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APPLICATION FOR GRANTS UNDER THE

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OMB No. 1840-0795, Expiration Date: 08/31/2010
Closing Date: APR 23, 2009

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U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 University of Hawaii

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 28,541	\$ 28,571	\$ 0	\$ 0	\$ 0	\$ 57,112
2. Fringe Benefits	\$ 3,657	\$ 3,639	\$ 0	\$ 0	\$ 0	\$ 7,296
3. Travel	\$ 8,900	\$ 3,700	\$ 0	\$ 0	\$ 0	\$ 12,600
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 17,622	\$ 500	\$ 0	\$ 0	\$ 0	\$ 18,122
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 12,928	\$ 18,928	\$ 0	\$ 0	\$ 0	\$ 31,856
9. Total Direct Costs (lines 1-8)	\$ 71,648	\$ 55,338	\$ 0	\$ 0	\$ 0	\$ 126,986
10. Indirect Costs*	\$ 14,760	\$ 11,400	\$ 0	\$ 0	\$ 0	\$ 26,160
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 86,408	\$ 66,738	\$ 0	\$ 0	\$ 0	\$ 153,146

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2008 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS
 (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 University of Hawaii

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 26,310	\$ 27,107	\$ 0	\$ 0	\$ 0	\$ 53,417
2. Fringe Benefits	\$ 5,788	\$ 5,964	\$ 0	\$ 0	\$ 0	\$ 11,752
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 32,098	\$ 33,071	\$ 0	\$ 0	\$ 0	\$ 65,169
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 32,098	\$ 33,071	\$ 0	\$ 0	\$ 0	\$ 65,169

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-abstract.pdf**

ABSTRACT

This project is part of a larger project to create a distance education clearing house for the Indonesian language. Three distance education courses for advanced Indonesian have been created under the terms of a former DoE grant. This project aims to add materials for intermediate Indonesian, which will be available as an online distance learning course, on interactive DVD-ROM, and as a textbook with CD. Each of the 15 course modules, covering one week of instructional time, will comprise the following:

1. An authentic text (incl. audio and video “texts”), and text related activities: Comprehension, vocabulary, and grammar exercises in a variety of formats, e.g. multiple choice, matching, cloze quiz, cross-word, sentence jumbled, text reconstruction etc.
2. A text related dialogue or interview (audio and video) with accompanying exercises (transcription and word list are also provided).
3. Written homework assignments.
- 4a. Pre- and Post-reading activities designed for online delivery.
- 4b. Pre- and Post-reading activities designed for in-classroom use
- 4c. Instructions and additional materials for the teacher (print & CD)

The proposed materials can be taught in a variety of educational settings: 1. as an online distance learning course, 2. a classroom based course with a self-study component, 3. as two separate courses, where one course is online, and the other is an adjunct classroom-based (offline) conversational course. This model has been successfully adopted at UH):

Thursday	Friday–Monday	Tuesday	Wednesday
OFFLINE	ONLINE	OFFLINE	ONLINE
Pre-Reading conversational activities	Discussion Forum & Reading/Listening and Interactive Online Activities	Post-Reading conversational activities	Homework Submission Quiz

This model has the advantage in that it enables every university in the US to offer courses in Indonesian at very low costs.

This modular, thematic, proficiency-based unit will be available as a distance learning course and as a textbook, enabling many thousands of Americans – students, professionals, scholars, heritage learners, and others who have a proficiency level of intermediate-low or intermediate to advance their proficiency in Indonesian towards an intermediate or higher intermediate level.

The materials, facilitating lifelong language learning, will be developed using the Communicative Language Teaching Approach combining various types of learning, i.e. interactive, learner-centered, cooperative, content- and task-based learning.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-projectnarrative.pdf**

1. NEED FOR THE PROJECT

The proposed project is an integral part of an ambitious wider project which aims to develop a nation-wide distance education clearing house for the Indonesian language catering to the large – yet dispersed – community of heritage learners, university students, government employees, scholars, professionals and other who wish to start learning or advance their proficiency in the Indonesian language.

The first part of the project, developed between 2004 and 2007 under an ED grant, has resulted in distance education courses for advanced Indonesian (<http://indonesian-online.com>). The proposed project is a logical continuation of the 2004–2007 project and aims to develop distance education courses for intermediate Indonesian.

The Center for Southeast Asian Studies at the University of Wisconsin (UW) has in recent years developed new teaching materials for beginning Indonesian (catering for semesters 1 to 2), while the Indonesian Language Program at the University of Hawaii (UH-ILP) has developed teaching materials for advanced Indonesian catering for semesters 5, 6, and 7. The yet unpublished UW materials are in traditional textbook format whereas the UH-ILP materials use a hybrid online-offline approach. The online distance learning component is already available to the public and the offline textbooks cum listening CD and interactive CD-ROM have recently been submitted to the publisher. What is missing are adequate intermediate teaching resources for semesters 3 and 4. The proposed project intends to partly cover the apparent lacuna by developing materials for the third and fourth semester while at the same time bridging the UW materials with the materials developed by UH-ILP to assure that students experience a

smooth transition from the elementary UW materials to the advanced UH-ILP materials not only in respect to grammar and vocabulary, but also to gradually introduce students to the authentic reading and listening approach on which the advanced UH online-offline hybrid courses are based.

INDONESIAN – A LANGUAGE CRITICAL TO U.S. NATIONAL SECURITY

The Indonesian language is one of the many dialects of the Malay language that are all mutually intelligible. The Indonesian-Malay language is the national language of four countries, i.e. Brunei, Indonesia, Malaysia, and Singapore, the main language of communication in East Timor, and an important minority language in Thailand. It is spoken by more than 80% of Indonesia's population of 220 million, and by about 20 million people in the five other countries. Indonesia is the largest Muslim country in the world, and Indonesian-Malay is spoken by approximately 15% of all Muslims, second only to Arab which has a slightly higher number of speakers. The importance of the Indonesian language is exemplified by the following statement by the linguist Prof. Dr. H. Steinhauer: "Whatever the future of Indonesia will be, Indonesian will remain a major world language and an essential means of access to the Southeast Asian area."

In 2001, the National Security Education Program surveyed federal foreign language needs and concluded that there are insufficient resources, and a lack of professional competency, for a number of languages. In regards to the 'areas of emphasis' that includes Indonesian, the report concluded that:

"The comments received in response to our survey, the interactions with officials from various agencies, and the congressional testimonies to the Senate Committee on Governmental Affairs reveal disjunctions between the existing demand for

language expertise in the federal sector and the corresponding capacity to meet those needs.”

Source: Congressional Record: March 22, 2001 (Senate) pp. S2723-S2725

Despite the apparent demand, the combined number of undergraduate and graduate students studying Indonesian and Malay in the US only increased from 229 in 2003 to 306 in 2006. Besides a lack of awareness of the importance of Indonesian one decisive factor causing the low enrolment numbers in Indonesian is the lack of opportunity to study the language. Distance learning has hence the potential to dramatically increase the number of students studying Indonesian.

2. POTENTIAL FOR THE USE OF MATERIALS IN PROGRAM TO OTHERS

Due to its versatility the proposed material can be used in a number of different national and international educational settings. It will developed primarily as a distance learning **online course** available to anyone in the country who wants to study the Indonesian language. This is especially important considering that the language can only be studied in three of the twenty largest cities in the United States, and that 35 of the 50 states do not have a single Indonesian language program.

The advantages to online study are as numerous as the circumstances of the students who enroll. Demanding schedules, constraints of geography and transportation, competing priorities and reluctance to interrupt a career are the primary motivators for enrolling in online programs.

The three offered UH-ILP online courses (for advanced Indonesian) have already attracted students from other Hawaiian islands, the US mainland, Asia, Australia, and Europe. This clearly shows that there is both a need and a demand for Internet based instruction for the Indonesian language.

The material will also be made available as a **textbook** that can be used by any university offering Indonesian in the United States, the Intensive Indonesian Abroad Program of the *Consortium for the Teaching of Indonesian and Malay* (COTIM), the in-country USINDO program, and the intensive Indonesian language training program of the *Southeast Asian Studies Summer Institute* (SEASSI). It will also be available on an **interactive CD-ROM** – highly suitable for self-study by those who want to advance their competence in Indonesian on the basis of authentic reading and listening materials but

who do not have easy access to regularly taught classes, and who also do not want to be bound by the strict regime of a distance education course with its deadlines for submitting homework assignments, quizzes, etc.

There are three main target groups who will benefit from the courses developed by this project:

1. Students of universities and other institutions teaching the Indonesian language such as the study abroad program of the *Consortium for the Teaching of Indonesian and Malay* (COTIM), the USINDO in-country program, or the domestic *Southeast Asian Studies Summer Institute* (SEASSI).
2. The rapidly growing community of heritage learners – second and third generation Indonesians and Malaysians with American citizenship who are interested in learning about their parents' cultures.
3. Professionals, academics, and government officials who need to further their skills but only have time in the evenings or during the weekend.

The proposed teaching materials are not designed as grammar-based fixed "full-service packages", but as modular, thematic, proficiency-based units. The flexibility of modular units allows instructors to adapt the material, or parts of it, to the individual needs of their classes. The high degree of adaptability will make the material attractive to universities that are already offering courses in Indonesian.

3. ACCOUNT OF RELATED MATERIALS

Listed are only publications published within the last 25 years catering for students at the intermediate level. Excluded are publications that only present texts in the Indonesian language, either with an English translation or with a glossary. These resources are not suitable for students at the intermediate level.

1. Wolff, John U, *Beginning Indonesian through Self Instruction Book 3*, Cornell University: Southeast Asia Program. 1984. Of the ten lessons, the last five lessons cater to the same level as the proposed materials. In the last few years, the book has become available on CD-ROM but the materials remained unchanged reflecting the language as it was used in the 1980s.

Year	Methodology	Readings	Authentic Texts	Listening Exercises	Interactivity
1984 2000	audio-lingual	very few	No	CD	limited

2. Mintz, Malcolm. *Readings in Indonesian Culture*. Singapore. EPB Publishers.

Year	Methodology	Readings	Authentic Texts	Listening Exercises	Interactivity
1996	audio-lingual	yes	Yes	limited	no

3. Rafferty, Ellen, James T. Collins, Erlin Susanti Barnard et al., *Nah, Baca! Authentic Indonesian Readings: Teachers' Edition [and] Student Workbook [and] Reading Packet [Volume: 2]*, University of Hawaii Second Language Teaching & Curriculum Center. Contains 32 readings from print media.

Year	Methodology	Readings	Authentic Texts	Listening Exercises	Interactivity
1999	communicative	yes	Yes	no	no

Two of the three above mentioned books (No.1 and No. 2) are rooted in the teaching framework and methodology of the 1960s and 1970s and do not meet the requirements of a modern classroom where learner-centered, problem-based, technology-supported multi-media teaching materials are becoming the rule.

John Wolff's *Beginning Indonesian*, although now available on CD with some video footage, is professionally designed but it disappoints in that the language has not been updated despite the fact that the Indonesian language underwent a rapid development over the last 20 years. The two volumes are centered on dialogues (in a particular dialect of the Indonesian language spoken in East Java in the late 1970s). None of the few readings are authentic texts; emphasis is on repetition and drills.

Similar to Wolff, the author of *Readings in Indonesian Culture* is a linguist, but with no grounding in modern second language teaching methodology. The twelve texts all deal with traditional cultures covering topics such as marriage customs, traditional religions, and kinship systems of various Indonesian people, and do not even touch on issues in contemporary Indonesian culture.

The only publication that is rooted in recent teaching methodology is No. 3. However, the publication has a few shortcomings. The most disturbing is that the materials were published without sufficient pre-testing. Instructions are often not coherent, some exercises are incomplete, and generally the books are also not very appealing in that the texts (usually taken from newspapers or magazines) have been photocopied resulting in texts that are difficult to read and images of very low quality.

