

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

2014 Language Resource Centers (LRC) Program Application for New Awards CFDA 84.229A

CFDA # 84.229A

PR/Award # P229A140017

Grants.gov Tracking#: GRANT11699778

OMB No. 1840-0808, Expiration Date: 05/31/2017

Closing Date: Jul 09, 2014

Table of Contents

Form	Page
1. <i>Application for Federal Assistance SF-424</i>	e4
2. <i>Assurances Non-Construction Programs (SF 424B)</i>	e7
3. <i>Disclosure Of Lobbying Activities (SF-LLL)</i>	e9
4. <i>ED GEPA427 Form</i>	e10
<i>Attachment - 1 (General_Education_Provisions_Act1023540670)</i>	e11
5. <i>Grants.gov Lobbying Form</i>	e12
6. <i>ED Abstract Narrative Form</i>	e13
<i>Attachment - 1 (Abstract1023540590)</i>	e14
7. <i>Project Narrative Form</i>	e15
<i>Attachment - 1 (ProjectNarrative1023540668)</i>	e16
8. <i>Other Narrative Form</i>	e72
<i>Attachment - 1 (TableofTimeline1023540594)</i>	e73
<i>Attachment - 2 (TableofObjectives1023540596)</i>	e80
<i>Attachment - 3 (ListofCVs1023540597)</i>	e91
<i>Attachment - 4 (LettersofSupport1023540598)</i>	e191
<i>Attachment - 5 (PM_Project1a1023540599)</i>	e207
<i>Attachment - 6 (PM_Project1b1023540600)</i>	e208
<i>Attachment - 7 (PM_Project1c1023540601)</i>	e209
<i>Attachment - 8 (PM_Project2a1023540602)</i>	e210
<i>Attachment - 9 (PM_Project2b1023540603)</i>	e211
<i>Attachment - 10 (PM_Project2c1023540604)</i>	e212
<i>Attachment - 11 (PM_Project2d1023540605)</i>	e213
<i>Attachment - 12 (PM_Project3a1023540606)</i>	e214
<i>Attachment - 13 (PM_Project3b1023540607)</i>	e215
<i>Attachment - 14 (PM_Project3c1023540608)</i>	e216
<i>Attachment - 15 (PM_Project4a1023540609)</i>	e217
<i>Attachment - 16 (PM_Project4b1023540610)</i>	e218
<i>Attachment - 17 (PM_Project4c1023540611)</i>	e219
<i>Attachment - 18 (PM_Project5a1023540612)</i>	e220
<i>Attachment - 19 (PM_Project5b1023540613)</i>	e221
<i>Attachment - 20 (PM_Project5c1023540614)</i>	e222
<i>Attachment - 21 (PM_Project6a1023540615)</i>	e223
<i>Attachment - 22 (PM_Project6b1023540616)</i>	e224
<i>Attachment - 23 (PM_Project6c1023540617)</i>	e225
<i>Attachment - 24 (PM_Project7a1023540618)</i>	e226
<i>Attachment - 25 (PM_Project7b1023540619)</i>	e227

<i>Attachment - 26 (PM_Project7c1023540620)</i>	e228
<i>Attachment - 27 (PM_Project8a1023540621)</i>	e229
<i>Attachment - 28 (PM_Project8b1023540622)</i>	e230
<i>Attachment - 29 (PM_Project8c1023540623)</i>	e231
<i>Attachment - 30 (PM_Project9a1023540624)</i>	e232
<i>Attachment - 31 (PM_Project9b1023540625)</i>	e233
<i>Attachment - 32 (PM_Project9c1023540626)</i>	e234
<i>Attachment - 33 (PM_Project10a1023540627)</i>	e235
<i>Attachment - 34 (PM_Project10b1023540628)</i>	e236
<i>Attachment - 35 (PM_Project10c1023540629)</i>	e237
<i>Attachment - 36 (PM_Project11a1023540630)</i>	e238
<i>Attachment - 37 (PM_Project11b1023540631)</i>	e239
<i>Attachment - 38 (PM_Project11c1023540632)</i>	e240
<i>Attachment - 39 (PM_Project11d1023540633)</i>	e241
<i>Attachment - 40 (PM_Project12a1023540634)</i>	e242
<i>Attachment - 41 (PM_Project12b1023540635)</i>	e243
<i>Attachment - 42 (PM_Project12c1023540636)</i>	e244
<i>Attachment - 43 (PM_Project13a1023540637)</i>	e245
<i>Attachment - 44 (PM_Project13b1023540638)</i>	e246
<i>Attachment - 45 (PM_Project13c1023540639)</i>	e247
<i>Attachment - 46 (PM_Project14a1023540640)</i>	e248
<i>Attachment - 47 (PM_Project14b1023540641)</i>	e249
<i>Attachment - 48 (PM_Project14c1023540642)</i>	e250
<i>Attachment - 49 (PM_Project15a1023540643)</i>	e251
<i>Attachment - 50 (PM_Project15b1023540644)</i>	e252
<i>Attachment - 51 (PM_Project15c1023540645)</i>	e253
<i>Attachment - 52 (PM_Project16a1023540646)</i>	e254
<i>Attachment - 53 (PM_Project16b1023540647)</i>	e255
<i>Attachment - 54 (PM_Project17a1023540648)</i>	e256
<i>Attachment - 55 (PM_Project17b1023540649)</i>	e257
<i>Attachment - 56 (PM_Project17c1023540650)</i>	e258
<i>Attachment - 57 (PM_Project18a1023540651)</i>	e259
<i>Attachment - 58 (PM_Project18b1023540652)</i>	e260
<i>Attachment - 59 (PM_Project18c1023540653)</i>	e261
<i>Attachment - 60 (PM_Project18d1023540654)</i>	e262
<i>Attachment - 61 (PM_Project19a1023540655)</i>	e263
<i>Attachment - 62 (PM_Project19b1023540656)</i>	e264
<i>Attachment - 63 (PM_Project19c1023540657)</i>	e265

Attachment - 64 (PM_Project20a1023540658)	e266
Attachment - 65 (PM_Project20b1023540659)	e267
Attachment - 66 (PM_Project20c1023540660)	e268
Attachment - 67 (PM_Project21a1023540661)	e269
Attachment - 68 (PM_Project21b1023540662)	e270
Attachment - 69 (PM_Project21c1023540663)	e271
Attachment - 70 (PM_Project22a1023540664)	e272
Attachment - 71 (PM_Project22b1023540665)	e273
Attachment - 72 (PM_Project22c1023540666)	e274
9. Budget Narrative Form	e275
Attachment - 1 (BudgetNEALRC2014_181023540669)	e276
10. Form ED_524_Budget_1_2-V1.2.pdf	e281
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e283

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/09/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="East Asian Langs. & Literats."/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

