NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
University of Hawai'i at Mānoa

2001 NFLRC SUMMER INSTITUTE:

Web-based Workshops for Advanced Reading & Writing Development & Maintenance

July 2–13, 2001

*co-sponsored by the National Security Education Program and
the University of Hawai'i National Resource Center – East Asia*

EVALUATION

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PERIOD OF COVERAGE

This evaluation covers two of four Summer Institute workshops offered by the University of Hawai'i National Foreign Language Resource Center (NFLRC) in Summer 2001. The "Web-Based Workshops for Advanced Reading & Writing Development & Maintenance," one in Chinese, one in Korean, were held from July 2nd through 13th, 2001. The other workshops in the NFLRC 2001 Summer Institute, "Developing Web-Based Foreign Language Learning Environments," held from June 11th through 27th, and the "Korean Pedagogy Workshop: Task-Based Language Teaching," held from July 30 through August 1, have been evaluated separately.

BRIEF DESCRIPTION

The "Web-Based Workshops for Advanced Reading & Writing Development & Maintenance" comprised two distinct two-week intensive language courses, one in Chinese and one in Korean, offered free of charge by the NFLRC to non-native-speaking teachers currently or imminently in service teaching these languages at the K–16 level. The workshops were co-sponsored by the NFLRC, the University of Hawai'i National Resource Center — East Asian Studies (NRC-EA), and the National Security Education Program (NSEP). The intensive courses, delivered entirely over the World Wide Web using a tested and proven pedagogic model, focused on the development and/or maintenance of communicative language skills at the advanced level, with strong emphasis on written communication meeting high standards of literacy.

OBJECTIVES OF THE WORKSHOPS

These workshops were specifically aimed at maintaining and developing non native-speaking teachers' proficiency in reading and writing in either Korean or Chinese. The target level was advanced, corresponding to paragraph-level narration, description, comparison, or instructions on a wide range of everyday topics. Chinese and Korean are both languages belonging to Category IV, the highest level of difficulty designated by the US Interagency Language Roundtable.

CHOICE OF THE WORLD WIDE WEB AS INSTRUCTIONAL MEDIUM

Written communication in Korean and Chinese poses special challenges for the non-native learner. At lower levels of language proficiency, communicative competence in the written channel is weak, and it is considered desirable to link the four skills of listening, speaking, reading, and writing together in an integrated instructional format. At advanced levels of language proficiency such as those required of language teachers, higher levels of literacy render communication possible in both the written and spoken channels. For example, an advanced learner can read and write letters and email or participate in online chat. Nevertheless, the gap

between the non-native learner's spoken and written skills may be great, and advanced non-native learners may particularly benefit from focused instruction in the written modality. Since the World Wide Web easily facilitates text-based interaction, Web-based instruction was viewed as a viable option for offering a workshop for non native-speaking teachers of Chinese and Korean.

Not only does the Web facilitate interaction in the written modality; in fact, written communication is still the only convenient way for groups of people to communicate at all on the Internet. For this reason, the Web is a particularly appropriate medium for reading and writing instruction. Learners in a Web-based reading and writing class receive more practice reading and writing than they probably would in a traditional reading and writing course, especially if their reading and writing is done not just for the teacher but for all participants in the course, as was the case in these workshops.

A strong tradition exists in the more commonly taught foreign languages in the US of offering immersion-style workshops for non native-speaking teachers to improve their language skills. For example, one-day immersion workshops are often offered in French, Spanish, or German in advance of the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL). Such workshops have not, however, been offered in less commonly taught languages (LCTLs), in large part because most teachers of these languages are native speakers. As the numbers of non native-speaking teachers in LCTLs have grown, the possibility of offering such workshops has emerged. Nonetheless, since populations of non native-speaking teachers of Chinese and Korean are scattered widely on the ground, gathering teachers from schools nationwide together for a workshop at a single location would be an expensive proposition. By offering Web-based workshops, considerable resources were conserved. Individual participants were able to access the course using computers at home or work. Since the workshops were based on pre-existing language course "shells," development costs were very minimal. The only other costs to the institution were for Web site technical support, instructor training, and for the instruction itself. Not only did the Web provide a medium perfectly suited to the needs of the instructors to develop their reading and writing skills; it also proved to be a very cost-effective medium.

PRE-WORKSHOP ACTIVITIES

Course design

Advanced Web-based Chinese and Korean reading and writing courses that have been offered at the University of Hawai'i since spring semester 2000 formed the basis for the workshops. These courses were created as an outgrowth of two earlier projects: "Performance-Based Multimedia Materials for Mandarin Chinese and Korean via an Integrated CD-ROM and World-Wide Web Delivery Format," funded by the US Department of Education, and "Disseminating Technology-Based Models for Distance Education in Critical Languages, "funded by the National Security

Education Program. The Web-based courses embedded the self-instructional material in a group learning environment:

> Prior to the development of the Web courses, UH had produced a set of self-instructional CD-ROMs in Chinese and Korean, with some focused on reading authentic texts and some focused on listening (video interviews). The Web-based classes were conceptualized as communities for learners who would benefit even more from the CD-ROMs if, instead of using them on an individual basis, they joined with other learners to engage in preparatory activities before "entering" the CD-ROM, and then followed up with language practice activities following each use of the CD-ROM. (Fleming et al., in press)