The proposed material will hence not duplicate in any way the existing, and by now rather redundant, materials, but create, for the first time, learner-centered, task-based, and technology enhanced teaching materials for intermediate Indonesian.

4. LIKELIHOOD OF ACHIEVING RESULTS

Objectives

To serve the community of teachers and learners of Indonesian by creating multi-functional, modular, thematic, learner-centered units for autonomous, yet collaborative technology-assisted language learning aimed at speakers with lower intermediate proficiency, that can be used in a variety of instructional settings. The units cover a wide range of topics relevant to students of Indonesian introducing them to various aspects of contemporary Indonesian society. The genres from which the texts are chosen range from short articles from the contemporary press to excerpts from literary texts, but also include a variety of audio-visual materials that are partly custom-made and partly adopted from the contemporary Indonesian media.

Methods & Technologies

In terms of language teaching methodology the materials will be developed using the communicative approach by making use of real-life situations that necessitate communication. The communicative approach will be applied through pedagogy driven Technology Enhanced Language Learning (TELL), with emphasis on language teaching methodologies that can be implemented successfully with the aid of technologies to engage, stimulate, and motivate students, and to facilitate the learning process. Emphasis will be on authentic, meaningful, interactive, student-centered, Web-based learning activities emphasizing tasks, not texts, learning by doing, and collaborative learning.

It has been demonstrated empirically that it is design principles that underlie successful learning rather than any particular delivery system. Because the use of one particular software can impose severe constraints undermining the pedagogy driven approach, we will use a variety of educational technologies with the condition that they must be SCORM compatible (Sharable Content Object Reference Model –the technical standards for learning content that can be used in a variety of different systems). A pedagogically sound authoring tool is the recently launched eXe-learning environment developed by the University of Auckland that we will use in combination with Hot Potatoes developed by the University of Victoria, and some commercial educational software such as Macromedia Studio. SCORM compatibility is crucial to assure that the developed materials can be used in all SCORM compatible Learning Management Systems such as Moodle, Sakai, Blackboard, WebCT, and others (not all LMS are currently SCORM compatible but it is foreseeable that within a few years most LSM will either become SCORM compatible or vanish).

Most audio-visual footages will be recorded in Indonesia using a portable digital recording studio. The studio will be used to create mp4 movie files as part of the distance learning online class, and podcasts – media files that are distributed over the Internet using syndication feeds, for playback on portable media players and personal computers.

Feasibility

The principal investigator (PI) has for the last five years worked on similar instructional materials and has gained sufficient experience, especially in the field of

designing web-based distance learning courses. For a short description of the hitherto developed courses and a summary of student evaluations see <http://indonesian-online.htm>. To explore the actual course as it is been taught connect to <http://laulima.hawaii.edu> with username `indonesian.elearning@gmail.com` and password `1355847552`. Note, however, that the technologically relatively simple approach that we have taken is suitable for advanced Indonesian, but less so for lower-level courses where more emphasis needs to be placed on the visual aspects of language learning and where technologies generally need to be more demanding (use of FLASH applications etc.).

Based on his previous experiences the PI has a good judgment on what can be achieved during the term of the proposed grant.

The PI is assisted by two Indonesian-speaking methodologists. One of the two is Stephen Tschudi, instructional specialist at the National Foreign Language Resource Center at UHM, who is also an expert in instructional technology. The other methodologist is Maren Behrend, a specialist in foreign language teaching pedagogy with years of experience as a teacher trainer and course developer who has assisted the PI in designing the three textbooks/online courses for advanced Indonesian in 2003-2007. The PI is also supported by Dr. Hayo Reinders from the Department of Second Language Studies, UHM, who will serve as an advisor in instructional technology.

The project is strongly supported by the UHM National Foreign Language Resource Center (NFLRC), the Center for Southeast Asian Studies (CSEAS), the Department of Second Language Studies (SLS), the Center for Instructional Support (CIS), the College

of Languages, Linguistics, and Literatures (LLL), and the Language Learning Center (LLC). Faculty and staff from NFLRC, SLS, CIS, and LLL are available to support the project team with technological as well as pedagogical expertise.

The PI is also assisted by a team of language teachers who are all native speakers and have university degrees in education. Each member of the team has been working with the PI for years, in Hawaii and in Indonesia. All team members are experienced in instructional technologies.

Over the years the PI and the core development team have build up an extensive network in Indonesia that allows us to quickly find appropriate support as needed. We are connected with experts in desktop publishing, graphic design, and web page design, as well as photographers, audio and video studios, a drawer, and even a cartoonist.

5. EXPECTED CONTRIBUTION TO OTHER PROGRAMS

Distance education is desired and useful for second language acquisition, especially for languages that are not commonly taught at most universities. Online language learning provides an opportunity for any given university to offer courses in any language by combining scattered groups of learners from diverse locations. Universities who hitherto do not have an Indonesian language course, and are reluctant to offer Indonesian due to the limited commercial benefit in offering a less frequently taught language, will be able to offer Indonesian by having their students enrolled in an online course administered by our language program (students can enroll through the UHM Outreach College and then get the course credited by their own university). Universities can also offer a conversational adjunct course meeting twice per week for pre-reading and post-reading activities using the materials developed under the proposed project, which are supplied on a CD-ROM and also part of the printed Teacher's Book. This includes concise instructions for the teacher with a variety of linguistic activities, student handouts and worksheets. Since the pre- and post reading activities are all clearly laid out covering virtually every minute and every aspect of the lesson, it will be sufficient if the university hires a native speaker to teach the course. The benefit for the university is that it can offer an additional language, i.e. Indonesian, at minimal costs while still ensuring that students enjoy a high-quality course. Eventually this may lead to the establishment of a fully-fledged language program.

Every university also has the option to use the developed materials on their own server by incorporating it into their own Learning Management System (LMS). This can

be done easily since the materials will be SCORM compatible, and can be uploaded to all SCORM compatible LMS.

While this may sound a bit optimistic, one needs to take into consideration that the Institute of International Education (IIE) has, in cooperation with the U.S. Department of State's Bureau of Educational and Cultural Affairs, expanded the Foreign Language Teaching Assistant (FLTA) Program for critical languages to include teaching assistants in Indonesian. Universities hence do have the opportunity to apply for an Indonesian FLTA, which usually are qualified language teachers, and which they can get without cost. The FLTAs all have a degree in foreign language teaching, but in almost all cases they used to teach English in their home country. While being qualified foreign language teachers, they typically have no experience in teaching their own native language, and have little if any knowledge of existing teaching materials.

The Indonesian Language Program at UHM has cooperated with IIE for many years, and we are keeping them abreast of the state of development of teaching materials that we are currently working on, and encouraging their FLTAs to use our materials in whatever educational setting the FLTA-hosting university prefers: online or in a traditional classroom setting. IIE is strongly supportive of our current initiative (see the attached letter of support).

At the moment we are only able to offer materials for upper-intermediate and advanced Indonesian that have been developed through a previous DoE grant. The proposed materials will expand this to the intermediate level.

6. PLAN OF OPERATION

Development Workshop Dec 2009 (4 weeks)

The four week long workshop will be held in the Indonesian city of Yogyakarta and will be attended by the core development team, a Fulbright-IIE teaching assistant (FLTA), and a methodologist. Suitable texts of a variety of kinds will be selected, including letters, advertisements, cartoons, articles from the contemporary media, as well as short audio and video footages from Indonesian television and radio stations in order to incorporate into the curriculum. It is expected that about six of the 15 units can be developed during the course of the workshop, and three further units will be developed between Jan and June 10. During the workshop some of the developed units will also be test-taught as described under “12 Provisions”.

Year 1 Sep 09 – Aug 10	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Development Workshop												
Material Development												
Online production												
AV Production												
Test teaching (offline)												

Year 2 Sep 10 – Aug 11	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Online production												
AV Production												
Test teaching (online)												
Evaluation												
Final Evaluation Report												
Final Revision												
Offline Production												
Final Online Production												

Production Phase 1 (Jan - June 2010)

Immediately following the workshop, the developed materials will be sent to the external evaluator who will submit a report by the end of January 2010.

Commencing in January 2010, the produced materials will be integrated into an e-learning system that supports a diverse set of pedagogical requirements as well as the design of activities based on state-of-the-art pedagogical approaches such as constructive learning, collaborative learning etc. Such a system must also adhere to the Authoring Tool Accessibility Guidelines, and must be SCORM compatible. The open source XHTML editor eXe-learning appears to be the most advanced SCORM compatible authoring tool.

The texts are enhanced with topic-related short audio and video dialogues and interviews, which will also be produced during this time.

Development Workshop July 2010

The remaining six units will be developed and most of them also test-taught. Previously developed units will be revised based on the advice of the methodologists. A number of short audio interviews and videos (1-3 minutes) will be recorded and edited. These are audio and video footages that can only be recorded in Indonesia. Permission from copyright owners to reproduce the materials will also be requested during the time of the workshop.

Production Phase 2 (Aug - Dec 2010)

Continuation of material integration into the e-learning system. Final production of audio and video materials. Checking the developed web pages for web accessibility according to the WAI guidelines.

Test teaching (Jan - Apr 2010)

The materials will be uploaded to the Learning Management System and test taught during Spring 2010. An external evaluator will enroll in the course to provide the development team with weekly evaluation reports from a student's perspective.

Revision 1 (May - Jun 2010)

The materials will be revised based on the weekly evaluation reports and the final evaluation.

Equal access treatment

Only courseware authoring tools adhering to the Authoring Tool Accessibility Guidelines of the Web Accessibility Initiative (WAI) will be used to assure that the proposed materials will provide maximal accessibility for people with disabilities. Compliance with the WAI guidelines will be monitored in that all developed web pages have to undergo an accessibility check using the Web Accessibility Checker, which evaluates Web pages and produces a report of all accessibility problems (<http://checker.atrc.utoronto.ca/>).

7. QUALITY OF PERSONNEL

Uli Kozok, Principal Investigator, has a PhD in Indonesian (Hamburg 1994) and more than ten years teaching experience (Hamburg University, 1993–1994, University of Auckland, 1994 - 2001, University of Hawaii, (2001–present)). He is author of more than 50 publications, including books, book sections, articles, reviews, software, and a number of electronic publications. He is well-versed in computer-assisted language-learning and abreast of recent trends in the development of educational technology. He has developed three online courses for advanced Indonesian attended by students from four continents. Dr. Kozok will devote 40% of his time to the project.

Stephen Tschudi, Instructor in Technology for Foreign Language Education in the College of Languages, Linguistics, and Literatures at UH, is a specialist for developing distance learning applications for second language acquisition, and coordinator of distance language courses offered at UH. He will spend at least 10% of his time to the project. In the last three years the UH NFLRC where Stephen is employed, has given him on top of the 10% one month special leave to assist the PI developing the materials in Indonesia. The NFLRC has indicated that they wish to continue this cooperation (through which Stephen has already gained a good degree of proficiency) as it is mutually beneficial, but so far they were unable to firmly commit themselves.

Maren Behrend, Assistant Director of Studies of the Language Centre of the University of Auckland, New Zealand, has a B.A. from Brigham Young University majoring in French, and Secondary Education, and an M.A. in Applied Language Teaching, Auckland University. She has conducted several courses and workshops

pertaining to Second Language Acquisition, and is a proficient speaker of Indonesian. She will be hired for a total length of three months.

Indrianti Tjan, Indonesian language instructor at the National University of Singapore has a B.A in education from Sanata Dharma University and an M.A. from Boston University. She has many years of experience in teaching Indonesian as a foreign language at Sanata Dharma University, the University of Hawaii, and now at NUS. She is also experienced in material development and program assessment.