Yes No

If "Yes", provide explanation and attach

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text"/>	TITLE <input type="text"/>
APPLICANT ORGANIZATION <input type="text"/>	DATE SUBMITTED <input type="text" value="07/09/2014"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text" value="OH: Ohio"/> Zip <input type="text" value="43210"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: <input type="text"/>	7. * Federal Program Name/Description: <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>	
8. Federal Action Number, if known: <input type="text" value="NA"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value=""/> *Name: Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> Title: <input type="text" value="Assistant Director"/> Telephone No.: <input type="text" value=""/> Date: <input type="text" value="07/09/2014"/>		

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

General Education Provisions Act (GEPA)

Equal Access and Nondiscriminatory Employment Practices

The NEARLC continues to observe the policies of The Ohio State University Office of Human Resources and actively follows nondiscriminatory recruiting, hiring, and retention practices for all of its employees and associates. The NEARLC continues to encourage applications for employment by persons who are members of traditionally underrepresented groups, including racial or ethnic minority groups, women, handicapped persons, and the elderly. The Ohio State University FLC and NEALRC have an excellent record for seeking and employing people with excellent qualifications and skills –from project directors to graduate research associates and evaluators –who are also members of traditionally underrepresented groups. The NEALRC and The Ohio State University will continue to provide equal access to the Center’s resources, facilities, and activities for member of all underrepresented groups.

All of the Center’s regular and special activities are conducted in facilities with access provisions for handicapped persons, and the NEALRC’s overall mission itself is predicated upon values that encourage equal access to our resources and to the world around us. Our traditional and continuing focus on autonomous learning and individualized instruction, for example, explicitly enables learners with special access needs to gain greater use of material and intellectual resources of the Center and the field in ways that are not always possible under existing circumstances at most institutions of higher education.

The Ohio State University is a state-supported institution of higher education that fully subscribes to the purposes and principles of GEPA and is committed to equal opportunity and equal access for all to the educational and employment opportunities offered.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%; height: 20px;" type="text"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 250px;" type="text"/>	Middle Name: <input style="width: 180px;" type="text"/>
* Last Name: <input style="width: 350px;" type="text"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 320px;" type="text"/>		
* SIGNATURE: <input style="width: 150px;" type="text"/> <input style="width: 150px;" type="text"/>		* DATE: <input style="width: 180px;" type="text" value="07/09/2014"/>

Abstract

**Strategic Moves toward the Capacity to Achieve Advanced Skills
in East Asian Languages**

The National East Asian Languages Resource Center's mission is to increase the capacity of American learners of East Asian languages to reach advanced skills in communicating in these languages and cultures. Taking advantage of the resources of the Ohio State University's extensive foreign language pedagogy and faculty specializing in East Asian language pedagogy, we have identified 22 projects that are being undertaken by our faculty and their collaborators in the U.S. and abroad and provided these projects with NEALRC management and technical support that assures that these projects meet their objectives. Involving a wide range of institutional affiliations that include K-12, a community college, and universities in the U.S. and abroad, these projects are divided into three basic strategies: 1) strengthening East Asian language programs, 2) developing materials for advanced level skills, and 3) developing online tools for learning, teaching, and assessing communication skills in East Asian languages and cultures. Our projects include innovative online language learning tools, localized language learning materials, and research toward understanding the characteristics of persons who eventually reach advanced skills in these difficult languages. Making every effort to make our products available to as many users as possible, the NEALRC disseminates most of the products of these projects by making them accessible online or through Foreign Language Publications. Each project has its goals and points of evaluation delineated, and the overall activities of the NEALRC are subject to clear evaluation and reporting procedures.

THE OHIO STATE UNIVERSITY

NATIONAL EAST ASIAN LANGUAGES RESOURCE CENTER
(July 2014)

TABLE OF CONTENTS

Index of Acronymsv

I. PLAN OF OPERATION 1

Necessity for an East Asian Languages Resource Center 1

Plan of Management 3

Project Objectives 4

Resources and Personnel..... 9

Equal Access and Nondiscriminatory Employment Practices 10

II. QUALITY OF KEY PERSONNEL 10

Director and Principal Investigator 10

Co-principal investigator 11

Associate Director..... 12

Assistant Director..... 14

Director of Creative Technology 14

Ohio State Advisory Board..... 15

National Advisory Board 15

III. ADQUACY OF RESOURCES 16

The Ohio State University 16

Center for Languages, Literatures and Cultures 17

Department of East Asian Languages and Literatures..... 17

The Loann Crane Advanced Language Institute	18
East Asian Studies Center	19
Individualized Instruction Center	20
CLLC Hypermedia Studio	20
College of Arts & Sciences Technology Services	20
OSU China Gateway.....	21
IV. NEED AND POTENTIAL IMPACT.....	21
<i>Strengthening East Asian language programs</i>	21
<i>Developing materials that support achieving advanced skills</i>	26
<i>Online Tools for Learners and Teachers</i>	29
V. LIKELIHOOD OF ACHIEVING RESULTS.....	34
VI. DESCRIPTION OF FINAL FORM OF RESULTS	36
<i>Strengthen East Asian language programs.....</i>	36
1. Studies of Advanced Learners	36
2. Studies of Third Language Learners.....	36
3. Columbus State Community College (CSCC) Collaboration.....	37
4. Coalition of K-12 Chinese Language Organizations	37
5. Collaborative Articulation and Assessment Project (CAAP) Chinese Project.....	37
6. East Asian Community Health Collaboration.....	37
7. Collaboration with Foreign Universities.....	38
<i>Developing materials that support achieving advanced skills</i>	38
8. Localized Intermediate to Advanced Materials	38
9. Advanced Korean: Communicating in Korean.....	38

10. Advanced Chinese Course Materials	39
<i>Online Tools for learners and teachers</i>	39
11. Reader’s Tools	39
12. CAVO (Computer Adaptive Vocabulary Tool).....	39
13. At Home in Japan.....	39
14. Trans Pacific TV (TPTV)	39
15. “Spring Grass” Television Program Website	39
16. Pathway To Korean: Beginning Spoken Korean from Zero.....	40
17. Domain Lectures and Papers	40
18. The Performance Classroom Video Resource Catalogue	40
19. Game Point System (GPS).....	40
20. Chinese Computer Adapted Listening Test (CCALT)	40
21. Japanese Skills Test (JSKIT)	40
22. Advanced Language Performance Portfolio System (ALPPS)	41
Effective Dissemination.....	41
VII. EVALUATION PLAN.....	42
Outcome based.....	42
Data collection and analysis.....	43
Systematic evaluation	43
Formative evaluation	44
Summative evaluation.....	44
Conducting evaluations and key personnel responsible	45
Customers’ evaluations.....	46

Independent evaluator’s evaluation	46
Evaluation of efficiency	47
Timeline of the evaluations.....	47
VIII. BUDGET AND COST EFFECTIVENESS.....	47
IX. COMPETITIVE PREFERENCE PRIORITIES	49