The sequence of instructional activities in both the Chinese course and the Korean course was based on a pedagogic approach grounded in schema theory. Some of the key concepts guiding the design of the courses were:

- Readers understand a text through a process of interaction between text-based elements (structural and linguistic components) and reader-based elements (behaviors and strategies such as deploying background knowledge and hypothesizing). The most successful readers are those who employ these skills actively and consciously (Carrell, 1988; Barnett, 1989).
- A reader reading alone has access only to his own reader-based elements. A group of readers sharing information can strengthen each other's comprehension and contribute to each other's learning. Creation of community for the sharing of knowledge is vital for good course design.
- An instructional sequence should begin with what learners already know, rather than the instructor's assumptions about what learners know. Learning activities should, to the greatest extent possible, be personally meaningful and communicative.

Instructional Sequence

In line with the above concepts, the instructional sequence of the course was designed so that in general, each unit comprised the following stages, which are also represented in schematic form in Figure 1.

Warm-up activities/word bank

Participants share linguistic and real-world background knowledge by filling out web-forms with vocabulary and sentences. Participant responses to each query (for example, "What medicines do you know the names for in Chinese?") are checked by the instructor and then stored in a class "word bank" which remains permanently accessible.

Preparatory activities

Participants complete a preparatory matching task at the baseline level (rather than the target level) of the lesson. The task usually involves matching a graphic image with a written description of that image. The description is usually also available in audio format. Instant feedback is provided with a "check answers" button employing javascripting.
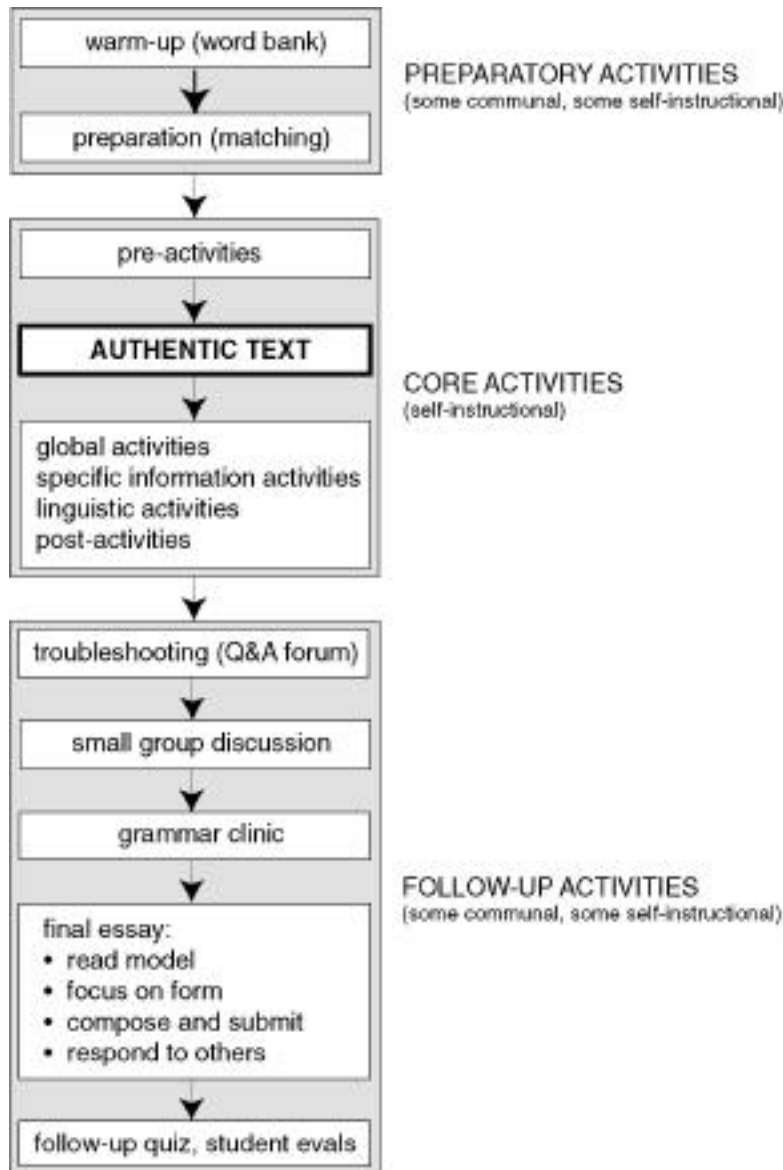
Figure 1. Flow chart of instructional activities in Web-based courses.

Core lesson

Participants complete the CD-ROM lesson, which is structured according to a receptive-skill lesson model rooted in schema theory, comprising the following five stages:

- pre-activities — prediction, activating background knowledge;
- global activities— identifying and locating topics, "mapping" the text;
- specific information activities, reading for details;
- linguistic activities — learning about linguistic forms in the text;
- post-activities — using the knowledge gained in the lesson in a communicative task that is a natural outgrowth of the text.