Hong Sing Tjoa M.A. Auckland, **Nelly Martin** M.A. Ohio State (pending), **Riza Lestari** M.A. University of Indonesia, **Hesti Hapsari** B.A. Sanata Dharma, **Helen Wong** B.A. Satya Wacana University, **Febrina Marisyah** B.A. University of North Sumatra, are all native speakers of Indonesian. All have degrees in education and have contributed in the development of previous online courses for advanced Indonesian. They have ample experience in developing instructional materials, and are well-versed in instructional technologies. They will be hired for lengths of time ranging from two to six months.

BUDGET AND COST EFFECTIVENESS

All efforts have been made to keep the cost of this project to a minimum while maintaining the standard and quality. This will be achieved by efficiently using resources and employing competent, highly experienced personnel.

Funds are requested for compensation of time spent on the project (salary and honoraria), travel and supplies.

I. PERSONNEL

1. Federal funds are requested for lecturer release time based on UH instructor pay rate for six credit hours in the first and second year. Federal funds are also requested to cover the PI's two months summer salary in the first and second year.
2. Copy Editor: The copy editor will be responsible for reviewing, correcting, and editing all text in the English language.
3. Data Input Assistants: A native speaker of Indonesian is needed to assist the PI in the material development and online production phase for data input; specifically typing, scanning, and character recognition.

III. TRAVEL

The PI has to travel three times to Indonesia. The first two trips (35 days each) are for the development workshops in December 2009 and July 2011. The third trip is for the offline production phase where the PI has to oversee the production of the textbook (40 days). The PI is during the first two trips accompanied by the methodologist.

V. SUPPLIES

Funds are requested for a portable video studio, lighting and audio equipment, video editing hardware, and supportive software, and for four low-end laptop computers for the workshops. In previous years we have rented equipment in Indonesia. However, the computers were virus-infested, and hardware components were faulty or not compatible with each other. It is safer, and it saves time, to purchase reliable new materials rather than renting equipment of questionable quality.

VIII. OTHER

- a. In order to produce cutting-edge materials that are compliant with recent approaches and methods in technology enhanced language learning it is essential to have the assistance of a qualified methodologist. The honorarium of the methodologist is based on her current salary. She will be hired for three months.
- b. The external evaluator writes the final evaluation report, and will also enroll in the online-course during the test-teaching phase to evaluate the course from a student's perspective.
- c. A photographer will be hired during the two development workshops to provide professional photographs to enhance text and sound with pictures.
- d. The textbook will be designed in Indonesia by professional desktop-publishing specialists and graphic designers.
- e. The web sites for the online course, and the interface for the interactive CD will be professionally designed by a company in Indonesia in accord with the Web Accessibility Initiative guidelines to achieve a user-friendly interface guaranteeing accessibility for disabled users.

- f. The members of the development team will receive an honorarium based on their level of expertise and experience.
- g. The textbook design will be supervised by the PI and a member of the development team.
- h. According to our experience the rental fee for adequate facilities in Indonesia is about \$1700 per month.

9. EVALUATION PLAN

1. During the development phase the development team will be guided by the “Rubric for Online Instruction” (Chico State University 2002) and the “Criteria for Evaluating the Quality of Online Courses” developed by Clayton R. Wright (Grant MacEwan Community College, Edmonton, Alberta) to assist educators in evaluating the effectiveness of online courses.
2. The course will be evaluated by an independent external evaluator during “Pre-testing Phase 2” using a checklist of about 150 items based on Wright’s criteria.
3. During the same phase each of the 15 course modules will be evaluated by participating students who are required to submit a weekly feedback form containing agree/disagree and open ended questions. Students will be asked whether they found the text and activities interesting, and to identify aspects of the course module that they found less effective. To assure that we receive adequate feedback students get extra credit for a meaningful completion of the weekly questionnaire.
4. An independent evaluator will evaluate the product during the final phase of the project. This will allow us to implement changes before the final products are disseminated. The following criteria will be used:

General information: At the beginning of the course, are learners provided with general information that will assist them in completing the course and in understanding its objectives and procedures?

Accessibility: How accessible is the course material? Can learners find information quickly?

Organization: Is the material organized in such a manner that learners can discern relationships between parts of the course?

Language: Is the level of the language used appropriate for the intended audience?

Layout: Does the layout facilitate learning? Is the material attractive and appropriate for the course content and the intended audience?

Goals and Objectives: Are goals and objectives provided to outline learning expectations at the beginning of the course and, where appropriate, at the beginning of each module?

Course Content: Is the content appropriate, given the subject matter and the learners' backgrounds and abilities?

Instructional or learning strategies: Do the instructional or learning strategies enable learners to learn effectively in a variety of ways and to engage in activities that promote practice and the transfer of skills?

Learning Resources: Are the learning resources accessible, appropriate, and accurate?

Evaluation: Are the evaluative activities feasible, relevant, accurate, and congruent with the objectives, content, and practical applications of the content?

Overall: Is there evidence that the course has been piloted and that learners can achieve the objectives of the course?

10. ADEQUACY OF RESOURCES

The University of Hawai'i at Manoa (UHM) provides all the scholarly resources needed for the project. The University of Hawaii is one of the leading universities in the field of language teaching and research, especially in the Asia-Pacific region. Experts and specialists in this area are hosted in the Center for Southeast Asian Studies (CSEAS), the National Foreign Language Resource Center (NFLRC), the Second Language Studies Department (SLS), the Language Learning and Curriculum Center (LLC), and in the various departments of the College of Languages, Linguistics, and Literatures (LLL). The project team will closely collaborate with NFLRC, SLS, CIS, and LLL faculty and staff and draw from their expertise in instructional technology, pedagogy and methodology.

The UH Indonesian Language Program (UH-ILP) is one of the oldest and the largest Indonesian language program in the country, and the only program to offer a comprehensive course of four years of instruction in the Indonesian language including three distance learning e-courses. For the last six years the UH-ILP has received generous support by Fulbright IIE providing us with Foreign Language Teaching Assistants (FLTAs) with university degrees in education or second language studies.

Supplies needed to carry out the project that are not provided by the university are requested in this proposal (see Section 8, *Budget*). The proposed project has hence sufficient facilities and resources to carry out its goals.

11. DESCRIPTION OF FINAL FORMAT

A one semester long, modular, thematic, proficiency-based unit aimed for speakers with lower intermediate proficiency, in which the four skill areas (reading, writing, listening, and speaking) are integrated. The unit consists of 15 thematic topics focusing on texts from the contemporary media and complemented with listening exercises based on short audio or video clips, a variety of linguistic exercises, and a resource book for teachers with pre-reading and post-reading activities for each topic complete with student handouts and worksheets, slide shows and other multi-media materials.

The materials will be available in three different formats:

1. Distance Education e-learning course

- A. The course will be taught as an e-course by the Indonesian Language Program of the University of Hawaii at Manoa, and can be taken by any interested person regardless of whether the person is enrolled as a UHM student or not. As long as the person fulfills the minimum language requirement, she/he can enroll from anywhere in the world.
- B. The materials can also be adopted as distance learning courses by any other university in the country.

2. Textbook

The materials will also be available as a traditional textbook including a DVD-ROM containing the audio and video clips, and the teacher's resource book.

3. Interactive CD-ROM

The materials will also be made available as an interactive CD-ROM suitable for self-study.

The proposed materials can hence be used in a variety of educational settings:

MODEL 1 (distance learning online course) Suggested credit points: 2

Thursday	Friday - Tuesday	Wednesday
MODE OF DELIVERY: ONLINE		
Discussion Forum	Reading/Listening and Interactive Online Activities	Homework Submission & Quiz

Each course module should start towards the end of the week to allow students to work on the self-study component (online or offline) during the weekend.

MODEL 2 (Classroom based course with self-study component)

Thursday	Friday - Monday	Tuesday	Wednesday
MODE OF DELIVERY: OFFLINE			
Pre-Reading conversational activities	Self-study (Reading/Listening and Interactive Activities on CD-ROM)	Post-Reading conversational activities	Homework Submission Quiz

The flexibility of the modular unit allows instructors who do not opt for the Internet-based version to adapt the material, or parts of it, to the needs of their classes.

MODEL 3 (Online course with conversational offline tandem course)

Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday
OFFLINE	ONLINE				OFFLINE	ONLINE
Pre-Reading conversational activities	Discussion Forum & Reading/Listening and Interactive Online Activities				Post-Reading conversational activities	Homework Submission Quiz

This is the model that we have adopted in Hawaii. It incorporates Model 1, which is taught as a two-credit course (distance education students can only take this course), and a second 2-credit tandem classroom-based conversational course (offline) available for local students.

12. PROVISIONS FOR PRETESTING AND REVISION

We will follow the same procedure for pre-testing and revision that we successfully applied when we developed instructional materials for advanced Indonesian:

Pre-testing Phase 1

During the developmental phase there will be two intensive workshops of four weeks each in Indonesia where the materials will be developed and pre-tested. The workshops will be attended by the core team, and 1-2 IIE Foreign Language Teaching Assistants (FLTA). The FLTA will test-teach the developed materials to a small group of 2-3 students including the methodologist. This procedure allows us to test-teach the materials before they are test-taught in class, and to obtain instant feedback from instructors, students, and the methodologist.

Pre-testing Phase 2

Once the materials have been developed and have undergone the pre-testing phase 1, they are test-taught in class (offline) in Spring 2010.

Revision Phase 1

The materials developed during the first workshop (Dec. 2009) will be revised during the 2nd workshop in July 2010.

Pre-testing Phase 2

After the materials have been fully developed, they will be uploaded to the Learning Management System (at UHM we use Sakai) and test-taught as a regular class. Regular feedback is elicited from participating students (see: 9 “Evaluation Plan”).

The class will also be monitored by an external evaluator who enrolls as a student and fully participates in the course. The external evaluator will submit weekly reports with suggestions for improvement for each course module, and will also submit a lengthy final report upon completion of the course.

Revision Phase 2

Based on the student feedbacks and the external evaluator's final report the materials will be revised.

Further Testing and Revision

One of the major advantages of developing online materials is that they can be continuously revised and enhanced.

13. COMPETITIVE PREFERENCE PRIORITY

The proposal meets the Competitive preference priority. i.e. the development of specialized instructional materials focused in selected LCTLs. Indonesian is included in the list of 78 selected LCTLs.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-curricula-vitae.pdf**

CURRICULUM VITAE

Uli Kozok

Nationality: German. Permanent Resident of New Zealand. Permanent Resident of the United States.

Academic Qualifications:

- 1994 Ph.D. (magna cum laude) in Batak languages and literatures (University of Hamburg, Faculty of Oriental Studies, Department of Austronesian Languages and Cultures).
- 1989 M.A. in Indonesian, Malay and Batak languages and literatures, Archaeology and Anthropology (University of Hamburg).

Employment History

- 2005– Associate Professor in Indonesian and Indonesian Language Coordinator, HIPLL, UHM.
- 2001–2005 Assistant Professor in Indonesian and Indonesian Language Coordinator, Department of Hawaiian and Indo- Pacific Languages and Literatures, College of College of Languages, Linguistics, and Literature, University of Hawai'i at Manoa, USA.
- 2000–2001 Senior Lecturer (equivalent to Associate Professor) School of Asian Studies, Faculty of Arts, University of Auckland, New Zealand (promoted 1 February 2000).
- 1994–1999 Lecturer (equivalent to Assistant Professor) in Indonesian, Department of Asian Languages and Literatures, Faculty of Arts, University of Auckland, New Zealand (Date of Tenure: February 1998).
- 1993–1994 University of Hamburg – Part Time Lecturer.
- 1993 Guest Lecturer at the Carl v. Ossietzky-University, Oldenburg (Germany).
- 1990–1991 University of North Sumatra – Honorary Lecturer.
- 1988–1989 Teachers' Training College, Medan – Full-time Lecturer.
- 1987 Short time employment (6 months), archaeological excavation in Biberach (Germany).