INDEX OF ACRONYMS

AATJ:	American Association of Teachers of Japanese 42-43
AATK:	American Association of Teachers of Korean 41, 43
ACTFL:	American Council on the Teaching of Foreign Languages 12, 19, 49
ALI:	The Loann Crane Advanced Language Institute 18-19, 48
ALPPS:	Advanced Language Performance Portfolio System 34, 41
BYU:	Brigham Young University 36, 49
CAAP:	Collaborative Articulation and Assessment Project 25, 34, 37, 50
CAVO:	Computer Adaptive Vocabulary Assessment 14, 29-32, 39-40
CCALT:	Chinese Computerized Adaptive Listening Comprehension Test 33, 40
CEAL:	Council on East Asian Libraries 42
CIBER:	OSU's Center for International Business Education and Research 6
CLASS:	Chinese Language Association of Secondary-elementary Schools 24, 37, 42-43
CLLC:	Center for Languages, Literatures and Cultures 6, 9, 11, 17, 19-20, 25, 35, 45, 48
CLS:	Critical Language Scholarship Program 6
CLTA:	Chinese Language Teachers Association 42-43
COSI:	Columbus Center of Science and Industry 6
CSAUS:	Chinese School Association in the United States 24, 37
CSCC:	Columbus State Community College 24, 37
DEALL:	Department of East Asian Languages and Literatures 6, 9-10, 12-15, 17-18, 26, 35, 45, 48-49
DLI:	Defense Language Institute 49
EASC:	East Asian Studies Center 19
FLPubs:	Foreign Language Publications 15, 41
GPRA:	Government Performance and Results 42

GPS:	Game Point System 32, 40
HSK:	Hanyu Shuiping Kaoshi 32
II:	Individualized Instruction 20
ILR:	Interagency Language Roundtable 19
IRIS:	International and Foreign Language Education 42
JSKIT:	Japanese Skills Test 33, 40
K-12:	Kindergarten to 12 th grade ii, 3, 5, 8, 23-25, 34, 37, 42
KFL:	Korean as Foreign Language 38
LCTL:	Less Commonly Taught Language 3
LRC:	Language Resource Center 42, 45
NCACLS:	National Council of Associations of Chinese Language Schools 24, 37
NCLCC:	National Chinese Language and Culture Coalition 24
NEALRC:	National East Asian Languages Resource Center 2-12, 14-15, 17-18, 20-21, 23-32, 34-35, 37, 41-50
OPI:	Oral proficiency interview 36, 40
OSU:	Ohio State University 3, 5, 8-21, 24, 28, 34-39, 43-44, 46-48, 50
SPEAC:	Summer Programs East Asian Concentration 13
STEM:	Science-Technology-Engineering-Math 6
TPTV:	Trans-Pacific TV 30, 39
UT-RGV:	University of Texas Rio Grande Valley 36, 49-50

STRATEGIC MOVES TOWARD THE CAPACITY TO REACH ADVANCED SKILLS IN EAST ASIAN LANGUAGES

I. PLAN OF OPERATION

Necessity for an East Asian Languages Resource Center: As we move further into the 21st Century, the language and culture interface between the United States and East Asia becomes more intense and, at the same time, more asymmetrical. While Title VI support for developing the instructional foundations for Americans to engage East Asian peoples on their own terms has been nearly cut in half, the demands and needs in this area have increased considerably. The President's "pivot toward Asia" was motivated by the basic facts on the ground that fuel these demands and needs by Americans and American institutions¹: 1) the over sixteen trillion dollar American economy has slowed its pace of growth while the over twenty trillion dollar aggregate East Asian economies driven by China continue to grow at a faster pace; 2) students flow from East Asia in the hundreds of thousands to study in degree programs in American higher education, while American students trickle in the low tens of thousands to East Asia for mostly low-level and short-term language and culture programs, many of which are taught in English; and 3) the numerical reality of the 1.4 billion East Asian population, which quadruples the American 309 million, emphasizes the global asymmetries between the United States and East Asia. American engagement with East Asia has expanded in all directions over the past decade and there is every indication that this social "big bang" will continue.

Americans in every sector of our society continue to seek ways to strengthen our capacity to engage with East Asia: toward China, driven by the lure of business and the kind of opportunities that only emerge in a powerful and rapidly changing society; toward Korea, where the global

¹ "Report for Selected Countries and Subjects October 9, 2013 (IMF)

appeal of K-pop increases the numbers of young students wanting to learn Korean and a conspicuous business acumen attracts the admiration of their parents; to Japan, where the influence and appeal of anime and technological youth trends can be seen on campuses and the various “-con” (Comicon, Monstercon, Coscon) that spring up around our country and the presence of the World’s third largest economy is a daily presence in American life. East Asian cultures are starting to become intertwined with how Americans for the first time perceive a TransPacific world.

The American policy pivot toward Asia was not reflected in the Department of Education funding patterns. The fact that the NEALRC focuses on East Asia did not soften in any way the impact of the funding reductions to all the Title VI Language Resource Centers. The reduction of American support for East Asian languages has come at a time when research on learning languages is gaining ground and the demands for Chinese, Korean, and Japanese are clearly growing. Chinese is leading the way in this growing demand and, as the U.S. government refrains from significantly expanding the numbers of young Americans learning Chinese, the Chinese government, employing the agency of the Hanban, is increasing its influence in the field of Chinese as a foreign language in the form of over 90 Confucius Institutes on campuses across our country. Additionally, the Chinese Government Scholarship Program administered through Chinese Consulates is supporting Americans studying in China at a rate that outstrips American government programs.

Any support for Americans learning Chinese (or any other East Asian language), is a welcome added resource. Nonetheless as the Chinese government agencies develop an increasingly influential role in Chinese language education in the U.S., resistance to this influence among American academics is developing in more and more institutions and

educational policies that do not reflect American values are finding their way into our education, including K-12 and post-secondary education. Although we do not imagine commanding resources that can counterbalance the Chinese government's direct influence in our schools, the NEALRC is mindful of the need to lay the foundations for Chinese language study in the U.S. to reflect American values and to reflect up-to-date concepts of learning and intercultural communication.

The reduction in the Title VI funding required us to focus on those crucial programs that we could implement with our reduced resources, to narrow our goals for other programs, and to set aside those programs that we could not maintain under the new funding realities but hope to revive as we pick up additional funding. These conditions required us to adapt a strategy of leveraging remaining NEALRC resources to projects that promised to have the greatest influence on Americans achieving advanced skills in East Asian languages. Our major resources for pursuing this strategy remain our key personnel, resources accumulated through past efforts, and our alliances with organizations oriented toward the same goals. As a National Language Resource Center, the mission of the NEALRC is to conduct collaborative projects designed to increase the nation's capacity to produce Americans with advanced proficiency in East Asian languages.