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Participants can then participate in a "Q&A" forum to troubleshoot any problems they had completing the CD-ROM lesson. Discussion can be in Chinese or English.

Participants are assigned a discussion task via email. They are directed to a specific thread in the forum, where they will interact with one or two other classmates in Chinese in a role-play or task.

After the participants have worked on the task, the instructors choose five or six erroneous postings that have syntax or usage problems from the participant discussion threads and place them in the next forum, the Grammar Clinic. Participants are directed to respond to two or three of the erroneous sentences by supplying a correction. Finally, the teacher adds comments to each thread, and everyone reads over the accumulated contents of the forum.

Post-lesson activities

Participants are told in advance of the final writing task of the unit, which is usually a short persuasive essay related to the topic of the lesson. In preparation, participants first read a model text on a topic related, but not identical, to the lesson topic, in which certain linguistic features — usually discourse connectors or other useful tools — are highlighted. Participants complete linguistic exercises based on the highlighted items in the model text to strengthen their familiarity with these items.

Participants complete a final writing task, usually a written role play related to the theme of the lesson, and post the composition to a threaded discussion. Each participant is assigned to respond to two other participants 'writings with appreciations and critiques.

Course adaptation

In order to meet the needs of in-service teachers with well-developed language skills, the existing Web-based courses were adapted in several ways for the purposes of the Summer Institute:

- the time frame was shortened to two weeks, and the schedule posted in the course website was modified accordingly;
- the pace of work was speeded up (i.e., more time was expected each day from the participants);
- quizzes and grading were eliminated to create a more "workshop-like" atmosphere and to save time;
- instructors were trained to meet the participants' advanced developmental needs by "pushing" for higher-level language in their exchanges with participants.

Recruitment

Advertising to solicit participants for the online Summer Institute followed the pattern of previous NFLRC Summer Institutes. Flyers and ads designed by NFLRC Publications Specialist Deborah Masterson were distributed at professional conventions such as the American Council on the Teaching of Foreign Languages (ACTFL) conference in Boston (November, 2000) and the American Association for Applied Linguistics (AAAL) conference in St. Louis (February,

2001). In addition, notices were sent via email to the members of a number of professional language teaching organizations, such as the Chinese Language Teachers Association (CLTA) and the American Association of Teachers of Korean (AATK), and via regular mail and/or email to pertinent academic institutions as well as Chinese and Korean educators on the extensive NFLRC mailing list. This publicity as well as the creation of the Summer Institute website (now located at http://nflrc.hawaii.edu/prodev/cksi01info.html) were done jointly by Stephen Fleming and Program Coordinator Jim Yoshioka. The Summer Institute was highlighted on the main page of the NFLRC website and in its Summer Institute section. Promotional materials stated the purpose and goals of the workshops, and noted that participants would complete four thematic units based on authentic materials for an equivalent of twenty-four contact hours of instruction, and that a daily time commitment of approximately 4 hours of on- and off-line computer work would be expected.

Selection

Potential participants applied by completing a web-based application form available on the NFLRC website (See Appendix A). A total of 14 Chinese and 7 Korean language educators and students applied for the workshop. Compared to previous Summer Institutes, the applicant pool was extremely small. This was due to the very specific targeted audience involved: non-native-speaking teachers of Chinese and Korean. We had initially anticipated greater numbers during our original planning, particularly since this was a free professional development opportunity. However, the majority of Chinese and especially Korean teachers in the United States are native speakers of the languages. We were already drawing from a very small pool.

The applications were rated holistically by Stephen Fleming (Chinese) and Hyeri Joo (Korean), primarily based upon the applicants' answers to Parts 2 (background information — teaching & technical) and 3 (statement of purpose). All applicants ended up being accepted, although 2 in Chinese and 1 in Korean eventually had to cancel for various reasons. Therefore, the total number of participants was 12 for Chinese and 6 for Korean.

The participants represented universities, colleges, and high schools across the US (Connecticut, Hawai'i, Idaho, Maine, Massachusetts, New York, Texas, Utah, & Wisconsin) as well as some from Japan and Canada. Because this was an online Summer Institute and participants did not come to Hawai'i as with other Summer Institutes, no one received any per diems or was required to fill out the usual related paperwork. The workshops were provided free of charge.

Pre-institute communications

After the selection of the participants, the NFLRC was in frequent contact with each participant. Jim Yoshioka sent the usual congratulatory email message, the official letter of invitation, and the appropriate Chinese (*KÀN NA!)* or Korean (*HANGUL-RO BOJA!*) CD-ROM, which served as the core text for the workshop. Stephen Fleming and Hyeri Joo were in frequent email communication with the participants, supplying more details about the workshop content and scheduling and taking care of any queries or problems. The online Summer Institute webpage, in addition, provided supplemental information for the participants.

