel) and course tools</td>
<td>Teach cohort I first-year Chinese (101)</td>
<td>Revise coordination procedures as necessary with administrative and technical personnel at host institutions</td>
<td>Teach advanced Web-based course (331) to cohort I study abroad returnees</td>
</tr>
<tr>
<td>Prepare for recruitment: create Web forms, evaluation procedures; consult with local administrative personnel at host institutions</td>
<td>Write short summary of semester’s activities for use in upcoming annual report</td>
<td>Write short summary of semester’s activities for use in upcoming annual report</td>
<td>Write short summary of semester’s activities for use in upcoming annual report</td>
</tr>
<tr>
<td><strong>Spring Semester 2004</strong></td>
<td><strong>Spring Semester 2005</strong></td>
<td><strong>Spring Semester 2006</strong></td>
<td><strong>Spring Semester 2007</strong></td>
</tr>
<tr>
<td>Beta test second semester of first-year Chinese (102) at UH and Dillard</td>
<td>Beta test second semester of second-year Chinese (202) with continuing beta cohort</td>
<td>Finish revisions of first-year Chinese (101 and 102) based on feedback cohorts I &amp; II</td>
<td>Finish revisions of second-year Chinese (201 and 202) based on feedback from cohorts I &amp; II</td>
</tr>
<tr>
<td>Design and test second semester of second-year Chinese (202) to be beta-tested Spring 2005</td>
<td>Teach cohort I first-year Chinese (102)</td>
<td>Teach cohort II first-year Chinese (102)</td>
<td>Teach cohort III first-year Chinese (102)</td>
</tr>
<tr>
<td>Complete upgrade of Web portal and course tools</td>
<td>Prepare cohort I for continuation in Fall 2004 in Chinese 201</td>
<td>Teach cohort I second-year Chinese (202)</td>
<td>(second year of instruction for cohort III will be supported by host institutions upon termination of grant)</td>
</tr>
<tr>
<td>Recruit approximately 10 students each from UH Manoa, Dillard, and UIW for cohort I, Chinese 101</td>
<td>Recruit cohort II for Chinese 101</td>
<td>Recruit study abroad candidates from cohort I</td>
<td>Teach cohort II second-year Chinese (202)</td>
</tr>
<tr>
<td>Recruit onsite tutors</td>
<td>Recruit additional onsite tutors as needed</td>
<td></td>
<td>Teach advanced Web-based course (332) to cohort I study abroad returnees</td>
</tr>
<tr>
<td>Coordinate installation of necessary hardware and software with technical personnel at host institutions</td>
<td>Write annual report for first year of project</td>
<td></td>
<td>Summer 2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Send students from cohort I on study abroad</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write annual report for second year of project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summer 2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Send students from cohort II on study abroad</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write and disseminate final project report</td>
</tr>
</tbody>
</table>
APPENDIX B: CITATIONS


http://techcollab.monterey.edu/techsheet2.1/distributed.html


http://deall.ohio-state.edu/chan.9/c-links.htm


  Student’s Book 1: Listening & Speaking, 1993a.
  Teacher’s Book 1: Listening & Speaking, 1993b.
  Student’s Book 2: Reading & Writing, 1994.
  Audiotapes to Accompany Student’s Book 1, 1995.
  Workbook for Audiotapes (Co-authored w/M. Yeh), 1999.
  Teacher’s Book 2: Reading & Writing, 2000.


http://factfinder.census.gov/servlet/QTTable?ds_name=ACS_C2SS_EST_G00 &geo_id=04000US15&qr_name=ACS_C2SS_EST_G00_QT02
APPENDIX C: 10-YEAR UH CHINESE DISTANCE EDUCATION DEVELOPMENT HISTORY


1993 – The materials development institute led to “Self-correcting Reading and Video Modules in Korean and Mandarin Chinese” funded by National Security Agency (NSA).


1997 – The NSEP project served as the inspiration for the NFLRC Summer Institute on “Foreign Language Instruction via Distance Education,” co-sponsored by NSEP.