Plan of Management: Experience is the most valuable resource of the NEALRC. We have worked hard to maintain the contributions of our most productive and most knowledgeable personnel since 2011 and will conduct our programs and projects during the 2014-2018 funding period based on their devotion and capabilities. Under the procedures overseen by the OSU Office of Sponsored Projects, Dr. Galal Walker, Professor of Chinese and Director of the NEALRC brings over thirty years of experience and production in Chinese and LCTL language

education to the implementation of our strategy. Dr. Minru Li, Assistant Director of the NEALRC, has been with the NEALRC since 2001, directing a wide-range of projects to completion and managing programs. Ms. Hanning Chen, Director of Creative Technology, has been with us since 2002, working on a wide range of computer-based and web-based resources in East Asian languages. (See Section II for details). In addition, our Associate Directors and Board of Advisors bring broad perspectives to the planning and implementation of NEALRC activities. We will all monitor the progress of each project toward its stated goals and will report on final project results. General information about each project's progress, dissemination, and evaluation is shared with our OSU Advisory Board and National Advisory Board. The NEALRC also provides each project director with *OSU NEALRC Project Director's Guidelines*, our Center's own annual guide to the benefits and responsibilities of directing projects funded through the NEALRC. The *Guidelines* contain important policies, dates and deadlines, and helpful information about the OSU NEALRC and the Title VI Language Resource Centers program in general.

Project Objectives: The NEALRC has been focused on advanced skills since it was first designated a Language Resource Center in 1993. Taking three of the four Category Four languages as our target foreign languages, the amount of time it takes Americans to learn Chinese, Japanese, and Korean has made increasing learning efficiency our core and long-term concern. The search for improved programs, materials, and study tools leading to advanced levels skills in these languages has guided the activities of our Center and is the focus of our strategy. In a time of reduced funding and increased demand, we have chosen 2014 -2018 projects through which we can leverage NEALRC resources to direct further resources toward the core concerns by: 1) engaging with other organizations to **develop extended sequences of**

language courses, especially **in the K-12 field**, 2) providing both high-stakes and low-stakes **assessments** for programs and individuals, 3) producing **research** and **materials** that facilitate reaching advanced levels through improved teaching and learning resources, and 4) creating and maintaining **tools for learners and teachers** of Chinese, Japanese, and Korean. **Teacher training** is an integrated part of some projects and we conduct **summer programs** with other sources of funding.

The NEALRC at the Ohio State University (OSU) has been involved in a continually expanding network of local, state, and national relationships. Paced by a burgeoning demand for Chinese language study, our center has been increasingly partnering with local and national organizations to expand and improve instruction in Chinese while also increasing the emphasis on extending these activities to the instruction of Japanese and Korean. Mainstreaming Chinese language study has been an underlying goal for our center. While we still have a considerable distance to cover before reaching that goal, this ambition seems increasingly attainable given the rapidly growing appeal of Chinese around the country and the NEALRC's experience in Ohio. Exceeding the national expansion of K-12 Chinese language instruction, the state of Ohio saw an increase in schools/districts offering the language: from 7 in 2005 to 125 in 2012 and a steady increase into the following year. This is an increase from less than 400 students to nearly 15,000 students in seven years.² In cooperation with the Ohio Department of Education, the OSU Advanced Language Institute, local and regional school districts, teachers associations, and heritage school organizations, the NEALRC has played a pivotal role in this expansion, developing materials and assessments, engaging in teacher training, producing teacher training materials, and sponsoring conferences about instructional technology and developing K-12 Chinese language programs. In 2007 the NEALRC cooperated with national, state and local

² See supporting letter from Ryan Wertz, Lead Consultant for World Languages, Ohio Department of Education.

organizations to hold a Language Summit and to produce the *Language Roadmap for Ohio*.³ Funded by the U.S. Defense Department in cooperation with the United States Departments of Commerce and Labor, these events were conducted by the OSU Midwest US-China Flagship (now Advanced Language Institute Chinese Program), which is a joint program with the NEALRC, the Department of East Asian languages and Literatures (DEALL), and the Center for Languages, Literatures and Cultures (CLLC), formerly the Foreign Language Center. We also involved the State of Ohio Departments of Education and Development, the Columbus Center of Science and Industry (COSI), the Educational Council of Franklin County and Metro High School (OSU and Battelle Institute affiliated STEM [science-technology-engineering-math] public school), and OSU's Center for International Business Education and Research (CIBER) and Office of International Affairs. The Summit brought together representatives from business and government, who have a **demand** for language and culture skills, and educators, who can affect the **supply** of language and culture skills. Together they identified and prioritized the most critical language needs in Ohio, specifically, and in the nation, in general.

The NEALRC maintains a national role through Dr. Galal Walker serving on the Board of Visitors to the Defense Language Institute in Monterey, California, a position that requires White House approval. Dr. Minru Li, Assistant Director, serves as publication manager for the *Journal of the Chinese Language Teachers Association*, the official publication of the Chinese Language Teachers Association. In 2012, the NEALRC in conjunction with DEALL, entered into a cooperative agreement with the Bureau of Educational and Cultural Affairs of the U.S. Department of State to plan and implement six two-month intensive language summer institutes at universities in China, Japan, and Korea as part of the Critical Language Scholarship (CLS) Program. (We are also cooperating with Ohio University, as a sub-awardee, to run the CLS

³ http://www.thelanguageflagship.org/media/docs/roadmaps/Ohio_language_roadmap.pdf

Indonesian institute at Malang University.) This project's goals are 1) to train college-age students to the advanced levels of language that will permit them to conduct careers in these languages and 2) to develop local capacity to deliver effective language training for Americans in the host universities. Working toward those goals will lead to the production of several localized language curricula (text, audio, video, syllabi), study abroad studies and procedurals, and analyses of pre- and post-program Oral Proficiency Interviews. NEALRC Director Dr. Galal Walker is also the director of the East Asian CLS program and NEALRC Associate directors, Dr. Xiaobin Jian, Dr. Mari Noda, and Dr. Danielle Ooyoung Pyun are directors for the CLS China Institutes, the Japan Institute, and the Korea Institute, respectively.

Throughout the 2014-2018 cycle of the Language Resource Center grant, the NEALRC will focus on improving language programs in Chinese, Japanese, and Korean with the intention of providing the infrastructure for moving American students to advanced skill levels. The current demand for Chinese is intense; therefore, we are engaged in more Chinese oriented programs, especially those programs intending to lay the groundwork for Chinese as a mainstream language in American education. Improving language programs require us to focus on developing their institutional bases, materials that support progress toward advanced skills, and online tools for learners and teachers as needed. Our projects for the proposed cycle fall into three general categories:

- 1) ***Strengthen East Asian language programs:*** We will form alliances and work with institutions that are engaged in delivering instruction in East Asian languages in a variety of environments. In cooperation with major universities that collect and maintain data on college-level learners of East Asian languages, we will work to develop profiles of learners that reach the advanced levels. We will work with a major Hispanic serving university to

conduct third-language acquisition studies with bilingual English-Spanish undergraduate students. The NEALRC will serve as facilitator for a national coalition of K-12 Chinese language organizations involved in preK-12 and heritage schools. We will participate in a high school to college articulation program for Chinese and cooperate with MSI universities and schools, Columbus Public Schools, Columbus State Community College, volunteer organizations serving local East Asian communities, and cooperating universities in China, Japan, and Korea.