Related Activities:

- 2006 Honorary Visiting Scholar. School of Asian Studies, the University of Auckland (May-Aug).
- 2006 Coordinator and organizer of the Distance Learning Workshop, Yogyakarta, Indonesia (July 2006)
- 2005 Appointed by the Malaysian Minister of Education as the representative of North America in the International Council for Malay Language
- 2005 Coordinator and organizer of the Distance Learning Workshop, Yogyakarta, Indonesia (July 2005)
- 2005 Honorary Visiting Scholar. School of Asian Studies, the University of Auckland (May-Aug).
- 2004 Convenor of the Workshop "Lokakarya Terjemahan Naskah Tanjung Tanah (Workshop for the translation of the Tanjung Tanah manuscript)". Wisma Makara. University of Indonesia, Jakarta, 13-17 December 2004.
- 2003 Coordinator of the Intensive Indonesian Language Program of the Consortium for the Teaching of Indonesian and Malay (COTIM), Manado May – August 2003.
- 2002 Appointed by the Malaysian Minister of Education as an observer representing the USA in the International Council for Malay Language.
- 2000 Appointed by the Malaysian Minister of Education as New Zealand representative in the International Council for Malay Language.
- 1998-2001 Head of Indonesian Section, Department of Asian Languages and Cultures, University of Auckland
- 1996 Coordinator of a summer school programme for New Zealand university students in cooperation with Gadjah Mada University.
- 1996 Participated in the University of Auckland mission to Yogyakarta for talks with Gadjah Mada University on exchange programs under the umbrella of a new Memorandum of Understanding. Visited Sam Ratulangi University in Manado to explore the possibility of a summer school program.
- 1991-1992 Study and research activities at the University of Leiden and the Royal Institute of Linguistics and Anthropology, Leiden, Netherlands sponsored by the Netherlands Organisation for International Cooperation in Higher Education and the Erasmus program of the European Community.
- 1990-1991 Fieldwork in North Sumatra: "Regional history and oral literature among the Batak" sponsored by the German Academic Exchange Service (DAAD).

1983-1985 Exchange student at the University of North Sumatra, Medan (German Academic Exchange Service DAAD scholarship).

Professional memberships:

2004-2006 Appointment to International Advisory Board of *Electronic Journal of Foreign Language Teaching (e-FLT)*. Singapore

2002 Council of Teachers of Southeast Asian Languages (COTSEAL).

2001 Consortium for the Teaching of Indonesian and Malay (COTIM).

2000 International Council for Malay Language – Majlis Antarabangsa Bahasa Melayu (MABM), Kuala Lumpur, Malaysia.

1999 New Zealand Society of Translators and Interpreters (NZSTI).

1998 Association for Asian Studies (AAS).

1998 Masyarakat Pernikahan Nusantara (MANASSA), Indonesia.

1997 Appointment to Editorial advisory board, *Indonesia and the Malay World*, School of Oriental and African Studies.

1996 The Australian Society of Indonesian Language Educators (ASILE).

1994 New Zealand Association of Asian Studies.

1994 European Association of Southeast Asian Studies (EUROSEAS).

1991 Royal Institute of Linguistics and Anthropology (KITLV), Leiden, NL.

Languages: German (native), Indonesian (native-like), English (fluent), Dutch, Karo-Batak (semi-fluent), Toba-Batak, Simalungun-Batak, Mandailing-Batak (good reading skills) Latin, Classical Greek. I also have a good knowledge of some dialects of the Indonesian-Malay language, including Malaysian and Manado Malay.

Supportive Professional Skills

Excellent computer knowledge, including standard office applications, image and sound editing, and the Internet programming and scripting languages HTML and Java script. Good photographic and excellent video skills, including video editing.

Chief fields of interest:

Paleography of Island Southeast Asia (especially Indonesia and the Philippines). Prehistory of Southeast Asia and Oceania. Southeast Asian Literature. Modern Indonesian culture and society. Distance Education. Computer-assisted language learning. Sumatran philology and oral literature (especially Batak, Bengkulu, and Kerinci).

Extramural funding

"Virtual Teaching Modules for Distance Education in Advanced Indonesian". US Department of Education. International Research and Studies program. Sum awarded: \$ 171,769.
Principal Investigator

US Ambassador's Fund for Cultural Preservation. Department of State. Sum awarded: \$18,432.

Selected Publications (2002-2007):

Books

- Kozok, Uli. 2006. *Kitab undang-undang Tanjung Tanah : Naskah Melayu yang tertua*. Jakarta: Yayasan Naskah Nusantara, Yayasan Obor Indonesia. xviii +156pp.
- Kozok, Uli. 2005. Reference list to the Bataksch – Dutch dictionary by H.N. van der Tuuk (Daftar rujukan untuk kamus bahasa Batak – Belanda oleh H.N. van der Tuuk. Jakarta: Wedatama Widya Ssatra. 102pp.
- Kozok, Uli. 2004. *The Tanjung Tanah Code of Law: The Oldest Extant Malay Manuscript*. Cambridge: St Catharine's College and the University Press. 2004. 127pp.

Books in progress / forthcoming

- Kozok, Uli. [forthcoming]. Two Malay Legal Codes from the 14th and 17th century. With contributions by Thomas Hunter and Waruno Mahdi. Singapore: National University Press (ca. 250p.)
- Kozok, Uli. [forthcoming]. *Yang tersirat dan yang tersurat - Readings in contemporary media and literature*. Modular teaching resources for intermediate-advanced Indonesian. 2 Volumes (ca. 400p.)
- Kozok, Uli. [forthcoming]. *Ada apa dengan Cinta: Teaching Resources for Advanced Indonesian*. ca. 100p.
- Kozok, Uli. [forthcoming]. *Aku Anak Siapa: Potret Anak Jalanan di Yogyakarta*. Modular Teaching Resources for Upper-Intermediate Indonesian based on interviews with street children by Juliani Wahjana (Radio Nederland). ca. 200p.
- Kozok, Uli. [forthcoming]. *Die Bataksche Klage: Toten-, Hochzeits- und Liebesklagen in oraler und schriftlicher Tradition*. 2 vols. Wiesbaden: Harrasowitz. ca. 700p.
- Kozok, Uli, Masdi Soenardi, and Suzanne Weatherburn. [forthcoming]. *Pak Bei. A Linguistic and Cross-Cultural Exploration of Indonesia*. Jakarta: Gramedia. ca. 100p.

Book Sections

- Kozok, Uli. 2004. Tempat-tempat perkembangan sastra Melayu: Kerinci. In E. Sedyawati and Dendy Sugono (eds.), *Sastra Melayu Lintas Daerah*. pp. 133-146. Jakarta: Pusat Bahasa, Departemen Pendidikan Nasional
- Kozok, Uli. 2004. Aksara Melayu Pra-Islam. In E. Sedyawati and Dendy Sugono (eds.), *Sastra Melayu Lintas Daerah*. pp. 18-24. Jakarta: Pusat Bahasa, Departemen Pendidikan Nasional

Book Sections in progress / forthcoming

- Kozok, Uli. [forthcoming]. Sejarah terjemahan di tanah Batak. In H. Chambert Loir, *Sejarah terjemahan di Indonesia dan Malaysia*, pp.
- Kozok, Uli. [forthcoming]. Translations into Batak Languages 1859 - Today. In H. Chambert Loir, *A history of translation in Indonesia and Malaysia*, pp.
- Kozok, Uli. [forthcoming]. Aksara Sumatra. In H. Chambert Loir, *Sejarah terjemahan di Indonesia dan Malaysia*, pp.
- Kozok, Uli. [forthcoming]. The translation of scripts: writing systems of the Indonesian world - The scripts of Sumatra. In H. Chambert Loir, *A history of translation in Indonesia and Malaysia*, pp.

Articles

- Kozok, Uli. 2004. A 14th Century Malay Manuscript from Kerinci. *Archipel* 67, Paris, pp. 37-55.
- Kozok, Uli. 2003. Batak Handschriften des Linden-Museums. *Tribus - Jahrbuch des Linden-Museums Stuttgart* 52.
- Kozok, Uli. 2003. The Esthetics of Suffering: Two Karo Batak Laments from the Collection of Harley Harris Bartlett. *Archipel* 65, Paris, pp. 123-143.

Reviews

- Kozok, Uli. 2003. Collins, James T. Malay, world language; A short history. Kuala Lumpur: Dewan Bahasa dan Pustaka, 2000, xii + 101 pp. [Second edition.] ISBN 983626034. Price: MYR 10.00. *Bijdragen tot de Taal-, Land- en Volkenkunde* 159 (1). pp. 217-219.
- Kozok, Uli. 2003. Een vorst onder de taalgeleerden. Herman Neubronner van der Tuuk. Afgevaardigde voor Indië van het Nederlandsch Bijbelgenootschap 1847-1873. By Kees Groeneboer. *Journal of Southeast Asian Studies* 35. pp. 368-369.
- Kozok, Uli. 2002. Martin E. Lehmann. A Biographical Study of Ingwer Ludwig Nommensen (1834-1918), Pioneer Missionary to the Bataks of Sumatra. *Studies in the History of Missions* 13, Lewiston/Queenton/Lampeter: Edwin Mellen Press 1996. *Review of Indonesian and Malaysian Affairs* 36 (1), pp. 79-82.
- Kozok, Uli. 2002. Keren! Indonesian 1. By Ian J. White. *Journal of Southeast Asian Studies* 34. pp. 581-583.



Curriculum Vitae

maren olsen behrend

maren_online@yahoo.com or maren@akldlang.co.nz

Current Position:

Teacher Trainer and Assistant Director of Studies, GEOS Auckland Language Centre, Auckland, New Zealand.

Degrees & Qualifications:

- 1978 B.A. Brigham Young University. French, Secondary Education major, with English, Secondary Education minor. Graduated *Magna Cum Laude* with Honors.
- 2002 M.A. in Applied Language Teaching, University of Auckland. Dissertation: "Evidence of Declarative and Procedural Knowledge of English Articles Among Chinese Second Language Learners." First class Honours.

-
- 2005 Approved Teacher Trainer for Cambridge University's CELTYL (Certificate of English Language Teaching for Young Learners).
- 2002 Approved Teacher Trainer for Cambridge University's CELTA (Certificate of English Language Teaching for Adults).
- 1999 Cambridge DELTA (Diploma of English Language Teaching to Adults). Languages International, Auckland, New Zealand.
- 1994 RSA-CTEFLA (Certificate for Teaching English as a Foreign Language to Adults) Languages International, Auckland, New Zealand. Grade: B Pass.

-
- 1992 "Writing for the Second Language Learner" 3-credit course. UCLA- Berkeley. Grade: A.
- 1992 "Foundational Approaches in Science Teaching" 4-credit pass/fail course. University of Hawaii. Grade: Pass.
- 1991 "Teaching Strategies that Work". East Asia Regional Council of Overseas Schools Staff Development Project.
- 1991 "Grammar Games and Activities for Language Classrooms." Pilgrim's College month- long workshop at Jakarta International School.