1999–2002 – This CD-ROM and WWW project led to a second grant from NSEP, “Disseminating Technology-Based Models for Distance Education in Critical Languages.”

2001 – This second grant from NSEP spawned the NFLRC Summer Institute on “Developing Web-based Foreign Language Learning Environments.”

2002–2003 – The UH NFLRC is providing seed money for research and development to launch the distributed learning project in the current academic year.

2004 – the UH NFLRC will fund and conduct a Summer Institute on “Distance Education for Less Commonly Taught Languages.”
“We seek to build a State Department workforce for the 21st century that looks like America, that looks like all of America, a workforce that is diverse in its composition, yet united in its commitment to excellence and service to our wonderful country.”

-- U.S. Secretary of State, Colin L. Powell

**The Institute for International Public Policy**

The United Negro College Fund established the Institute for International Public Policy (IIPP) in 1994 with a grant from the U.S. Department of Education. The grant was later transferred to the United Negro College Fund Special Programs Corporation (UNCFSP). The IIPP administers training, institutional resource development, outreach and special programs aimed at engaging a broader cross-section of the American citizenry in international affairs.

Through a comprehensive program of summer policy institutes, study abroad, intensive language training, internships, graduate study, mentoring and career development, the IIPP Fellowship Program provides underrepresented minority students with the education and training needed to successfully enter, advance and lead in international affairs careers. IIPP Fellows are vice consuls at U.S. embassies abroad, policy analysts, international economists, program officers, development workers, trade specialists, business consultants—the list goes on.

The fellowship program is complemented by the IIPP Institutional Resource Development Grant Program, which supports the creation, expansion and improvement of international education programs at minority-serving colleges and universities. Grants are awarded to support faculty and curriculum development, the acquisition of learning materials and other internationalization initiatives. Grantees have built language labs, developed and gained approval for international affairs majors and minors, established study abroad offices, and much more. IIPP institutional capacity-building efforts benefit students interested in international careers and extend further to contribute to building a more globally aware and competitive body of citizens among minorities.
In addition to the training and institutional capacity-building programs that form the core of the IIPP, there are special projects undertaken that leverage the resources and infrastructure that has been built up over the years. Through special projects and new initiatives, the IIPP has extended the training ‘pipeline’ downward to include K-12 students and upward to benefit young professionals. The IIPP routinely incubates new programs that it administers or helps establish with partner organizations, and the Institute is emerging as a valuable clearinghouse of information for minorities interested in international careers.

The IIPP is contributing to the shaping of a diverse talent pool that will positively impact America at home and abroad for generations to come.

2750 Prosperity Ave. _ Suite 600 _ Fairfax, VA 22031 _ 800-530-6232 _ iipp@uncfsp.org_ www.uncfsp.org/iipp
APPENDIX E: LETTERS OF ENDORSEMENT

Letter of endorsement from the University of Hawai‘i College of Languages, Linguistics & Literature

University of Hawai‘i at Mānoa
College of Languages, Linguistics and Literature
2545 The Mall • Bilger Hall 101 • Honolulu, Hawai‘i 96822-2233
Telephone: (808) 956-8510 • Facsimile: (808) 956-9879

Office of the Dean

October 30, 2003

Dr. David Hiple
Language Learning Center
University of Hawai‘i at Mānoa
Honolulu, HI. 96822

Dear David:

I am very happy to support your proposal to the US Department of Education to create and deliver on-line Chinese courses to minority-serving institutions in partnership with the United Negro College Fund. Through similar initiatives originating in our college’s Language Learning Center and National Foreign Language Resource Center, the University of Hawai‘i has become a national leader in distance-delivered language instruction, especially in uncommonly taught languages of Asia.

This project should provide a rich and unique learning experience for UH students as well as for students in the other participating institutions. The courses developed through this project will eventually serve a national audience, including UH students on neighbor island campuses. It is particularly appropriate that we are expanding our efforts to partner with other minority-serving institutions.