- 2) ***Develop materials that support gaining advanced skills in East Asian languages:*** These projects focus on intermediate-advanced-superior levels of instruction and include two novel concepts in East Asian language study: *localization* and *domain*. Localization refers to providing instruction that reflects learning language and culture in a specific place, e.g., a specific city in China, Japan, or Korea, or a specific social situation, e.g., the transition from rural to urban life in China. Domain refers to content areas and career areas, e.g., medical services, tourism, or academic disciplines, e.g., economic development.
- 3) ***Create online tools for learners and teachers of East Asian languages:*** These projects provide means by which a) readers can read more by being provided instant references and learning experiences, b) adjustment to new cultures can be made easier, c) low-stakes testing can be made available on demand of teachers or learners, d) progress in courses can be tracked and made known to learners on a continual basis, and e) ability in a foreign language can be made transparent and ubiquitous for purposes of qualifying for placement in a program or applications for employment. In order to accomplish these goals, the NEALRC will rely on established resources and policies, which are outlined in organizational structures and employment practices at the NEALRC and the OSU.

Resources and Personnel: The NEALRC is located in the College of Arts and Sciences, division of Arts and Humanities' *Center for Languages, Literatures, and Cultures*. The fiscal officer of Department of East Asian Languages and Literatures manages the NEALRC's budget. Its organizational structure is designed to promote efficient and cost-effective administration and to have sustained contact with external and internal constituencies. Experience in completing a large number of projects has taught us that a streamlined internal administrative structure consisting of the Director, Associate Directors, and Assistant Director allows us to be most successful. They, along with the Senior Adviser, Director of CLLC, and directors from DEALL form the Center's Steering Committee. The Center also draws on the expertise of the members of its OSU Advisory Board and its National Advisory Board. (See Appendix II for relevant vitae.) The administration, steering committees and advisory boards work together to most effectively and efficiently achieve the objectives of the NEALRC and, at the same time keep colleagues informed about our Center's work.

The NEALRC is closely associated with DEALL, where Dr. Galal Walker serves as full professor, director of the eight-level Chinese language program, and director of the Chinese Language Pedagogy MA and PhD programs. The projects he participates in for the NEALRC coincide with his professional duties as a researcher, materials developer, program manager, and director of graduate studies. Altogether, there are seven full and associated professors of East Asian language pedagogy in DEALL. Most of them serve on the NEALRC boards and participate in the projects. There are also 24 graduate students in East Asian language pedagogy degree programs, who also participate in the research and development activities of the NEALRC and 17 graduate students in advanced Chinese language and culture, who assist in developing advanced level Chinese projects. For this reason, the NEALRC is able to complete

many projects at very little cost, using the key skills of NEALRC personnel as manager and technical advisor on multiple projects to keep the focus on seeing projects through to completion.

Equal Access and Nondiscriminatory Employment Practices: The NEALRC continues to observe the policies of the OSU Office of Human Resources (HR document no. 1.10) and actively follows nondiscriminatory recruiting, hiring, and retention practices for all of its employees and associates. The NEALRC continues to encourage applications for employment by persons who are members of traditionally underrepresented groups, including racial or ethnic minority groups, women, handicapped persons, and the elderly. The OSU FLC, DEALL, and NEALRC have an excellent record for seeking and employing people with excellent qualifications and skills--from project directors to graduate research associates and evaluators--who are also members of traditionally underrepresented groups.

All of the Center's regular and special activities are conducted in facilities with access provisions for handicapped persons, and the NEALRC's overall mission itself is predicated upon values that encourage equal access to our resources and to the world around us. Our traditional and continuing focus on autonomous learning and individualized instruction, for example, explicitly enables learners with special access needs to gain greater use of material and intellectual resources of the Center and the field in ways that are not always possible under existing circumstances at most institutions of higher education.

II. QUALITY OF KEY PERSONNEL

The key personnel and participants in these projects are more fully described in the CVs located in the appendices. Here we present the roles of key personnel along with a brief characterization of their qualifications.

Director and Principal Investigator: Galal Walker will serve as the OSU NEALRC's chief

administrator, ex-officio member of the National Advisory Board, and Chair of the Center's Steering Committee. Dr. Walker, professor of Chinese and director of the Chinese Pedagogy graduate program, will also serve as the principal on several projects as indicated in the Plan of Operation. The Director has responsibility for and will oversee all of the NEALRC's operations, projects, and activities. He has received several national and international awards and recognitions for his contributions to Chinese language study and international programs. Along with the Assistant Director, he will direct the Center's publication and outreach activities. He will work as Director of the NEALRC (50% time) and has been released from his departmental duties in order to serve this role. Since the 1980s, Dr. Walker has had a significant and distinguished role in developing the national capacity in less commonly taught languages. He has published extensive studies on language instruction focusing on Chinese, edited and authored prominent textbook series, and created and managed instructional programs from beginning to advanced levels. He is currently serving as a member of the Board of Visitors of the Defense Language Institute in Monterey, California, an advisor to the Director of Global Strategies at OSU, and director of the OSU Midwest US-China Flagship and the East Asian Critical Language Scholarship Program (Department of State). He also serves as President of the Midwest US-China Association.

Co-principal investigator: Professor Diane W. Birckbichler, Director of CLLC, and former chair of the Department of French and Italian, will serve as Senior Adviser to the NEALRC, advising on all aspects of the Center, serving as a liaison with the other foreign language departments in the College of Humanities, facilitating all aspects of the distance learning projects of the Center, and working with the non OSU elements associated with the projects. She will devote 10% of her time to NEALRC activities. Diane Birckbichler has been active in foreign

language instruction locally, regionally and nationally, while publishing textbooks, a book on program evaluation, and studies on foreign language education. She has served as President of ACTFL and has held other national positions throughout the past thirty years. Her areas of research interest and expertise--individual differences, program evaluation advanced language learning, technology-enhanced instruction, testing--as well as her extensive experience working with educators at the secondary and post-secondary levels will make her a valuable resource for and participant in the Center's activities. In addition, she will be instrumental in helping disseminate the projects of the NEALRC to the field at large.

Associate Director: Xiaobin Jian (Associate Professor, DEALL, OSU). Dr. Jian, devoting 15% of his time to the NEALRC, will review all Chinese related projects and serve as principal on projects as indicated in the Description of Final Form below. From 2008 to 2012, he served as director of our China Center in Qingdao. In 2012 he became Associate Professor in DEALL. He has developed and taught a series of new courses focusing on cross-cultural education between the West and China: “Professional Research and Presentation in Chinese,” “Networking in China and America,” and “Points of View, Perspectives, and Presentations: Chinese Discourse on China-US Relations.” He has administered the China Institutes in the US State Department Critical Language Scholarship Program since 2012 and served as Director of the China Capstone Year since 2007. Prior to that he was Director of Study in the China Program and Coordinator of Chinese Program at the College of William and Mary for over 10 years. His expertise is in employing multi-media materials to teach Chinese as indicated in his resume and the projects he supervises in Final Form below.

Associate Director: Mari Noda (Professor, DEALL, OSU; PhD, Cornell University), Director of the OSU Japanese language program. Designating 15% of her time to the NEALRC, Dr.