Instructor training

Stephen Fleming and Hyeri Joo, experienced developers and instructors of advanced Web-based courses in Chinese and Korean, trained two instructors for the Chinese course and two for the Korean course. Training UH instructors for the workshops benefited the UH by adding to the pool of UH instructors equipped to handle advanced Web-based courses in East Asian languages. Enrollment for these courses is expected to increase over the next few years, and skilled teachers will be needed to accommodate the increased number of students. All instructors were to share duties throughout the Institute. The training consisted of familiarization with the course websites, training in various feedback techniques, and instruction on how to develop a thread in the Grammar Clinic, the portion of the course website that requires the most careful composition and treatment by the instructor during an offering of the course. In this training, Mr. Fleming stressed pedagogical principles such as learner autonomy, collaborative learning, and the employment of cognitive strategies. For example, he suggested that when responding to participant postings, the instructor should consider asking for a reformulation of an ill-formed utterance rather than immediately supplying a correction. Instructors were encouraged to "stand back" a bit and allow free interaction between participants, to intervene only in order to maximize contributions, and to save feedback for the Grammar Clinic, the portion of the course dedicated to a focus on language form.

Training was conducted over the course of approximately one month before the beginning of the workshop, during which time Mr. Fleming and Ms. Joo met with the four instructors regularly.

Technical preparation

The technical support person, Ms. Yun Du, prepared the website for the workshop by adding a "class space" labeled "Summer Institute 2001." Mr. Fleming taught the instructors how to create usernames and passwords for the participants in the site. Thumbnail JPEGs were requested from the participants via email, and the instructors placed these in the course database so that every time a participant posted in the forums his or her image would appear alongside the posting. Usernames and passwords were created and sent to participants, and they were instructed to "show up" online to begin the tasks laid out for them according to the course schedule they would find on the course website.

ACTIVITIES DURING THE WORKSHOPS

The schedule from the Chinese workshop is presented below in Table 1 to show participants' typical daily responsibilities. The Korean schedule was very similar to the Chinese one, except that the pace was slightly less punishing, since they covered three, rather than four, units in the two weeks' time. The topics in the Chinese workshop were Orientation (self-introduction), Cuisine, Medicine, Travel, and Crime, and in the Korean workshop the topics were Orientation (self-introduction), Kimchee, and Back to School.

Table 1. Daily schedule for the Chinese workshop, SI 2001

day	date	units/sections/tasks	deadlines
1	7/2 Mon	Unit 1 Orientation • Read Introduction • Read Contents • Read Teachers • Write and Post self-introduction • Respond to others' self-introductions	Read course materials and then post your self-introduction by 5:00 pm your time 7/2. Please read other students' self-introductions and ask at least two of your classmates one or two follow-up questions about their self-introductions.
2	7/3 Tue	Unit 1 Orientation/Unit 2 Cuisine • Unit 1 Respond to others' self-introductions • Unit 2 Do warm-up activities • Unit 2 Do preparatory activities • Unit 2 Do core activities incl. CD-ROM, Q&A (if needed), and small group discussion	Finish posting all Unit 1 responses by 10:00 am your time. Finish Unit 2 work up through the Q&A, and begin the small group discussion by evening if you can.
3	7/4 Wed	Unit 2 Cuisine • Unit 2 finish small group discussion • Unit 2 do grammar clinic • Unit 2 do post-lesson activities including collecting words for your Personal Resource Manager, reading the sample essay, doing the related language work, and writing your final essay. There's no need to do the quiz.	Sorry — no holiday for us! Finish ALL small group discussion by 11:00 am your time so that the instructors can scan the discussion boards and create content for the grammar clinic. (That will take them about two hours.) Finish responding in the grammar clinic by 6:30 pm your time. Finish the other activities up through posting your final essay by midnight. If you can, read your colleagues' essays and post responses to at least two.
4	7/5 Thu	Unit 2 Cuisine/Unit 3 Medicine • Unit 2 Respond to at least two other people's essays • Unit 2 In response to instructor feedback, revise your essay and post it AS A RESPONSE (do not re-edit your original essay posting) • Unit 3 do warm-up activities • Unit 3 do preparatory activities • Unit 3 do core activities including CD-ROM, Q&A (if needed), and small group discussion.	Finish responding to other people's Unit 2 essays by 10:00 am your time. Post your revised essay by 11:00 am your time. Do the remaining Unit 3 activities including beginning the small group discussion if you can.
5	7/6 Fri	Unit 3 Medicine • Unit 3 finish small group discussion • Unit 3 do grammar clinic • Unit 3 do post-lesson activities including collecting words for your Personal Resource Manager, reading the sample essay, doing the related language work, and writing your final essay. There's no need to do the quiz.	Finish ALL small group discussion by 11:00 am your time so that the instructors can scan the discussion boards and create content for the grammar clinic. (That will take them about two hours.) Finish responding in the grammar clinic by 6:30 pm your time. Finish the other activities up through posting your final essay by midnight. If you can, read your colleagues' essays and post responses to at least two.