I am pleased to share the resources of our college and look forward to seeing the implementation of this initiative over the next three years. Please keep me apprised of developments in this very worthy project.

Sincerely,

[Signature]
Joseph H. O’Meally
Interim Dean

An Equal Opportunity/Affirmative Action Institution
Letter of endorsement from President Michael L. Lomax, Dillard University

October 22, 2003

Mr. David V. Hiple
Director, Language Learning Center
University of Hawaii
1859 East-West Road #106
Honolulu, HI 96822-2322

Dear Mr. Hiple:

Dillard University is pleased to support the University of Hawaii's proposal to the U.S. Department of Education focusing on a "tech mediated and distance learning" approach to Chinese Language instruction. Dillard has historically maintained a commitment to student and faculty growth and development as the centerpiece of its mission. We are especially excited by the opportunity to participate in a collaborative devoted to strengthening language instruction at Dillard University.

Over the past several years, Dillard has strategically re-imagined its academic enterprise to include producing graduates who are globally informed and aware, proficient in world languages, adept in research and who demonstrate of solid leadership skills. To this end, Dillard is intent on becoming one of the leaders in international education programming among all nationally recognized historically Black college/universities (HBCUs). Dillard University's maturing relationship with the University of Hawaii has already begun to open Dillard up to the innovative electronic pathways to foreign language instruction.

As a result of your recent visit to Dillard, our faculty in the World Languages and Global Studies departments are eager to extend the relationship with the University of Hawaii to include opportunities for Dillard graduates to undertake advanced studies in fields related to Asian, foreign language, international business and other area studies. Dillard's participation in the University of Hawaii's collaborative initiative will allow the institution to expand our global learning opportunities for faculty and students.

Mr. Anthony L. Pinder, Associate Dean of Global Studies will serve as the Program Coordinator for this initiative. Please feel free to contact him regarding any additional matters regarding this wonderful new collaborative.

Thank you for your support of and continued interest in Dillard University.

Sincerely,

[Signature]

Michael L. Lomax

MLL:alp
October 14, 2003

Mr. David V. Hiple
Director
Language Learning Center
University of Hawaii
1859 East-West Road #106
Honolulu, HI 96822-2322

Dear David:

Dillard University endorses and is pleased to participate in the consortium organized by the University of Hawaii’s Language Learning Center to bring a web-based approach to Chinese language instruction to minority-serving institutions.

Dillard University has already made strategic steps to strengthen its Department of World Languages. Implementing the “pilot” Dillard/Hawaii Chinese Language Instruction course this fall 2003 semester has already had many wonderful results on our campus. Principle among the positive impacts is the pervasive message that Dillard University is serious about implementing a comprehensive foreign language operation. The initiatives outlined in the University of Hawaii’s grant application to the U.S. Department of Education are consistent with our own institutional objectives.

Building on our collaborative efforts, this collaboration provides the opportunity for us to strengthen our global learning efforts. The increased international dimension to our courses will bring Dillard University closer to achieving our goal of expanding global competence throughout our curriculum and to increase the number of students able to study abroad.

Sincerely,

Anthony L. Pinder
Associate Dean of Global Studies

ALP: mdj
Letter of endorsement from University of the Incarnate Word

October 23, 2003

Dr. David V. Hiple
Associate Director
National Foreign Language Resource Center
University of Hawaii at Manoa
1859 East-West Road 106
Honolulu HI 96822

Dear Dr. Hiple:

We are glad to inform you that we agree to be a participant in the grant proposal that you will submit, Comprehensive Web-Based Chinese Courses for Minority-Serving Institutions via Distributed Learning: A University of Hawaii and United Negro College Fund Partnership. We are looking forward to collaborating with the University of Hawaii, the United Negro College Fund Partnership, and Dillard University.