Noda will review all projects as a member of the Steering Committee and will serve as principal on Japanese projects as indicated in the Plan of Operations. She has been engaged in numerous teacher-training workshops for over 25 years, most notably as Director of OSU's SPEAC (Summer Programs East Asian Concentration). She is the content designer of two multimedia materials based on the three-volume series, *Japanese: The Spoken Language Interactive* (Eleanor H. Jordan with Mari Noda, Yale University Press). The CD-ROM Program (Yale University Press, 1998) is based on Part 1 and the DVD-ROM Program (with Masayuki Itomitsu, Yale University Press, 2008) is based on Parts 2 and 3. She will direct the development of a multi-skill standardized proficiency test, *Japanese Skills Test*, of which she intends to create a computer-adaptive format. In addition to these material development and assessment projects, she is coauthor with Hiroshi Nara of a book entitled *Acts of Reading: Making Connections in Pedagogy of Japanese* (University of Hawaii Press) and with Matthew Christensen, of *A Performance-based Pedagogy for Communicating in Cultures: Training Teachers for East Asian languages* (NEALRC, OSU). She is Director of the Japan Institute for the Department of State East Asian Critical Language Scholarship Program since 2012.

Associate Director: Danielle Ooyoung Pyun (Associate Professor DEALL. PhD in Foreign and Second Language Education, OSU) will review all projects as a member of the Steering Committee and as principal on the Korean projects. Devoting 15% of her time to this project, Dr. Pyun will direct the development of the Advanced Korean project. Dr. Pyun teaches undergraduate and graduate courses in Korean culture, language, and Korean language pedagogy. She specializes in Korean language pedagogy with particular interests in individual learner variables in second/foreign language learning and issues in inter-language pragmatics. She serves on the editorial board of the journal, *The Korean Language in America*.

Assistant Director: Minru Li (PhD OSU, 1996) will work full time under the direction of the Director and will assist in all operations, with special attention to tracking and evaluating the progress of the Center's projects. He will assist the Director in the production of all NEALRC communications, the management of Foreign Language Publications & Services, and outreach toward business, government, organizations, and educational agencies in China, Japan, and Korea. Dr. Li has taught widely in the Chinese language and culture programs of the University of Auckland and OSU. He is production editor of the *Journal of the Chinese Language Teachers Association* and a leader in the regional and national associations focused on Chinese heritage education.

Director of Creative Technology: Hanning Chen is a full-time staff member working on the projects involving technology, which is nearly every project. She serves as the curator and manager of the numerous NEALRC video resources located on YouTube, Youku, and our own servers. She works with the teams formatting print, developing digital, and designing the presentations of online resources for individualized and distance instruction. She plays a crucial role in the production of instructional materials, from print to interactive digital. She is instrumental to the online toolkit that includes Reader's Tools and Computer Adaptive Vocabulary Assessment (CAVO). She has two MA degrees, one in architecture and another in visual communication design, and work experience producing computer-based instructional materials in K-5 and 9-16 Chinese language. She plays a key role in materials design and technology applications by not only implementing project members' ideas, but also by reimagining project concepts and offering project managers more creative options in implementing their projects.

Fiscal Manager: Kelly Snow, fiscal officer of the DEALL, will serve as fiscal manager of the

NEALRC for 5% of her time. She will coordinate fiscal reporting and be the administrative liaison with the College of Arts and Sciences and Division of Arts and Humanities.

Foreign Language Publications Manager: As manager of FLPubs, Lauren Barrett serves as chief distributor of NEALRC materials and will devote 25% of her time to the production and distribution of NEALRC's products.

Steering Committee: The overall operations of the Center will be monitored by a Steering Committee consisting of the NEALRC Principal Investigator and Co-principal Investigator, Associate Directors, Assistant Director, and Chair of DEALL. The Steering Committee will advise the Director on all operations of the Center, from evaluating the progress and quality of individual projects to maintaining the Center's overall fiscal and administrative efficiency. The Steering Committee will meet twice a year to assess the Center's progress.

Ohio State Advisory Board: The NEALRC will convene an internal Advisory Board twice annually to help the Center identify and respond to the needs of other disciplines in the university in relationship to foreign languages and cultures; the NEALRC will draft a report on their conclusions. This board includes representatives from relevant fields at OSU: Chair of the Department of Spanish and Portuguese Professor Glenn Martinez; Director of East Asian Studies Center, Etsuyo Yuasa; the Director of the Chinese Studies Institute, Marjorie Chan; Director of the Japanese Studies Institute, Richard Torrance; and the Director of the Korean Studies Initiative, Chan Park.

National Advisory Board: Members of the National Advisory Board represent the three main East Asian languages in sectors outside American academia. The purpose of this board is to give us perspectives and guidance from regions and career sectors that are impacted by American language education, but are not directly participating in it. Because of limited funds, we are

inviting only four National Advisory Board Members and asking them to interact by video conferences. The collective breadth of experience of our Board allows it to advise the Center on all aspects of its operations, to evaluate its effectiveness and impact, and perhaps most importantly, to provide an essential link for helping the field connect beyond borders and with non-academic sectors. Mr. John Kuzmik is an international lawyer with a long career practice in China. He is currently managing his own consulting firm, but has previously been a partner and director of the China Office for major law firms. Professor Myungjin Kim, Dean of the International Education Center, Yonsei University; brings a vast experience managing exchanges between Korea and the USA. Professor Hiroshi Okuda, Director of the International Exchange Center, Himeji Dokkyo University, has a rich experience in international exchanges between Japan and China and the USA. His field is Chinese studies, so he brings a complex perspective on TransPacific programs. Mr. James K. Chang, is CEO of the Global Knowledge Exchange, an instructional technology company that operates in the USA, China mainland, and Taiwan. Mr. Chang is experienced in operating successful businesses in the field of education on both sides of the Pacific.

III. ADQUACY OF RESOURCES

The Ohio State University, a land grant institution, is among the largest and most comprehensive universities in the United States. A diverse student body of students at OSU enjoys a wide variety of course offerings and a broad range of academic and social environments. Students may choose from more than 175 undergraduate majors, 12,000 courses, and graduate students study in more than 133 fields of specialization, in 112 Doctoral programs and 115 Master's programs. The East Asian collection of the OSU Library contains approximately 358,000 items in Chinese, Japanese, and Korean, supporting the learning

environment necessary at a major research and teaching institution of East Asian Languages.

The more than 57,500 students who attend OSU's main campus in Columbus represent diverse state, national, and international populations. Although nearly 76% of OSU's students enroll as Ohio residents, more than 13,700 students come from other states and more than 6,000 come from other countries. 17.1% of students represent minority groups, e.g., African American, Asian, Hispanic, and Native American backgrounds. The largest portion of OSU international students comes from East Asia; of those 60% are from China, up about 4.9 percent from 2012 figures.

Center for Languages, Literatures and Cultures: The NEALRC is located in the CLLC, a facility focusing on the integration of technology into foreign language and cultural instruction. The College of Arts and Sciences and the Division of Arts and Humanities has continued to support expanding and improving foreign language instruction in OSU and ensure that OSU continues to be a leading institution in foreign language education nationwide.