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6	7/9 Mon	Unit 3 Medicine/Unit 4 Travel • Unit 3 Respond to at least two other people's essays • Unit 3 In response to instructor feedback, revise your essay and post it AS A RESPONSE (do not re-edit your original essay posting) • Unit 4 do warm-up activities • Unit 4 do preparatory activities • Unit 4 do core activities including CD-ROM, Q&A (if needed), and small group discussion.	Finish responding to other people's Unit 3 essays by 10:00 am your time. Post your revised essay by 11:00 am your time. Do the remaining Unit 4 activities including beginning the small group discussion if you can.
7	7/10 Tue	Unit 4 Travel • Unit 4 finish small group discussion • Unit 4 do grammar clinic • Unit 4 do post-lesson activities including collecting words for your Personal Resource Manager, reading the sample essay, doing the related language work, and writing your final essay. There's no need to do the quiz.	Finish ALL small group discussion by 11:00 am your time so that the instructors can scan the discussion boards and create content for the grammar clinic. (That will take them about two hours.) Finish responding in the grammar clinic by 6:30 pm your time. Finish the other activities up through posting your final essay by midnight. If you can, read your colleagues' essays and post responses to at least two.
8	7/11 Wed	Unit 4 Travel/Unit 6 Crime • Unit 4 Respond to at least two other people's essays • Unit 4 In response to instructor feedback, revise your essay and post it AS A RESPONSE (do not re-edit your original essay posting) • Unit 6 do warm-up activities • Unit 6 do preparatory activities • Unit 6 do core activities including CD-ROM, Q&A (if needed), and small group discussion.	Finish responding to other people's Unit 4 essays by 10:00 am your time. Post your revised essay by 11:00 am your time. Do the remaining Unit 6 activities including beginning the small group discussion if you can.
9	7/12 Thu	Unit 6 Crime • Unit 6 finish small group discussion • Unit 6 do grammar clinic • Unit 6 do post-lesson activities including collecting words for your Personal Resource Manager, reading the sample essay, doing the related language work, and writing your final essay. There's no need to do the quiz.	Finish ALL small group discussion by 11:00 am your time so that the instructors can scan the discussion boards and create content for the grammar clinic. (That will take them about two hours.) Finish responding in the grammar clinic by 6:30 pm your time. Finish the other activities up through posting your final essay by midnight. If you can, read your colleagues' essays and post responses to at least two.

Table 1. Daily schedule for the Chinese workshop, SI 2001 (cont.)

day	date	units/sections/tasks	deadlines
10	7/13 Fri	Unit 6 Crime • Unit 6 Respond to at least two other people's essays • Unit 6 In response to instructor feedback, revise your essay and post it AS A RESPONSE (do not re-edit your original essay posting) • Please fill out a course evaluation. Thank you for participating!	Finish responding to other people's Unit 6 essays and post your revised essay. We would appreciate your finishing your survey by the end of the day. Mahalo and aloha.

RESULTS OF THE WORKSHOPS

The information in this evaluative section of the report is based on the following:

- personal observation of events
- record of participant postings in the workshop site
- written reports from workshop instructors
- interviews with workshop instructors
- participant evaluations and comments posted on the site and sent by email

Participants' impressions of the workshops

Although they generally found the pace punishing and were not able to keep up, participants reacted very favorably to the workshop and were interested in participating in more such workshops in the future. A typical comment from a participant in the Chinese workshop:

> I really enjoyed this course. It really allowed people to get out what they had time to put in. I particularly applaud the choices of topics. I have had major holes in my vocab in cuisine and medicine. All four topics are directly relevant to improving my skills for translation projects. In my years of Chinese, all four got short treatment to some extent in favor of more debatable topics like the one-child policy or Sino-US relations. Well done and thank you.

Suggestions for improvement centered around expanding the timeframe of the workshop to make it less frantically paced and to give both instructors and participants ample time to carry out their assigned functions. Several participants mentioned independently of one another in telephone calls after the workshops that while they understood the motivation of the workshop designers in compressing the time frame, which made it easier for people to schedule their participation around other summer activities, they felt that the intensive pace presented special problems for 1) learning reading and (especially) writing skills, and 2) working in a Web-based format. Reading and writing, they argued, require even more time than listening and speaking do for absorption and integration into the learner's knowledge base. Moving at such a rapid pace made this integration difficult. The Web-based format, while convenient and effective, was exhausting and unrelieved by the stimulation of face-to-face contact. For these reasons, they recommended that subsequent offerings of the workshop be extended in time, but not necessarily expanded in content.

In advance of the workshop, it had been decided to leave all of the original contents of the courses visible to the participants, even though they would only be using approximately half of the units. This was because all the participants were current or future language teachers, and it was hoped that the remaining lessons might give them some ideas for their own teaching. This was confirmed by positive feedback from one Chinese instructor who said in an email that the sequence of instructional activities had been of great help to her as a model for designing instructional activities for her own classroom.

Of the units not used, two in each course are designed to integrate a "keypal" element; i.e., native-speaking partners of Korean or Chinese are recruited to serve as "exchange partners" with the course participants, completing an equivalent unit in English while participants work on the Korean or Chinese version, with both sides providing peer feedback to their non native-speaking partner. Such exchanges are difficult to arrange during the summer holidays, but several participants expressed their regret about this:

> I appreciate the effort and expertise put into the course, and hope the online community doesn't dissolve before our year is out. Two weeks seemed too short — I especially would have enjoyed the movie unit, with the chance to exchange essays with learners of English in Taiwan.