University of the Incarnate Word has a diverse student population. Over half are Latino, most of Mexican-American descent. Our African-American enrollment, while smaller, exceeds the percent of that population in the local community and South Texas. Also, in the last ten years our institution has added to its mission a globalization of educational opportunity and outreach. We have exchange agreements with over a hundred universities worldwide to send students and faculty for a semester or longer to campuses abroad and to receive their scholars at ours. At our San Antonio campus the difference brought about by increased globalization has been notable, with international students and faculty contributing to the diversity of curriculum and class discussion.

We also have two university branches, one, China Incarnate Word, in Guangzhou, China, and the other, Miguel Allende—Incarnate Word in Mexico City. Our university in China is the first (and so far the only) U.S.-based university to receive permission from the government of the People’s Republic of China to grant fully accredited degrees to Chinese students.

In order to prepare students for study abroad and for careers involving international and intercultural communication, our Department of Foreign Languages offers Spanish, Portuguese, French, Japanese, and Chinese. While students are required to take only six hours of a single foreign language to fulfill core requirements, many use our diverse offerings to add third and fourth languages to their repertoire, especially if needed for study abroad.

Because of the opportunity that exists in China for our students and faculty, we would like to improve Chinese instruction by adding an on-line component, enabling us to extend instruction beyond the current one-year offering. In addition to regular faculty who teach or consult with the program in Guangzhou frequently, many of our recent graduates and graduate students in English as a Second Language are recruited to teach ESL. A two year on-line course will prepare more
students and faculty to learn Mandarin beyond the basics. Mandarin-speaking students (including many Ph.D. students from Taiwan) would be available to serve as language tutors.

Our contribution to other universities of the consortium would be significant, considering the possibility of their establishing study abroad opportunities in mainland China through the University of the Incarnate Word’s campus in Guangzhou.

We are confident that we are ready for the web-based Chinese courses, given that our students and faculty are computer literate and globally minded. We have successful on-line courses in other content areas. We could benefit from your extensive experience in creating language courses on-line.

Thank you again for inviting us to be part of the consortium. Let us wish us all the best.

Sincerely,

Dr. Christopher Paris
Assistant Dean, College of Humanities, Arts, & Social Sciences
Letter of endorsement from United Negro College Fund

October 22, 2003

Dr. David Hiple
Associate Director
National Foreign Language Resource Center
University of Hawai‘i
1859 East – West Road #106
Honolulu, HI 96822

Dear Dr. Hiple:

I am writing to formally express the support of the Institute for International Public Policy (IIPP) at United Negro College Fund Special Programs (UNCFS) for the effort being undertaken by the University of Hawai‘i Language Learning Center to secure funding for a distributed learning Chinese language instruction program to be piloted at three minority institutions. As a fellow member of the Title VI community, we welcome the opportunity to pool resources to increase the return on the federal investment and to advance our collective interest in expanding language learning opportunities at minority institutions.

As agreed, IIPP will coordinate the participation of two of the three institutions: Dillard University and The University of the Incarnate Word. We will serve as a liaison between UH and the two schools; ensure that each have the IT infrastructure and support needed to fully benefit from the program; we will monitor progress and troubleshoot; and fund several critical components of the program. The attached budget and accompanying narrative detail what we believe will be our financial contribution.

We look forward to word of the proposal being funded. Do let us know if you need any additional information from us in the interim.

Sincerely,

Mark Howard Chichester
Director

UNITED NEGRO COLLEGE FUND SPECIAL PROGRAMS CORPORATION
IN PARTNERSHIP WITH
HISPANIC SCHOLARSHIP FUND INSTITUTE • ASSOCIATION OF PROFESSIONAL SCHOOLS OF INTERNATIONAL AFFAIRS
RESUMES OF KEY PERSONNEL

Personnel affiliated with the UH College of LLL

DR. DAVID HIPLE, director of the College of LLL Language Learning Center, which houses the college’s multimedia computer laboratories and satellite teleconferencing facilities, has led a series of grant-funded distance education projects to develop Web-delivered instruction in Chinese, Japanese, and Korean and has secured and managed numerous other grants and contracts to conduct materials development and teacher training projects in uncommonly taught languages. He has been Associate Director of the UH NFLRC since 1992 and has thirty years of experience in the field as a teacher, teacher trainer, materials developer, and administrator. He will serve as principal investigator of the project.