Department of East Asian Languages and Literatures: OSU students interested in East Asia are privileged to have access to resources within one of the largest East Asian departments in the country. DEALL offers B.A., M.A., and Ph.D. degrees in Chinese and Japanese and a major in Korean. Courses cover linguistics, classical languages, literatures, language pedagogy, and the cultures of East Asia-- featuring 72 courses in Chinese, 64 in Japanese, 29 in Korean, and 12 under the general rubric of East Asian Languages. Full-time faculty (22), visiting faculty from East Asia (9), professional teaching staff (7), and a large group of Graduate Teaching Associates (approximately 28) offer instruction in a full line of courses. DEALL faculty includes seven foreign language pedagogy specialists in Chinese, Japanese, and Korean, all with specialized training and experience in conducting linguistic and educational research in addition to their

training as educators. DEALL provides the NEALRC with the unusual resource of 24 graduate students (MA and PhD) in the pedagogy of East Asian languages. These students participate in the creation and compilation of learning materials as part of their coursework, participation in advanced level language courses, and involvement in sponsored programs such as the Critical Language Scholarship program. DEALL also currently enrolls 17 graduate students in Chinese language courses beyond the 6th year, who also contribute to the development of Chinese language materials. These students comprise a group of highly qualified contributors to the projects included in this proposal. This could well be the OSU advantage when it comes to producing East Asian language materials.

DEALL also offers several study abroad programs. OSU students can study at major universities in China, Japan, and South Korea. DEALL and the NEALRC have established the OSU-Soochow University Center (a relocation of the Qingdao Center) that provides facilities for in-China undergraduate and graduate language programs and teacher training programs. Since 2013, the NEALRC Director and Associate Directors in Chinese, Japanese, and Korean have been administering and operating the East Asian Critical Language Scholarship program for the Department of State.

The large number of East Asian language courses and students at OSU, the intensive teacher training in the summer, the graduate programs in East Asian language pedagogy, and the extensive immersion programs conducted by NEALRC personnel all provide a readily available field-test capacity for our projects and products.

The Loann Crane Advanced Language Institute (ALI): A new initiative of the College of Arts and Sciences is ALI. ALI, which is modeled on the Midwest US-China Flagship, responds to the Flagship's emphasis on redefining the traditional language major to include students in

fields across the university. OSU has established the Loann Crane Advanced Language Institute with a \$1,000,000 gift from Loann Crane for whom the institute is named. This institute builds the technological support for language programs in OSU's College of Arts and Sciences: the creation of a multi-lingual and multi-cultural social area in the Crane Café, and the World Media and Culture Center. Building on OSU's reputation as a leader in the teaching and learning of advanced language and culture skills, the ALI will seek to be a leading resource for the preparation of global leaders. The purpose of the ALI is to recruit students with advanced language skills and disciplinary or domain focuses and provide them with the specialized knowledge that will allow them to function effectively as professionals in their chosen fields. The ALI will first offer certificate programs to advanced undergraduates and offer combined BA/MA degrees or professional MAs in all ALI languages, which is the current practice in Chinese.⁴ The ALI is currently housed within the CLLC, but will become a separate entity within the next several years.

The NEALRC's focus on advanced language skills includes preK-12, undergraduate, and graduate programs. The two-year master's program is designed for upper-intermediate and advanced speakers of Mandarin Chinese who seek to achieve a superior level of proficiency and the capacity to use the language in professional settings. Between 2006 and 2013, the OSU Midwest US-China Flagship program graduated over 70 students at ACTFL "superior" or ILR "Level 3" or beyond. Languages participating in the ALI programs include Japanese and Korean, in addition to Chinese.

East Asian Studies Center: The EASC coordinates and supports research and instructional activities as well as assists in the development of relevant degree programs in EASC. It is also

⁴ In East Asian languages at OSU for autumn 2013, 24% of Chinese enrollments were at the advanced level; 8.5% of Japanese enrollments were advanced; 4.4% of Korean were advanced.

designated as a vehicle to transmit faculty expertise and university resources to the civic, educational, and business communities in our region.

Individualized Instruction Center (I.I.): The goal of individualized instruction (I.I.) is to give students the same instructional materials that are used in classroom courses, but to also allow students the flexibility to study at their own pace and on their own time, according to their personal needs. I.I. is a program that has been developing “flipped” instruction for nearly forty years as a response to the needs of autonomous learners. I.I. increases the numbers of students enrolled in East Asian languages. In the academic years of 2012 and 2013, 559 OSU students of Chinese, Japanese, and Korean took I.I. courses.

CLLC Hypermedia Studio: This facility focuses on designing instructional presentations combining print, audio, and video. The studio’s staff members have worked on online Korean materials for I.I. and provided technical support for extensive interactive materials in Chinese and Japanese. This facility also facilitates video conferencing across the Pacific on a regular basis for thesis defenses, pedagogy workshops, and course exchanges.

College of Arts & Sciences Technology Services: This team helps design dynamic Web sites, build stand-alone, interactive instructional programs, and produce original images and videos for teaching or research. For example, *Pathways to Korean*, a free online course in beginning Korean, was put online and is technologically maintained by this group. Additionally, the Digital Media Services Studio specializes in researching and developing instructional technology projects aimed specifically at teaching foreign languages and cultures. The studio is currently working on projects in Chinese, Japanese, and East Asian humanities.

Although the NEALRC will avail itself of the many technology resources offered by Ohio State and its OSU partners, we will still actively seek partners and funding to enhance the

development and dissemination of our technology projects.

OSU China Gateway: China Gateway in Shanghai is one of three international Gateways that capitalize on the strengths of OSU's connections across the globe and provide the university with a myriad of opportunities, including operational support for faculty research/teaching and international partnerships, a portal for study abroad, a location for international student recruitment, a center for academic programming as well as executive and corporate training, a location for alumni gatherings and a new way to partner with Ohio-based companies operating in global markets. The presence of the China Gateway will be an invaluable resource for NEALRC students, faculty, and projects.

IV. NEED AND POTENTIAL IMPACT

For the past few years, the NEALRC has responded to the more driving needs in East Asian languages. We are cognizant of the desirability to consider future demands as the efficacy of knowing East Asian languages sinks into American consciousness. However, we are facing immediate demands from both academic and non-academic sectors, with the demand for Chinese language assistance dominating our interactions inside and outside academics. Our strategy is to meet the more important needs of the Chinese field and spread those efforts to the Korean and Japanese language fields. We will thus focus on three areas: “Strengthening Programs”, “Developing Advanced Materials”, and “Online Resources”.

Strengthening East Asian language programs

Need and Impact of Learner Profiles: Reaching advanced levels in Chinese, Japanese, and Korean in the most efficient way requires lengthy exposure to well-planned language learning opportunities. Having college-based and current data on advanced language learners will give language programs that are focused on advanced levels evidence for planning and local advocacy.