Participants' positive evaluations of the workshops suggest that it would be beneficial to offer them again in the future. When this happens, the various suggestions for improvement outlined above should at least be considered, even if they turn out not to be feasible in the end.

Instructors' impressions of the workshops

Instructors enjoyed participating in the workshops very much. They reported that it was a pleasure to work with such advanced students and refreshing to experience the new Web-based teaching environment. They agreed, however, that the workshops were too short and too fast-paced. The Chinese instructors experienced some frustration when it came time to give feedback in the Grammar Clinic, for the following reasons:

- there was not enough time for participants to fully develop their discussion in the Small Group Forum (upon which the Grammar Clinic is supposed to be based), and so there was a dearth of source material to work with;
- participants' language level was so high that errors tended to be more at the discourse level than the sentence level. However, exchanges in the Small Group Forum were generally at sentence level, further contributing to the lack of suitable source material;
- composing the Grammar Clinic, including writing helpful analyses of "problem utterances" and thinking up tasks to help participants master the forms, required more time than was available (two hours were allotted; in the usual version of the course the instructor has a full day).

Because the participants' errors occurred more at the discourse than at the sentence level, the final essay forum became the locus for more effective feedback than was possible based on the short exchanges in the Small Group Forum. One instructor suggested that in future offerings of the workshops, the Grammar Clinic could be moved to the end of the unit, especially since in the workshops there is no final test in each unit.

Evaluator's impressions of the workshops

Participation in the forums of the workshop was often marked by enthusiasm, creativity, and humor. The participants developed good rapport with one another and enjoyed making light-hearted banter in their comments on one another's essays. The course seemed to provide a long-awaited outlet for them to exercise their creative impulses for the benefit of an appreciative and responsive audience. A good example of this kind of exchange is shown in Appendix 2, in which a participant's description and discussion in Unit 6 ("Crime") of a petty larceny at the White House involving a chocolate cake, followed by other participants' responses, shows the lively enjoyment participants took in learning from one another. (You may notice that the person who posted the essay used his elementary school photograph.) The participants' enthusiasm and creativity suggest that they found the course very much to their liking.

Comparing participation in the two workshops

It is interesting to note some of the differences in participation between the Chinese and the Korean workshops, but it is difficult to pinpoint the reasons for some of the differences. For example, it is difficult to know how the slightly more relaxed pace of the Korean workshop, or the greater number of participants in the Chinese workshop, could have affected some of the participation figures that are seen below in Table 2.

The "CHN" and "KOR" columns of Table 2 show, row by row, the number of times the average participant in each workshop logged in to the website over the workshop period, the number of times s/he posted in the "Question and Answer" forum, the number of times s/he posted in the Small Group Discussion (role play) forum, the number of times s/he posted in the Grammar Clinic, and the number of times s/he posted in the Essay Forum. The third column shows the ratio of "CHN" to "KOR" for each of these categories.

Table 2. Overall participation figures for average participant in the Chinese and Korean workshops.

	CHN	KOR	CHN/KOR
overall logins	33.75	22.86	1.48
Q&A entries	1.5	0.86	1.75
small group entries	4.67	4.43	1.05
grammar entries	1.67	3.57	0.47
essay entries	17.83	2	8.92

The "CHN" column shows that the participants in the Chinese course were fairly active, except in the "Question & Answer" forum and in the Grammar Clinic. The lack of participation in the "Q&A" forum simply indicates that participants had few problems or misunderstandings with the CD-ROMs. The lack of participation in the Grammar Clinic has been addressed above. Because of the rushed pace, the average participant posted only slightly more than once on average in the small group discussion of each unit, but posted more than four times on average in the Essay

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Forum of each unit. An investigation of the actual entries in the Essay Forum shows a mix of content in the postings, with most postings by colleagues being reactions to the content of each essay, and postings by instructors tending more towards comments on form.

The "KOR" column shows that the average participant logged in about two times to every three logins by the average Chinese participant. Since the Korean course covered three units to the Chinese course's four units, some discrepancy might be expected, but in most categories the discrepancy is disproportionate. Only in the Grammar Clinic was participation proportionately more active in the Korean course than in the Chinese course, with the average Korean participant posting slightly more than one entry on average in each of the three units covered; however, the lack of entries in the Essay forum suggests that Korean participants tended to fizzle at the end of each unit. The Korean instructors reported that the language level of the Korean participants was not as high as their Chinese colleagues were reporting on the Chinese side, so it makes sense that Korean participants posted twice as many entries in the Small Group Discussion, which is a sentence-level exchange, as in the Essay Forum, which asks for paragraph-level connected prose; nevertheless, the levels of participation overall on the Korean side were simply lower than expected. The Korean instructors suggested that this was mostly an effect of the small size of the group. They felt that with more participants the workshop would have attained a "critical mass" that would have inspired higher levels of participation. This reviewer would also suggest that changing and/or adding one topic to the Korean course might prove more inspiring. A few comments by the Korean instructors indicated that while the Kimchee unit might be good as a starter in usual offerings of the course, it could not sustain interest among advanced learners.