DR. CYNTHIA NING is associate director of the UH Center for Chinese Studies. She is also Executive Director of the national Chinese Language Teachers Association. She is a noted textbook author and a gifted teacher. Her first- and second-year textbooks will form the cornerstone of the off-line materials utilized in this distributed learning project. She will lend her expertise to the design and creation of pedagogically effective course Web sites and will participate as a teacher to field test the project model.

STEPHEN FLEMING, instructor in Technology for Foreign Language Education in the College of LLL, studied and worked in Beijing for four years and has MA degrees in both Chinese and ESL. For the past three years his focus has been on developing effective Web-based advanced language courses and introducing language teachers nationwide to the principles of performance-based, Web-delivered instruction. He is a gifted teacher and has taught advanced on-line Chinese courses for several years. He will serve as project coordinator and lend his expertise to the design and creation of pedagogically effective course Web sites and will participate as a teacher to field test the project model.

DR. JUNG YING LU-CHEN is instructor of Chinese in the Department of East Asian and Languages and Literatures at UH. She is a native speaker of Mandarin and is experienced in task-based language teaching and materials development. She is a gifted teacher and in 1998 Dr. Lu-Chen received the College of LLL Instructor’s Award for Innovative Teaching. For the past four years her focus has been
on developing Web-supported advanced Chinese language courses. She will participate as a teacher and course developer to field test the project model.

SONG JIANG is an instructor of Chinese in the Department of East Asian Languages and Literatures. He has an MA from Peking University and has taught Mandarin from elementary to advanced levels. Over the past four years, he has been developing multimedia materials and teaching special courses for military personnel for the Department of Defense. He is a popular, dynamic instructor; he will participate as a teacher to field test the project model.

JOHN STANDAL is an information technology specialist at the College of LLL Language Learning Center (LLC). He is responsible for all LLC computer operations, including network, server, and software support. He also provides technical support for the college’s on-line, Web-based language courses. He has many years experience developing both client-server applications and dynamic database-driven Web applications and is a capable programmer. He will coordinate technical support for the project and will work with teachers and graduate students in the design and delivery of the courses.

BIN LI is a graduate assistant in information technology for foreign language education affiliated with the UH NFLRC and is assisting in the design and development of the prototype, on-line beginning level Mandarin Chinese courses. He is a native speaker of Chinese and has worked in the technology sector in both China and Japan. He has extensive experience in programming, database management, graphic design, and server management.

DR. DEBORAH MASTERSON, publications specialist, has been with the UH NFLRC since its inception. She brings to the position extensive training in design, technical writing and editing, and desktop and Internet publishing. She has a BA in art, an MA in ESL and a PhD in linguistics. She will lend her talents to enhance the effectiveness of the on-line learning experience by ensuring that students interact via Web sites that are artistically pleasing, graphically clean, navigationally transparent, and, thus, learner friendly.

DR. C. CANDACE CHOU, assistant professor in the Department of Curriculum and Instruction at the School of Education at the University of St. Thomas, Minneapolis, Minnesota, will serve as external
evaluator of the project. Her research and publications focus on computer-mediated communication (CMC) systems, and the design of distance education environments for language learning, instructional design for asynchronous Web-based language courses, learner interaction in distance learning environments, and action research on the process of technology integration in teacher education programs. She is a native speaker of Chinese and has a PhD in Information and Computer Sciences.

**Personnel affiliated with UNCF**

MARK CHICHESTER, ESQ., is director of the Institute for International Policy (IIPP) at United Negro College Fund Special Programs. IIPP provides international training, technical and development assistance to minority institutions. Mr. Chichester has overseen the awarding of millions of dollars in capacity building grants to minority-serving institutions, and he will oversee UNCF staff in carrying out the communications functions of this project in the participating institutions.