Teacher Training Experience:

- 2002-present CELTA Course Tutor at GEOS Auckland Language Centre. (2-3 times/ year)
- 2005 -present TESOL and Cambridge TKT (Test of Knowledge of Teaching) Course Tutor, GEOS Auckland Language Centre. (3-4 times/year).
- 2005 -present Tutor for Language Development and Young Learner Teaching Methodology for Non-native Teachers of English--two and four-week courses for

- professional teachers, including the overseas educational development program for the Thai Ministry of Education. (2-3 times /year)
- 2006 CELTA Course Tutor, Bridge Linguathec, Denver, Colorado, USA. (May)
- 2005 YL Extension course to CELTA Tutor, Flying Teachers, Zurich, Switzerland. (October)
- 2004 CELTA Course Tutor, UNITEC, Auckland, New Zealand. (January)
- 2003 CELTA Course Tutor, International House Palermo, Sicily, Italy. (September)
- CELTA Course Tutor, International House Palma, Mallorca, Spain. (July & August)

Teaching Experience:

- 1994 - present EFL Teacher, GEOS Auckland Language Centre. Includes teaching EAP, TOEFL, FCE, CAE, IELTS, Business English and High School Prep.
- 1990 - 1993 ESOL Teacher (Primary and Middle Schools, ages 6 - 13) Jakarta International School, Jakarta, Indonesia.
- 1989 - 1990 Relief Teacher for English and ESOL in the high school, Jakarta International School, Jakarta, Indonesia.
- TOEFL Teacher and relief teacher for conversation classes and English for Special Purposes, American Language Training Institute, Jakarta, Indonesia.
- Private Tutor, English language for adults. Jakarta, Indonesia.
- 1989 ESL Teacher for Adult Continuing Education Program. Colorado Springs, Colorado, USA.
- 1988 - 1989 French Teacher (Advanced class—ages 11-12). Ensign Elementary School Extension Course, Salt Lake City, Utah. USA.
- 2nd Grade (ages 7-9) teacher. Jalan Timoho School, (Private Ex-pat Elementary School). Jogjakarta, Indonesia.
- 1978 French Live Lab Instructor. Brigham Young University, Provo, Utah. USA.

Short Courses Developed:

IELTS Preparation Course for Teachers (12 hour course). April 2003. (Courses are offered by staff from the Teacher Training Department up to 4 times a year and at sister schools in Wellington and Christchurch).

Foundation Grammar Course (12 hour course for CELTA candidates and novice EFL teachers). October 2002. Offered up to 10 times a year.

Workshops Developed:

Beyond the Phoneme: pronunciation lessons for intonation and connected speech. May 2005. ALC Teacher Workshop Day.

Jazzing up your Pronunciation. October 2004. Using and creating jazz chants to develop students' oral production. ALC Teacher Workshop Day.

Speaking Fluency: activities for promoting fluency during one-on-one tutoring. Home Tutors Association, Auckland. October 2002.

An Introduction to the IELTS Exam. September 2002. Auckland Language Centre Teacher Workshop Day.

Theories in Second Language Acquisition. March 2002. Auckland Language Centre. In-house training and Auckland Language Centre Teacher Workshop Day.

Pronunciation: practical ideas for incorporating pronunciation practice in every lesson. November 2001. Auckland Language Centre Teacher Workshop Day.

Cohesion in Academic Writing. August 2001. Auckland Language Centre Teacher Workshop Day.

Co-operative Learning in the ESL and FL classroom. (Co-Presenter). 1991 Workshop at Southeast Asia Teachers and Counsellors Conference (SEATCCO), Singapore.

Foreign Language Experience:

2003- 2006 Studied Spanish at UNITEC, Auckland, New Zealand
1985-93 Lived off and on in Indonesia (Solo, Jogja, and Jakarta)
1985 Studied Dutch in Leiden, The Netherlands, 4 months
1984 Studied Indonesian at Australia National University, Canberra, Australia
1982 Studied Indonesian at the University of Wisconsin, Madison, USA
1979 Studied Latin, Brigham Young University, Provo, Utah, USA
1976 Studied French, Semester Abroad in Paris, France, 6 months

Personal History: Born Virginia, United States of America, 1956. Married to Dr Timothy Earl Behrend, Senior Lecturer in Asian Studies (specializing in Indonesian languages and literature), University of Auckland. Four children ages 27, 25, 23, and 18. Interested in music, art, history and literature. Have taught flute, piano and swimming. Currently studying violin. Have lived in NZ since 1994, NZ citizenship since April 1999.

References:

- Jeanette Barsdell, Head of the Teacher Training Department, Auckland Language Centre, 21 Federal St. PO Box 105035, Auckland. Ph: +64.9.303-1962. jeanette@akldlang.co.nz
Craig Thaine, Cambridge Joint Chief Assessor and Teacher Trainer, Languages International, 27 Princes St., PO Box 5293, Auckland. Ph: +64.9.309-0615.
Nick Marsden, Cambridge Assessor and Teacher Trainer, UNITEC Institute of Technology, English Language Department. Ph: +64.9.815-2945. nick.m@clear.net.nz

Curriculum Vitae of Hayo Reinders

ACADEMIC DEGREES & QUALIFICATIONS

- 2005 PhD. University of Auckland, Department of Applied Language Studies & Linguistics. Recipient of a Top Achiever Doctoral Award from the Foundation for Science, Research and Technology for a period of 3 years.
- 2000 Masters degree (Honours) in Applied Linguistics from the University of Groningen. Finalist of the Dutch AILA (Anela) thesis prize.
- 1999-2000 Internship / thesis research at Victoria University, Wellington, New Zealand.
- 1999 Study in Damascus at the University of Damascus. Courses : Fusha, Syrian colloquial, pre-Islamic poetry, journalistic Arabic.
- 1996 Scholarship to Study in Cairo at the Dutch Institute for Arabic and Archeological Studies.
- 1994-1999 BA study in Languages and Cultures of the Middle East at the University of Groningen. First language Arabic, second language Hebrew. Specialisation: Arabic language acquisition, Dutch language acquisition by Arabic speakers, Civil Society.
- 1993 Italian Language and Culture in Siena, Italy at the 'Università per Stranieri', Italian language advanced levels, Italian 19th century poetry, Renaissance art, Italian phonology, Italian art history.

PROFESSIONAL

- 2008 Department of Second Language Studies, University of Hawaii, Asst. Professor.
- 2007 Southeast Asian Ministers of Education, RELC, Senior Lecturer, CALL Specialist.
- 2000-2006 Founding Director of the English Language Self Access Centre, at the University of Auckland, Department of Applied Language Studies and Linguistics. .
- 2006-2007 External lecturer at the Department of Applied Language Studies and Linguistics.
- 2006-2007 Educational technology consultant for King Mongkut University of Technology, Bangkok, Thailand.
- 2005 Visiting professor at Meiji University, Japan.
- 2004 - 2005 Project manager for the TOEFL listening/reading test materials study, University of Auckland.
- 2004 Visiting lecturer at King Mongkut University, Bangkok, Thailand.
- 2004 Visiting scholar at the University of Sheffield, United Kingdom.
- 2003 - 2004 Project manager for the TOEFL CBT validation study, University of Auckland
- 2003 - 2004 Project manager for the Adult Literacy Project, University of Auckland. Contestable funding from the Tertiary Education Committee of the Ministry of Education.
- 2003 Rater for the Diagnostic English Language Needs Assessment (DELNA), University of Auckland
- 2002 Project Manager for the TOEFL validation study.

2000	Project coordinator at the University of Auckland, Department of Applied Language Studies and Linguistics.
2000	Web-editor for the Open Directory Project (scientific search engine), category Applied Linguistics.
2000-2004	Freelance translator for the New Zealand Translation Company in Wellington, New Zealand.
2000	Academic consultant (CALL specialist) in the Department of Languages and Communication at the University of Groningen.
1999-2000	Internship at the department of Linguistics and Applied Linguistics at Victoria University Wellington, New Zealand.
1999	Research consultant in the Research and Consultancy Centre for Educational Linguistics (ETOC), the Netherlands.
1999	Research assistant in the Department of Applied Linguistics at the University of Groningen.
1998	Teaching assistant in the Department of Applied Linguistics at the University of Groningen. Course development: 'CALL: Theoretical Aspects and Design Practice'.
1997-1998	Teaching assistant in the Department of Applied Linguistics at the University of Groningen.

ACADEMIC AND PROFESSIONAL AFFILIATIONS AND ACHIEVEMENTS

Currently	Founding editor of Innovation in Language Learning and Teaching, bi-annual peer-reviewed journal, published by Multilingual Matters. With Terry Lamb.
Currently	Co-editor of the refereed journal of the PACCALL (Pacific Association for Computer-Assisted Language Learning).
Currently	AILA Scientific Commission, Learner Autonomy: coordinator of the Learner Autonomy Project Inventory (http://www.hayo.nl/lapi).
Currently	Executive committee member of the Pacific Computer-Assisted Language Learning Association http://www.pacall.org New Zealand Chapter President.
Currently	Advisory board member for PASAA Journal, Chulalongkorn University, CULI, Bangkok, Thailand.
Currently	Member-at-large of the JALT Learner Development SIG.
Currently	Member of the JALTCALL Journal review board.
Currently	Member of a number of professional organisations in the areas of applied linguistics and language teaching (including, but not limited to, Stets, SAAL, Alanz, JALT, etc)
Currently	Member of FOSSFA (the Free Software and Open Source Foundation for Africa)
2002-2007	Member of the Languages Support Taskforce, University of Auckland.
2007	PhD examiner for the University of South Australia.
2005-2007	Reviewer for System.
2007-2008	Reviewer for Language Learning.
2004	Member of the organising committee for the inaugural conference of the Pacific Association for Computer-Assisted Language Learning conference, December 1-3, 2004
2003	Travel award to present at the e-ducation conference in Abu Dhabi February 22-24 2003

- 2003 External examiner for Otago University.
- 2002 - 2003 Co-convenor of the Independent Learning conference in Melbourne September 2003 (see under 'Autonomy').
- 2002 Co-founder of the Independent Learning Association (see under 'Autonomy').
- 2002 - 2003 Member of the Diagnostic English Language Needs Assessment reference group at the University of Auckland.
- 2001 Research grant from the Department of Applied Language Studies and Linguistics for the project 'A Study of Tertiary Level English Language Self Access Centres in Australia and New Zealand'.
- 2000 Finalist of the Dutch AILA (Anela) thesis prize 2000
- 1997-1998 Member of the Commission of Education of the Faculty of Arts at the University of Groningen.
- 1997-2000 Vice-president of the Departmental Commission of Languages and Cultures of the Middle-East at the University of Groningen.
- 1996-1999 Member of the Departmental Commission of Applied Linguistics at the University of Groningen.
- 1996-1997 Member of the Departmental Board of Semitic Languages and Cultures at the University of Groningen.

SELECTED PUBLICATIONS (2002-2008)

BOOKS

- 2008 Reinders, H., Moore, N. and Lewis, M. 2008. The International Student's Handbook. Basingstoke: Palgrave Macmillan (forthcoming) .
- 2008 Lamb, Terry & Hayo Reinders (Eds.) Learner and Teacher Autonomy: Realities and Responses. Amsterdam: Benjamins / AILA Review. (forthcoming).
- 2008 Lázaro, N. and Reinders, H. 2007. Independent Learning Centres: Tips for Teachers. Sydney: NCELTR (forthcoming).
- 2008 Ellis, R., Loewen, S., Erlam, R., Philp, J., Elder, C., Reinders, H. 2008. Implicit and Explicit Knowledge in a Second Language. Clevedon: Multilingual Matters (forthcoming).
- 2007 Lewis, Marilyn & Hayo Reinders 2007. Using Student-centred Methods with Teacher-centred Students. Second, revised edition. Toronto: Pippin Publishing.
- 2006 Reinders, Hayo, Marilyn Lewis, & Alison Kirkness Transform Your Teaching. Strategies for the Multicultural Classroom. Auckland: Pearson Education.
- 2006 Lamb, Terry & Hayo Reinders (Eds.) 2006 Supporting Independent Learning: Issues and Interventions. Frankfurt: Peter Lang. (Series: Bayreuth contributions to glottodidactics).
- 2004 Cotterall, Sara & Hayo Reinders 2004 Learner Strategies: a Guide for Teachers Singapore: RELC (series editors: Jack Richards and Willy Renandya).
- 2003 Lewis, Marilyn & Hayo Reinders 2003 Study Skills for Speakers of English as a Second Language Basingstoke: Palgrave Macmillan. For more information about this book, please click on the picture below. US edition now available. Chinese and Arabic versions forthcoming!