In the third column, showing the "CHN" to "KOR" ratio, a value of 1 would indicate that the amount of participation was the same between the participants in the Chinese group and the Korean group in the category in question. Only in the Small Group Forum was the amount of participation close to being equal. In most instances, the Chinese participants were more active than the Korean, the sole exception being the Grammar Clinic. In the Essay Forum, the average Chinese participant made almost nine times as many entries as the average Korean participant.

CONCLUSIONS

It is clear from participants' and instructors' positive comments that the workshops were considered worthwhile by all. Although it would not be appropriate to use discrete measures to assess improvement in participants' writing skills given the very short time frame of the workshops, there is no question that participants regarded the workshops as beneficial to their advanced-level reading and writing skills. This reviewer recommends that these workshops should by all means be repeated in the future, with some of the recommended adjustments.

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2001 NFLRC SUMMER INSTITUTE
Web-based Workshops for Advanced Reading
& Writing Development & Maintenance

NFLRC | Summer Institutes | workshop description

The second 2001 NFLRC Summer Institute, Web-based Workshops for Advanced Reading & Writing Development & Maintenance, will serve as an **online professional development opportunity for non-native-speaking teachers of Chinese and Korean** language. As part of our mission to serve the development and enhancement of Asian language and area studies in the United States, the University of Hawai'i National Foreign Language Resource Center and National Resource Center for East Asian Studies jointly propose to offer 2 two-week intensive language courses to non-native-speaking teachers currently or imminently in-service teaching Chinese and Korean at the K-16 level, with a focus on teachers in underserved areas such as Alaska and the Pacific. The intensive courses, to be delivered entirely over the World Wide Web using a tested and proven pedagogic model, will focus on the development and/or maintenance of communicative language skills at the Advanced level, with strong emphasis on written communication meeting high standards of literacy.

Interested non-native-speaking Chinese or Korean language educators teaching at the pre-collegiate or collegiate levels are welcome to apply.

Please fill out all information and submit this application **as soon as possible**. We will be having rolling admissions (i.e. we will be accepting applications until the workshop fills up). You will be notified within two weeks regarding the status of your application. Mahalo for your interest in participating in this online 2001 NFLRC Summer Institute!

Workshop Application Form

PART I: Contact Info

Last (family) name:	
First (given) name:	
Position/Title:	
Department:	
Institution or affiliation:	
Language of instruction:	○ Mandarin Chinese ○ Korean
Grade or level of instruction:	☐ K-12 ☐ 2-year college ☐ 4-year college ☐ Other [ ]
Home address:	
City:	
State:	
Zip:	
Country:	
Office phone:	
Home phone:	
FAX number:	
E-mail:	

PART II: Background information (teaching & technical)

Please answer the following questions about your language background, your technical knowledge, and your teaching.

A1) Are you a non-native speaker of the language you teach (either Mandarin Chinese or Korean)?	○ YES ○ NO
If "yes," please describe how you achieved your current level of proficiency in Chinese/Korean (e.g. academic study, learning from family members, living/working in China/Korea) and at what age(s) you were learning.	[text box]
A2) If you have ever undergone an ACTFL OPI (Oral Proficiency Interview), please indicate the rating you were given.	OPI rating [choose one]
A3) For each skill area, please estimate your current proficiency level according to ACTFL guidelines.	Reading [choose one] Writing [choose one] Listening [choose one] Speaking [choose one]
A4) How many students do you teach per year?	

A6) Please list the courses you have taught in recent years.

B1) If you are accepted as a participant in this online Summer Institute, what kind of computer will be using? Please include the system software and version you will be using (e.g., Mac OS 9.0, Windows 97, etc.)

○ PC ○ Macintosh

System software and version number

B2) What Chinese or Korean input and display software would you be using (e.g., Microsoft IME, Apple Language Kit etc.)

B3) For Chinese instructors only - What is your level of comfort with traditional Chinese characters?

Comfort level   choose one

D4) Have you experienced difficulty browsing Chinese or Korean language-encoded websites? Explain.

B5) How would you describe your approximate level of web expertise (e.g., occasional browser, frequent browser, know some HTML, webmaster, etc.)

C1) What resources are currently available in your area for further language training (e.g., university courses, conversation partners, etc.)? Please describe in detail.

C2) What skill areas do you consider the most in need of development in your language?

C3) How do you think participation in this Institute will impact on your teaching in the future?

C4) Do you have plans to pursue additional professional development in the future (e.g., academic degree, certificate, etc.)? Describe. Please indicate if you will be able to pursue this development while retaining your current teaching position.

PART III: Statement of Purpose

Please write a short essay describing your reasons for wanting to participate in the NFLRC 2001 Summer Institute and providing any other information you think words necessary.