REFEREED JOURNAL ARTICLES AND BOOK CHAPTERS

- 2008 Reinders, H. 2008 'Do advisory sessions encourage independent learning?' Reflections, 11: 1-7.

- 2008 Reinders, H. & Ellis, R. 2008 'The Effects of Two Types of Positive Enhanced Input on Intake and L2 acquisition'. In: Ellis, R., Loewen, S., Erlam, R., Philp, J., Elder, C., Reinders, H. 2008. *Implicit and Explicit Knowledge in a Second Language*. Clevedon: Multilingual Matters (forthcoming).
- 2008 Reinders, H. & Lázaro, N. 2008 'The assessment of self-access language learning: practical challenges.' *Language Learning Journal*, (forthcoming).
- 2008 Reinders, H. & Lazaro, N. 2008 'Current approaches to assessment in self-access'. *TESL-EJ Journal*, 11:3, 1-13.
- 2007 Reinders, H. & Lázaro, N. 2008. 'Technology in support of pedagogy: the case of self-access'. In: Zhang, F. & Barber, B. *The Handbook of Research on Computer Enhanced Language Acquisition and Learning*. (forthcoming).
- 2008 Reinders, H., Sakui, K., & Akakura, M. 2008. 'Roles in language advising and fostering autonomy: a journal study'. Hasald / HKUST. (forthcoming).
- 2008 Reinders, H. & Loewen, S. 2008 'Autonomy and language learning behaviour. The role of student initiation and participation in L2 classrooms'. Hasald / HKUST. (forthcoming).
- 2008 Reinders, H. & Lewis, M. 2007 'Materials evaluation and teacher autonomy'. In: Lamb, T. & Reinders, H. (eds.) *Learner and Teacher Autonomy: Realities and Responses*. Amsterdam: Benjamins (AILA Applied Linguistics series). (forthcoming)
- 2007 Reinders, H. 2007 'Big brother is helping you. Supporting self-access language learning with a student monitoring system.' *System* 35,1: 93-111.
<http://dx.doi:10.1016/j.system.2006.10.009>
- 2007 Reinders, H. & Lázaro, N. 2007 'Innovation in language support: the provision of technology in self-access.' *CALL Journal*, 20(2), 117-130.
- 2007 Reinders, H. 2007. 'University Language Advising: is it Useful?'. *Reflections in English Language Teaching*, 5:1.
- 2008 Lázaro, N. & Reinders, H. 2007 'The state-of-the-art of self-access in New Zealand: results of a SWOT analysis. *TESOLANZ Journal*, 15: 42-58.
- 2007 Lázaro, N., & Reinders, H. 2007 'Innovation in self-access: Three case studies. *CALL-EJ*, 8(2).
- 2007 Lázaro, N., & Reinders, H. 2007 'The state-of-the-art of self-access in New Zealand: Results of a SWOT analysis'. *TESOLANZ*. (forthcoming).
- 2006 Reinders, H. & Lewis, M. 2006 'The development of an evaluative checklist for self-access materials' *ELT Journal* 60:2, 272-278.
- 2006 Reinders, H. 2006 'Supporting self-directed learning through an electronic learning environment'. In: Lamb, T. & Reinders, H. *Supporting independent learning: issues and interventions*. Frankfurt: Peter Lang.
- 2006 Lázaro, N. & Reinders, H. 2006, 'Technology in self-access: an evaluative framework'. *PacCALL Journal* 1(2), 21-30.
- 2005 Reinders, H. 2005 'Non-participation in a university language programme'. *JALT Journal*, 27(2), pp. 209-226.
- 2005 Reinders, H. and Lewis, M. 2005 'How well do self-access call materials support self-directed learning?' *JALTCALL Journal*, Vol.1(2).
- 2005 Lamb, T. & Reinders, H. 2005 'Learner independence in language teaching: a concept of change'. In: Cunningham, D. & Hatoss, A. *An international perspective on language policies, practices and proficiencies*. Belgrave: FIPLV.
- 2005 Reinders, H. & M. Lewis 2005 'Examining the 'self' in self-access materials' *rEFLections*, 7, 46-53
- 2004 Reinders, H., Hacker, P. & Lewis, M. 2004 'The language advisor's role: identifying and responding to needs'. *Language Learning Journal* 30: 30-35.
- 2004 Reinders, H. 2004 'Learner strategies in the language classroom: which strategies, when and how?' *Relc Guidelines*, 26:1, 31-35.

- 2004 Reinders, H. , Anderson, H., Hobbs, M., and Jones- Parry, J. (Eds.) (2004) Supporting independent learning in the 21st century. Proceedings of the inaugural conference of the Independent Learning Association, Melbourne September 13-14 2003. Auckland: Independent Learning Association Oceania.
- 2004 Anderson, H. , Reinders, H. & Jones -Parry, J. (2004) Self-access: positioning, pedagogy and direction. *Prospect* 19, 3: 15-26.
- 2003 Reinders, H. , Lewis, M. , & Tsang, R. 2003 'Group discussions: the teacher's role?' *Asian Journal of English Language Teaching (AJELT)* 13, 61-73
- 2003 Reinders, H. 2003 'A cost-benefit analysis for using the Internet in the language classroom' *New Zealand Language Teacher*, 29:33-36.
- 2003 Reinders, H. 2003 'Self-access language learning in tertiary studies in Australia and New Zealand: a preliminary report' *New Zealand Studies in Applied Linguistics* 9:1 p.109-114. With H. Anderson, & J. Jones- Parry.

OTHER PUBLICATIONS AND PRESENTATIONS

- 2007 Reinders, H. 2007. Podquests. *Language learning on the move. ESL Magazine*, 58.
- 2007 Reinders, H. 2007 An interview with Hayo Reinders. *PASAA Journal*, 40:1, 1-10.
- 2007 Reinders, H. 2007 The English Language Self-Access Centre at the University of Auckland, New Zealand. *IATEFL Autonomy SIG Newsletter*.
- 2007 Reinders, H. 2007 Review of 'Teacher Education in CALL' edited by Phil Hubbard and Mike Levy (Benjamins 2007), in: *Innovation in Language Learning and Teaching*, issue 2.
- 2006 Reinders, H. 2006 Portable language learning: creating materials for the Ipod. *English Teaching Professional*. Issue 46. You can read the article here.
- 2006 Reinders, H. 2006 Gee...it does so much more than mail...Short article in *The Language Teacher* 30(30): p. 33.
- 2006 Reinders, H. 2006 Learning to Learn. International Exchange Programme publication series. Tokyo: Meiji University.
- 2006 Reinders, H. 2006 Book review of 'Learner autonomy across cultures' by Palfreyman, D. & Smith, R. *Thaitesol bulletin*.
- 2006 Lamb, T. and Reinders, H. 2006 Preamble to Supporting independent learning: issues and interventions, p.vii-xi. Frankfurt: Peter Lang.
- 2005 'Learning to Learn English'. Invited presentation at Sugiyama Womens College, Nagoya, Japan.
- 2005 Culhane, S. and Reinders, H. 2005 'Comments on the inaugural edition of PacCALL Journal'. *PacCALL Journal*, 1:1, pp. 1-3.
- 2005 Lewis, M. & Reinders, H. 2005 'Teaching international students'. *The Times*.
- 2005 Reinders, H. 2005. Using the internet in the language classroom: a checklist for teachers. Published online at: <http://ilearn20.com/articleset.html>
- 2004 Reinders, H. 2004 'Self-access centres: teaching language and teaching learning.' In: *The Language Teacher*, 28:6.
- 2004 Reinders, H. 2004 Book review of 'Attitudes, orientations, and motivations in language learning' by Dornyei, Z. *Tesolanz*, 13:2.
- 2004 Kirkness, A. , Akakura, M., Reinders, H., & Sakui, K. (2004) Final report on the English language self-access centre literacy initiative. Ministry of Education/Tertiary Education Committee.
- 2003 Reinders, H. 2003 'Teaching for Self-study' *Modern English Teacher* 12:2, 48-5. With N. Moore.

- 2003 Reinders, H. 2003 Critical reader response. In A. Barfield & M. Nix (eds.) Everything you wanted to know about autonomy but you were too busy teaching to ask. JALT Learner Development SIG, 100.
- 2003 Reinders, H. 2003 Listening to New Zealand Sydney: Ames. Revisions to original publication Listening to Australia only. With J. Jones-Parry.
- 2003 Reinders, H. 2004 Book review of 'Programming for linguists. Perl for language researchers' by Michael Hammond New Zealand Studies in Applied Linguistics 9,2: 134-136.
- 2003 Reinders, H. 2003 Book review of 'Portraits of the L2 User' by Vivian Cook. Australian Language Matters 11:3.
- 2002 Reinders, H. 2002 'Report on the English Language Self Access Centre Literacy Initiative' Auckland: University of Auckland. With A. Kirkness.

Stephen Tschudi

Instructor in Technology for Foreign Language Education



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University of Hawaii at Manoa
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DEGREES

- December, 1998 **MA, Teaching English as a Second Language**
University of Hawaii at Manoa
- May, 1990 **MA, Chinese Language (Pedagogic Focus)**
University of Hawaii at Manoa
- December, 1984 **BA, Chinese Language**
University of California at Berkeley

POSITIONS

- August 1997 - **Instructor in Technology for Foreign Language Education**
College of Languages, Linguistics, & Literature
University of Hawaii at Manoa
- July 7-18, 1997 **Workshop Designer and Instructor**
Workshop in **Tools & Techniques for**
Interactive Television-Based Foreign Language Instruction
National Foreign Language Resource Center
University of Hawaii at Manoa
- August 1992 - **Instructor, Chinese Language**
June 1997 Department of East Asian Languages &
Literatures
University of Hawaii at Manoa
- June-August,
1993-1996,
1998-1999 **Instructor, Chinese Language**
Middlebury College Chinese Summer Language
School
Middlebury, Vermont
- Fall 1988 -
Spring 1992 Various teaching and research **graduate assistantships**
in curriculum and materials design and classroom
research: Center for Chinese Studies; Second Language
Teaching & Curriculum Center; Dept. of ESL
University of Hawaii at Manoa

POSITIONS (continued)

January 1986 - **Literary translator and language consultant**
June 1988 *Chinese Literature Quarterly*, Beijing, China.

GRANTS/AWARDS

Fall 1999-
June 2003 Grant Team Member, **Disseminating Technology-Based Models for Distance Education in Critical Languages.**
College of Languages, Linguistics & Literature, UH Manoa.
(Funded by National Security Education Program; grant total \$227,000)

April 2000 Recipient, **Excellence in Teaching Award.**
Hawai'i Association of Language Teachers.
For outstanding achievements in teaching, professional development, and service to the foreign language profession.