Please carefully proofread your application and make sure to complete all items before clicking the submit button. After you s application, you will receive an email confirmation from us within the next few days verifying that we have received it in good

Submit Request   Clear Form

Stephen Fleming

Essay & Response

Essay & Response
⊢📁 Unit 6: Crime
⊢📁 Thread: 巧克力蛋糕事件

[Back To Essay List]

Title:	巧克力蛋糕事件	✏️ Edit
Written by:	marshall 2001-07-12 11:45:00	🗑 Delete
Content:	This really happened to me as a kid, but I changed most of the details to protect the innocent. Don't worry Mom.	✏️ Save

昨日消息一位白宫的資深官員透露，白宫原為贈送中國總理江澤民的巧克力蛋糕帶著 硬繃吃的談意。這位匿名官員指出，由於最近的中美關係緊張，有希總統按照一所 國際關係智庫的建議，決定寄送一個底型巧克力蛋糕給江總理。不過，寄蛋糕當日，白宫主廚師打開冰箱時，發現冰箱外頭有一些蛋糕屑，仔細看蛋糕下層發現蛋糕糖 不均勻。此時主廚召集了他的下手，間於了幾分鐘後決定徹底調查，將蛋糕切開了，以後立即發現蛋糕下層很明顯被切走了一大塊。廚師們又發現，盜賊以相似布了的 不明物體將缺口填補，用蛋糕上剩下的蛋糕箱蓋之。證實了這的存在以後，廚師 立即通知了調查人員，他們運用幾隻警犬追隨巧克力的香味。

追到賴直辦公室時，門正開著。有希總統與參議院多數黨領袖戴紹在裡面談國事。 有希總統問及調查長發生了何事。調查長將事情的經過告訴了總統與戴紹，又說罪犯可能將蛋糕帶進賴直辦公室裡吃。有希總統正在猶疑間之際，另外一位調查人發現垃圾箱裡有兩張帶著巧克力手印的紙巾，又發現辦公桌上有糖粒蛋糕屑。調查人 將證據放在塑膠帶內，拿給調查長察看。另外調查員注意到布希總統的襯衫有一小 巧克力顏色的污跡，戴紹的襯衫口袋下面也如此。布希總統知道事情不妙，就說；

"調查先生，瞞不了你，蛋糕是我和戴紹參議員偷拿吃的。但是我想你逮捕我們 對你不方便，為我們也不方便。因此，我以總統的特權給予赦免給戴紹參議員和自己。這樣你就不用逮捕我們，但是為了保護國家安全的利益，我勸調查先生不要把 巧克力蛋糕事件說給任何人"。

雖然此案件的底細深遠可測，但是今日布希的發言人照例行記者會時，否認此事的 發生，將之歸於無稽之談。

This post has been modified by marshall.

Posted by: stephen **date:** 2001-07-13 03:13:00 ✏️ Edit ✏️ Save 🗑 Delete	如果是柯林頓而不是小布希佔據白宫，我問你，總統偷偷地吃的會是甚麼樣的蛋糕？

This post has been modified by stephen.

Posted by: marshall **date:** 2001-07-13 03:23:00 ✏️ Edit ✏️ Save 🗑 Delete	老弟，以我看，如果柯林頓當著總統跟江是個朋友，因為他連任三期是違憲的，也看中美關係不會緊張，因此就沒有送江澤民蛋糕的必要。你呢，你喜歡吃什麼樣的蛋糕？

Posted by: jesse **date:** 2001-07-13 03:53:00 ✏️ Edit ✏️ Save 🗑 Delete	原來是戴紹和布希第一批偷吃的。這真是BIPARTISAN合作。可惜合作的目的是犯罪。文仇，你竟保你體身的安全現在還有嗎？可能你已經可擔的是太多了。

臨然此案件的總組束便可条，低是今日有希的殺盲人開例行妃
者會嗎，否認此事的 發生，將之歸於無稽之談。

This post has been modified by marshall

Posted by: stephen
date: 2001-07-13 03:13:00

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如果是柯林頓府不是小布希佔據白宮，我問你，總統倫翰地吃的會是甚麼
樣的蛋糕？

This post has been modified by stephen

Posted by: marshall
date: 2001-07-13 03:23:00

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老田，以表看，如果柯林頓復任総疬這是羅睐皏，因為他建任三期電瘦裹的， 我看中美
關係不會聚事， 因此就沒有送江澤民蛋糕的必要。叻呢，你舍歡吃什麼樣 的蛋糕？

Posted by: jesse
date: 2001-07-13 03:53:00

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原来是戴紹和布希一起商的的。儘直讓BIPARTISAN合作、可惜合作的目的是紀票、文
你，你殖罪涉親身的安全現在威脅嗎？可能涉已綁架國的是太多了。

Posted by: john
date: 2001-07-13 04:11:00

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謝謝你，"巧克力" 先生！ 這個故事比我們在這個單元學的課文有意思得多。人能想象的故
事比真實社會中發生的要精更有趣。

Posted by: marshall
date: 2001-07-13 04:58:00

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最杰，你覺到 "合作" 一起新了她。我寫的時候就是現暗示這站。關於信賴。如果友 知道得
太多，你們也都知描。小心啊！

Jake,你的評論太客氣了。不過，現在等著老師和主考官來估價不得妄心，我怕會 被羞了。

Posted by: jiang
date: 2001-07-13 15:10:00

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很有想象力的故事，包有很深後寓意。語言通順，保持清華。可以發事！ 不過缺往意下面块
個句子

因為，我以總統的特權給予般龟綻款編俤損員和自己。=>因此，我以總統的特權給免費綻步
讓員和给自己。

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