Fall 1997-
Summer 1999 Grant Team Member, **Performance-Based Multimedia Materials for Mandarin Chinese and Korean via an Integrated CD-ROM and World-Wide Web Delivery Format.**
College of Languages, Linguistics & Literature, UH Manoa.
(Funded by US-DOE under Title VI, Undergraduate Research and Studies; grant total \$150,000)

May 1995-
April 1997 Grant Team Member, **Distance Education in Critical Languages: A Model in Mandarin Chinese.**
College of Languages, Linguistics & Literature, UH Manoa.
(Funded by National Security Education Program; grant total \$300,000)

August 1993-
July 1994 Grant Team Member, **Reading Lesson Development Using Authentic Chinese Language Materials.**
Second Lang. Teaching & Curriculum Center, UH Manoa.
(Funded by National Security Agency; grant total \$149,000)

SELECTED PROFESSIONAL ACTIVITIES (2002-2008)

- ongoing Instructor, LLC-sponsored LLL faculty workshops technology and foreign language instruction, using authentic video for materials / lesson development etc.
- September 8, 2006 Poster Presenter, First Annual Evaluators' Exchange, H-PEA (Hawaii-Pacific Evaluation Association), Honolulu, HI: **A Utilization-Focused Approach to the Evaluation of a Web-Based Hybrid Beginning Chinese Class.** Co-presenter: Yao Hill.
- November 3, 2005 Presenter, Joint Conference of the PNC (Pacific Neighborhood Consortium), PRDLA (Pacific Rim Digital Library Association), ECAI (Electronic Cultural Atlas Initiative) 2005, Honolulu, HI: **BRIX: The University of Hawaii's Framework for Online Language Learning.** Co-presenter: John Standal.
- October 15, 2005 Workshop Designer and Teacher Trainer: Hawai'i Association of Language Teachers Fall Symposium: "**Time for Technology!**" Honolulu, Hawai'i.
- June 16, 2005 Presenter, NMC (New Media Conference) 2005, Honolulu, HI: **BRIX: The University of Hawaii's Courseware for Language Learning.** Co-presenter: John Standal.
- May 20, 2005 Presenter, CALICO (Computer-Assisted Language Instruction Consortium) 2005, East Lansing, MI: **Interinstitutional and Intrainstitutional Factors in Online Course Management and Administration.** *Travel funded by UH Press.*
- November 21, 2004 Presenter, ACTFL (American Council on the Teaching of Foreign Languages) 2004, Chicago, IL: **Teaching Standards on the Web: Professional Development for Language Educators.** *Travel funded by UH Press.*
- May 31-June 7, 2004 Workshop Designer and Teacher Trainer: **COTIM 2004 Advanced Indonesian Program for US Students.** Universitas Sam Ratulangi, Manado, Sulawesi, Indonesia. *Travel funded by COTIM (under a Fulbright grant).*
- May 24-28, 2004 Workshop Designer and Teacher Trainer: **CAF 2004 Advanced Filipino (Tagalog) Abroad Program for US Students.** De La Salle University, Manila, Philippines. *Travel funded by NFLRC.*
- March 13, 2004 Presenter, Hawaii Association of Language Teachers 2004 Annual Conference, Honolulu, HI: **Professional Development on the Web: Calling All DOE Teachers.** Co-presenters: Marta González-Lloret, David Hiple.
- January 7, 2004 Presenter, HICSS (Hawaii International Conference on System Sciences) 2004, Waikoloa, HI: **BRIX: Meeting the Requirements for Online Second Language Learning.** *Travel funded by UH Department of Information and Computer Sciences.* Co-authors: Daniel Suthers, Manisa Sawatpanit.

- November 21, 2003 Presenter, ACTFL (American Council on the Teaching of Foreign Languages) 2003, Philadelphia, PA: **Assessment in Web-based Instruction**. *Travel funded by UH Press.*
- October 25, 2003 Presenter, Third International Conference on Internet Chinese Education, Taipei, Taiwan: **Fenbu yuyan jiaoxue moshi (A model for language education based on distributed learning)**. *Travel partially funded by Chung-Fong and Grace Ning Fund for Chinese Studies.* Co-author: Jung Ying Lu-Chen.
- June 27, 2003 Presenter, ED-MEDIA 2003—World Conference on Educational Multimedia, Hypermedia & Telecommunications, Honolulu, HI: **BRIX — Elements for Language Course Creation**. Co-authors: Daniel Suthers, Manisa Sawatpanit.
- June 2-9, 2003 Workshop Designer and Teacher Trainer: **COTIM 2003 Advanced Indonesian Program for US Students**. Universitas Sam Ratulangi, Manado, Sulawesi, Indonesia. *Travel funded by NFLRC.*
- May 4, 2003 Colloquium Presenter, Sixth National Conference of the National Council of Organizations of Less Commonly Taught Languages, Los Angeles, CA: **Initiatives of the National Language Resource Centers in Less Commonly Taught Languages**. *Travel funded by NFLRC.* Co-presenters: Antonia Schleicher, Louis Janus, Dorry Kenyon.
- August 5-16, 2002 Workshop Designer and Teacher Trainer: **Web-Based Workshops for Advanced Reading and Writing Development and Maintenance (Korean and Chinese)**. National Foreign Language Resource Center, University of Hawaii at Manoa.
- March 29, 2002 Presenter, CALICO (Computer-Assisted Language Instruction Consortium) 2002, Davis, CA: **How Are They Doing? Assessing the Effectiveness of Web-based Instruction**. *Travel funded by NSEP.*

SELECTED PUBLICATIONS (2002-2007)

with D. Hipple and D. Chun: "Fostering community and cohesion in asynchronous online courses," in I. Lancashire (Ed.), *Teaching literature and language online*, Options for Teaching series, Modern Language Association. Forthcoming, 2007.

with D. Hipple: "Distance education to distributed learning: Multiple formats and technologies in language instruction." *CALICO Journal*, 22 (1), pp. 63-82 (September, 2004).

with M. Sawatpanit and D. Suthers: "BRIX: Meeting the requirements for online second language learning." *Proceedings of the Thirty-Seventh Annual Hawaii International Conference on System Sciences, 2004; Waikoloa, Hawaii*. p. 4 (full text on accompanying CD-ROM). Los Alamitos, CA: Institute of Electrical and Electronics Engineers (IEEE). 2004.

with M. Sawatpanit and D. Suthers: "BRIX — Elements for Language Course Creation." *Proceedings of ED-MEDIA 2003 World Conference on Educational Multimedia, Hypermedia & Telecommunications, June 23-28, 2003; Honolulu, Hawaii*. p. 415-422. Norfolk, VA: Association for the Advancement of Computing in Education (AACE). 2003.

with D. Hipple: "Models for Distance Education in Critical Languages." In C. A. Spreen, (Ed.), *New technologies and language learning: Cases in the less commonly taught languages* (Technical Report #25; pp. 1-11). Honolulu, HI: University of Hawai'i, Second Language Teaching & Curriculum Center. 2002.

with D. Hipple and Y. Du: "Foreign Language Distance Education: The University of Hawai'i Experience." In C. A. Spreen, (Ed.), *New technologies and language learning: Cases in the less commonly taught languages* (Technical Report #25; pp. 13-54). Honolulu, HI: University of Hawai'i, Second Language Teaching & Curriculum Center. 2002.

PROFESSIONAL SERVICE

2001-2004	Board of Directors, Chinese Language Teachers' Association (national organization)
2000	Chair, Language and Technology Committee, Languages 2000 Project, College of LLL
1999-2001	Secretary, Distance Learning Special Interest Group, American Council on the Teaching of Foreign Languages
1995-1997	Vice-President, Chinese Language Educators' Association of Hawai'i
1991-1993	Secretary and Newsletter Editor, Hawai'i Association of Language Teachers

COMMUNITY SERVICE

2004-	Precinct Council President, 2 nd Precinct, 20 th Legislative District, Hawai'i Democratic Party
2003-2005	Board member, Hawai'i Gamelan Society

Riana Helen Agnesia

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CURRICULUM VITAE

1. Personal

Born: Temanggung, Indonesia

2. Tertiary Education

- *University of Hawaii*, Honolulu, USA
Unclassified graduate student
- B.A. 2002 *Satya Wacana Christian University*, Salatiga, INDONESIA
Department of English Language and Education

3. Teaching Experience

- University of Hawaii, Honolulu USA
Indonesian Language Instructor
Fall 2007-Spring 2008
- Atma Jaya Catholic University, Jakarta INDONESIA
English Department Instructor
Teaching Conversation and Translation classes
January 2003-2007
- Atma Jaya Catholic University, Jakarta INDONESIA
Economics Department Instructor
Teaching General English
August 2004-2006
- Atma Jaya Catholic University, Jakarta INDONESIA
Language Center Instructor
Teaching Indonesian for diplomats and expatriates
August 2002-2007
- Interactive English Course, Jakarta INDONESIA
English Language Instructor
Training employees at companies specifically in English for Specific Purposes
2005-2007

4. Professional Experience

- Heartland International, Chicago USA
Interpreter (Spring & Fall 2006)
- ACDI/VOCA Cocoa Foundation, Ho Chi Minh City, VIETNAM
Interpreter (29 October- 1 November 2006)
- ARMAJARO Malaysia Cocoa Company, Bali INDONESIA
Interpreter (July 2007)

5. Academic Honors and Awards

- Fulbright FLTA grantee, Hawaii USA 2007-2008
- Winner of Dutch competition 2006
- Best Presenter in British Council Mini Conference, Jakarta 2003
- Student of the year 2002 Satya Wacana Christian University, Salatiga INDONESIA
- Best Speaker in a debate competition at Satya Wacana Christian University

6. Presentations

- "Feminism in language classrooms" British Council Conference in Jakarta INDONESIA 2003

7. Languages

- English, IBT TOEFL score 108 (December 2006)
- Indonesian (native)
- Javanese (native)
- Dutch (intermediate)
- French (beginner)

8. Students Association

- Treasurer for Indonesian Student Club at the University of Hawaii 2007-2008
- Indonesian cultural representative and member of Indonesian Students Association Hawaii Chapter 2007
- Promotion Team of Satya Wacana Christian University Salatiga 2001-2002

INDRIANTI

Gender : Female
Nationality : Indonesia

Address : Centre of Language Studies, Block AS 4/0517
9 Arts Link, Singapore 117570

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E-mail address : clsit@nus.edu.sg / indriantizhen@gmail.com/msi@hawaii.edu

EDUCATION:

Master of Education, Teaching English as a Second Language (TESOL), Boston University, USA, 2007
Unclassified student, Second Language Studies, University of Hawaii, Hawaii, 2004- 2005
Sarjana, English Education, Sanata Dharma University, Indonesia, 2002

ACADEMIC AWARDS:

KESSA Fellow, Kelly Elizabeth Stephen Memorial Scholarship, Boston University, 2005-2006
Foreign Language Teaching Assistant Program, Fulbright, University of Hawaii, 2004-2005
One of 100 best writers on a Writing Contest for University Student held by the British Council and the Department of Education Indonesia, 1999
The 3rd winner of Story Telling Contest for High School Students in English Action Day held by Sanata Dharma University, April 1998

WORKING EXPERIENCE:

Instructor, Centre of Language Studies-National University of Singapore, Singapore (Aug, 07-present)

Non-permanent lecturer, English Sanata Dharma University, Yogyakarta (Aug, 02-May, 06)

Non-permanent lecturer, Atmajaya University, Yogyakarta (Sept, 02-May, 06)

Material Developer (on-line material) for Indonesian Language Program at the University of Hawaii Manoa, Yogyakarta (July, 06)

Material Developer (on-line material) for Indonesian Language Program at the University of Hawaii Manoa, Yogyakarta (July, 05)

Teaching Assistant for Indonesian Language Program, University of Hawaii Manoa, Hawaii (Aug, 04-May, 05)

Non-permanent lecturer, Duta Wacana University, Yogyakarta (Aug, 03-July, 04)

Private English Teacher (Aug, 2000- May, 2003)

English Instructor for Kentucky Fried Chicken Staff in Yogyakarta, Indonesia (Oct, 01- Nov, 01)

RESEARCH EXPERIENCE:

Principal investigator, A Study on Feminism in George B Shaw's *Saint Joan*, Yogyakarta, 2001-English Education Study Program, Sanata Dharma University (Skripsi Sarjana)

Principal investigator, Revising ELI's Academic Listening and Speaking CRT, Hawaii, 2005-English Language Institute- University of Hawaii, Manoa

Principal investigator, Shrek II: The Window to American Culture, 2007- TESOL, Boston University (Master Project)

CONFERENCE EXPERIENCE:

Participant, Investing in the Future: Corporate and Community Partnership, IIE, San Francisco, March, 2005
Organizing committee, Workshop on Managing Quality for Language Training Institutions, British Concil and Atmajaya University, Yogyakarta, 2003
Organizing committee, International Seminar on ELS, Sanata Dharma University and Ateneo de Manila University, Yogyakarta, 2002

TRAINING EXPERIENCE:

Fulbright FLTA Workshop, IIE, Washington D.C., September 29 - October 3, 2004

-
-

• **WRITTEN WORKS:**

A Study on Feminism in George B Shaw's *Saint Joan*, Yogyakarta, 2002-English Education Study Program, Sanata Dharma University. (Skripsi Sarjana)

Sam Pek – Eng Tay , Yogyakarta, 2002- Adapted drama script performed at Societet Militaire on 1-3 April, 2002

Helen Keller-Touch me Teach me, Yogyakarta, 2004- Adapted drama script performed at Societet Militaire on 26 Aug, 2004

Revising ELI's Academic Listening and Speaking CRT, Hawaii, 2004- Unpublished paper for Second Language Testing Class final project at the University of Hawaii,Manoa

The Wizard of OZ, Yogyakarta, 2006-Adapted drama script performed at Societet Militaire on 6 Sept, 2006

Shrek II: The Window to American Culture, 2007-TESOL, Boston University (Master Project)

TJOO HONG SING (Ms.)

EXPERIENCE

2002 -- present English Dept., Bina Nusantara University Jakarta
Lecturer (Assistant Professor in US terminology)

- Teach various subjects such as writing, reading, grammar, syntax, and sociolinguistics
- Supervise undergraduates theses writing
- Develop materials and/or teaching plans for the subjects taught

1999-2002 PPM Institute of Management, Jakarta
Head of the Language Unit

1997 -1998 Auckland University, Auckland, New Zealand
Part-time Tutor of Indonesian, Asian Languages Dept.

EDUCATION

1997 – 1998 Auckland University Auckland, New Zealand
■ M. A. in Language Teaching

1995 – 1996 Auckland University Auckland, New Zealand
■ Postgraduate Diploma in English Language Teaching

1982 – 1986 Flinders University of South Australia, Adelaide, Australia
Bachelor of Science in Experimental Physics

PUBLICATIONS:

A

Tjoo, H. S., and Lewis, M. 1998, October. ‘Spontaneous Grammar Explanations’, *Babel*, Volume 33, no. 3, p22-25

Tjahyadi, M., and Tjoo, H. S. 2006, March. ‘ An Analysis of Interrupting Behaviour between Male and Female Students at Bina Nusantara University, *Jurnal Bahasa dan Sastra*, Vol. 6, No. 1. p55-67

September–Nov 2006 Handicap International, Solo, Indonesia.

June 3-29, 2007 Participant, 3rd Workshop on developing online courses for advanced Indonesian students, Yogyakarta, Indonesia.

July 3-29, 2006 Participant, 2nd Workshop on developing online courses for advanced Indonesian students, Yogyakarta, Indonesia.

May 16 -20, 2006 Participant and Moderator, CALICO 2006, Online Learning: Come Ride the Wave, University of Hawai'i at Manoa, Honolulu, HI.

April 8, 2006 Participant, The 10th Annual Student Conference of the College of Language, Linguistics and Literature, University of Hawai'i at Manoa, Honolulu, HI.

March 18, 2006 Participant, 20th Annual Hawai'i Association of Language Teachers (HALT) Conference: "Language Teaching: Integrations & Innovations", University of Hawai'i at Manoa, Honolulu, HI.

November 21, 2005 Presenter, Foreign Language Teaching Assistant (FLTA) Workshop, Washington, D.C.: "Web Audio Utility (WAU) in Second Language Learning: A Tool to Develop Speaking and Listening Proficiency".

November 19, 2005 Participant, ACTFL 2005 Conference: "The Year of Languages", Baltimore.

October 25, 2005 Participant, Workshop: "How to WAU (Web Audio Utility): Using A New Tool for Listening and Speaking Task, Second Language Teaching and Curriculum Center, University of Hawaii at Manoa, Honolulu, HI.

October 11, 2005 Participant, Demos and Discussions Talk: "How to Use Videotaped Interviews in the Language Classroom", Second Language Teaching and Curriculum Center, University of Hawaii at Manoa, Honolulu, HI.

October 6, 2005 Participant, Workshop: "Working with Roxio Easy Media Creator", Second Language Teaching and Curriculum Center, University of Hawaii at Manoa, Honolulu, HI.

September 15, 2005 Participant, Workshop: "Faculty Development Lab: 'What's the Heck in There'", Second Language Teaching and Curriculum Center, University of Hawaii at Manoa, Honolulu, HI.

September 8, 2005 Participant, Workshop: "New Audio Resources in the Language Learning Center", Second Language Teaching and Curriculum Center, University of Hawaii at Manoa, Honolulu, HI.

September 2, 2005 Participant, Workshop: "Using Excel for Grade Sheets", Second Language Teaching and Curriculum Center, University of Hawaii at Manoa, Honolulu, HI.

September 1, 2005 Participant, Demos and Discussions Talk: "Songs and Music in Language Learning", Second Language Teaching and Curriculum Center, University of Hawaii at Manoa, Honolulu, HI.

July 4-30, 2005 Participant, 1st Foreign Language Teaching Assistant (FLTA) Workshop on developing online courses for advanced Indonesian students, Yogyakarta, Indonesia.

May 20 – 21, 2005 Participant, The 3rd International Conference on English Language Studies: "Information Technology and English Language Studies", Sanata Dharma University, Yogyakarta, Indonesia.

- October 2004 Participant, The 5th International Conference on the Teaching Indonesian for the Speakers of Other Languages: "Teaching Indonesian language and Culture in the Free Trade Era: Quality Through International Collaboration", Center for Language Services, National Education Department, Jakarta, and Makassar State University, Makassar, Indonesia.
- May 2004 Participant, Symposium on English Perspectives: "Interpreting and Journalism", Sanata Dharma University, Yogyakarta, Indonesia.
- May 2004 Participant, Symposium on English Perspectives: "Translation Practices", Sanata Dharma University, Yogyakarta, Indonesia.
- February 2004 Participant, Panel discussion: "The Implementation of the 2004 English High School Curriculum", Sanata Dharma University, Yogyakarta, Indonesia.
- December 2003 Participant, Symposium: "The Application of Information Technology on English Language Teaching", English Language Studies, Postgraduate Program, Sanata Dharma University, Yogyakarta, Indonesia.
- January 2003 Participant, Three-day workshop: "*Pembelajaran Bahasa Inggris dengan Komputer*", (English Language Learning using Computer) Sanata Dharma University, Yogyakarta, Indonesia.
- 2002 Participant, Two-day workshop: "Managing Quality", Atmajaya University, Yogyakarta, and the British Council, Jakarta, Indonesia.
- June 2002 Participant, Seminar: "Standardization of English Competence", Sanata Dharma University, Yogyakarta, and the Indonesian International Education Foundation (IIEF), Jakarta, Indonesia.

PUBLICATIONS:

"Web Audio Utility (WAU) in Second Language Learning: A Tool to Develop Listening and Speaking Proficiency", unpublished paper for a workshop presentation, November 21, 2005

"The Meaning of Death According to John Donne as Seen in His 'Holy Sonnet X: Death Be Not Proud'", unpublished undergraduate thesis, February 2000

SOCIAL AND COMMUNITY ACTIVITIES:

- July-November 2006 Volunteer for for REBANA Indonesia (an NGO involved in Yogyakarta Earthquake Relief), teaching English to children in the earthquake areas, interpreting for foreign aid helpers during visits and fieldtrips.
- August 2005-May2006 Board Member of the Indonesian Students Association in Hawaii, USA (PERMIAS), promoting Indonesian cultures: performing Balinese Dances & *Saman* Dance.
- June-August 1996 Member of Sanata Dharma University Community Service, Yogyakarta, Indonesia, tutoring English for high school students.

University of Hawai'i at Manoa

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Name : Febrina Marisyah

Place of Birth : Medan, Indonesia

Nationality : Indonesian

Education : B.A. in Japanese (1989, University of North Sumatra)

Work Experience : Limited Time Tutor at the Indonesian Section, Asian Languages and Literatures Department, The University of Auckland, New Zealand (1995 – 1999)

Lecturer in Indonesian at the Department of Hawaiian and Indo-Pacific Languages and Literatures, University of Hawaii (2002 -)

Languages Indonesian (native), English, German, Japanese.

Budget Narrative

Budget Narrative

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Budget Narrative

I. PERSONNEL

1. The PI's two months summer salaries in the first and second year are based on his Fall 2009 nine-month salary. Federal funds are also requested for academic release time to hire an instructor teaching six credit hours in the first and six credit hours in the second year.
2. Copy Editing. This will be done by an experienced copy editor at an hourly rate of \$30.
3. Data Input Assistants: The data input assistant needs to be experienced with the course authoring tools that we use, and must also otherwise have excellent computer skills. Therefore the hourly rate is \$15.

III. TRAVEL

As the materials are primarily developed in Indonesia, both the PI and the methodologist have to travel to Indonesia. The first two trips (35 days each) are for the development workshops in December 2009 and July 2010. The third trip is for the offline production phase where the PI has to oversee the production of the textbook (40 days). The PI is at the first two trips accompanied by the methodologist. Fares are based on recent quotes from Expedia.

V. SUPPLIES

Funds are requested for a portable video studio able to provide at least semi-professional results with minimal costs. Videos will be edited on spot using a high end MacBook Pro laptop computer with 17" screen, 320gb hard drive, 4gb RAM

memory, video-editing software, and three additional hard drives for data storage and backup. Having a portable editing studio allows us to record the video materials and edit it while we are still in Indonesia. This does not only save costs, but allows us to add additional material if needed.

VIII. OTHER

- a. Although the PI is an experienced language teacher with a good knowledge of language teaching methodology, it benefits the overall quality of the project to have a dedicated methodologist available who closely monitors the development of the materials, and provides the developers with feedback during the development workshops and in the development phase. The honorarium of the methodologist is based on her current salary.
- b. The external evaluator writes the final evaluation report before the final revision phase (ca. 5 hours), and will also enroll in the online-course during the test teaching phase to evaluate the course from a student's perspective (ca.3hrs/week = 45hours). Hourly Rate: \$30.
- c. The materials shall be complimented with professional photographs. A photographer will be hired during the two development workshops.
- d. The textbook will be designed in Indonesia by professional desktop-publishing specialists and graphic designers.
- e. The web sites for the online course, and the interface for the interactive CD will be professionally designed by a company in Indonesia in accord with the

Web Accessibility Initiative guidelines to achieve a user-friendly interface guaranteeing accessibility for disabled users.

- f. The members of the development team will receive a honorarium between \$1500 and \$2500 per month depending on their level of expertise and experience. The fee includes travel expenses to the site of the development workshop.
- g. The textbook design will be supervised by the PI and a member of the development team who will receive a service fee of \$1500.
- h. According to our experience the rental fee for adequate facilities in Indonesia is about \$1700 per month inclusive the service fee for supporting personnel (cleaning and security).