As advanced language skills become the accepted goal of language programs, knowing what categories of learners are successful will help us increase the numbers of successes by understanding what experiences produce advanced learners. In addition, many successful students of East Asian languages begin this study after learning other languages. We intend to explicate the third language phenomena in order to better exploit the learning resources such learners bring to the study of East Asian languages. By working with a bilingual Hispanic cohort of students of Chinese, we also hope to expand the study of Chinese among this population by making whatever advantages they bring to this undertaking explicitly understood by both prospective learners and their home institutions. Therefore, we propose the following two projects:

1. *Studies of Advanced Learners*: This includes a joint study of learners reaching advanced levels, “Profiles of Advanced Learners of East Asian Languages,” involving universities with substantial language programs that collect and maintain learner data: Brigham Young University, Stanford University, and Ohio State University. Foreign language study in the United States has grouped learners by languages studied and by the amount of time (and resource) required to reach prescribed proficiency levels. Currently these groupings have divided languages into 4 (sometimes 3) groups. The highest group, 4 (or sometimes 3), contains the most “difficult” (i.e., resource consuming) languages: Arabic, Chinese, Japanese, and Korean—those languages requiring nearly quadruple the amount of time of “full-time, intensive and/or immersion, proficiency-based language training under the supervision of an instructor and with 1-4 students per class.”⁵ These 1982 data are based on results from government language schools in the 60s and 70s. Since these past five decades or so have

⁵ 1982. Judith E. Liskin-Gasparro. *ETS Oral Proficiency Testing Manual*. Princeton, N.J.: Educational Testing Service.

witnessed major changes in the teaching of Chinese, Japanese, and Korean in the United States and the major portion of this teaching occurs in civilian institutions, there is a great need to take another look at the resources and pathways needed to produce high-proficiency performers in these languages. We intend to focus on profiling advanced level learners from these institutions and from institutions across the nation that send students on study abroad programs managed by the participating institutions. Our goal is to produce both resource-based and demographic profiles of young Americans who reach advanced-level proficiencies in the university setting.

2. *Studies of Third Language Learners*: Another collaboration, this one with the University of Texas-Pan Am (soon UT-Rio Grande Valley), will look at a special category of students learning Chinese--bilingual Spanish-English speaking undergraduates. UT-PA has an approximately 90% Hispanic student body, most of whom are bilinguals. The NEALRC will partner with UT-PA faculty to profile the third language experience in this population.

Need and Impact of Chinese K-12 Projects: Success in language training for 5 to 16 year-olds is the best indication that advanced skills in the difficult languages can be achieved at the college level. National language associations and four partner public school units provide us with a range of Chinese language instruction that not only expands instruction to younger students but also can provide research and training opportunities to graduate students in Chinese language pedagogy for the coming years. Two major organizations represent the heritage communities focused on spreading Chinese language in this country. Their activities are open to all ethnicities in the USA, even though their primary goals are to preserve the linguistic heritage of Chinese Americans. Together these organizations include 120,000 students in every American State but Alaska, Montana, and Wyoming. The Chinese Language Association of Secondary-elementary

Schools (CLASS) has worked with national organizations to standardize and develop K-12 instruction in the United States since 1987. A new coalition will bring these voices together around commonly shared goals to address a national audience and to bring their respective local and regional contacts together to present a dispersed conversation on the role of Chinese language in 21st Century education. With the continuing growth of the extensive and complex interrelation between China and the USA, the influence of these local to national organizations speaking as one voice can both address the aspirations of Chinese Americans and have an impact on educational systems throughout the nation. The presence of East Asian language programs in the public schools and their articulation with post-secondary programs are also crucial to the future of these languages in the USA. At present, Chinese is the language with the growth spurt and, thus, the focus. Therefore, the NEALRC proposes the following projects:

1. *Columbus State Community College (CSCC) Collaboration:* NEALRC will work with CSCC to articulate its Chinese and Japanese language programs with OSU and other colleges. We are also helping CSCC to develop an individualized instruction program that parallels the OSU programs in Chinese and Japanese.
2. *Coalition of K-12 Chinese Language Organizations:* Three organizations in the United States have a substantial influence in how the Chinese language is learned by 5-16 year-olds. These are the National Council of Associations of Chinese Language Schools (NCACLS), The Chinese School Association in the United States (CSAUS), and the Chinese Language Association of Secondary-elementary Schools (CLASS). The NEALRC will facilitate the organization of a coalition of these three organizations as the National Chinese Language and Culture Coalition (NCLCC) for the purpose of advocating for and planning to mainstream the study of Chinese language and culture in American education.

3. *CLLC CAAP Chinese Project*: The Collaborative Articulation Assessment Project (CAAP) provides high school students of Chinese and their teachers a basis for predicting the level of instruction at which they will be successful in college-level courses. NEALRC will support the development of level two and three testing beginning in 2015. Chinese CAAP is a model currently used in Ohio high schools, but the NEALRC will work to extend it to community colleges and to programs outside Ohio and, with additional funding, to other East Asian languages.
4. *Collaboration with Public Schools*: The NEALRC has agreements to work with three public school systems to improve and develop Chinese language instruction. For Columbus City Schools, we will serve as consultants providing materials and teacher training for a new Chinese-English bilingual elementary school. For Gahanna-Jefferson Schools, we will provide assistance in materials, teacher training, and teacher hiring for Chinese K-12. For the Berks County Intermediate Unit, we will consult on learning standards, secondary to college articulation, and program review.

Need and Impact of Community-based Projects: With substantial East Asian communities in the Central Ohio area, the need for guides (both print and human) to explain public procedures in East Asian languages is present and growing. This collaboration has two important impacts: it provides practical guidance to persons in need of it, and it provides hands-on experience in the languages to advanced-level students who benefit from putting their language training to practical use. Therefore, we propose the following project:

1. *Collaboration with East Asian Community Organizations*: Combining the Advanced Language Institute with real world tasks in the local Chinese, Japanese, and Korean communities is part of each student's training regimen. The NEALRC will combine tasks in

medicine, public health and law, in cooperation with the *Ohio Asian American Health Coalition*, the Ohio Supreme Court, and the Moritz College of Law Office of International and Graduate Affairs, we will produce bilingual guides in print to health care initiatives and to critical aspects of the legal system.

2. *Collaboration with Foreign Universities:* The NEALRC, through Foreign Language Publications, will continue to work with three universities in China and one in Japan to jointly publish localized intermediate to advanced level spoken and written materials.

Developing materials that support achieving advanced skills

Creating the capacity for extended sequences in East Asian languages meets a specific need. We need to develop materials and programs that permit American learners to persist in these languages for a sufficient number of years to reach advanced levels. Because East Asian languages are “Category Four” languages, i.e., those in which Americans take the longest time to develop functional proficiencies, they are not yet well established in American educational systems. Providing viable models, content, materials, and tools is the first step toward establishing these languages in American education.

1. *Localized Intermediate to Advanced Materials:* DEALL and the NEALRC are collaborating with partner universities in China and Japan to publish materials developed by the Critical Language Scholarship Program and DEALL’s graduate program for summer intensive programs held at these partner universities: Soochow University, Sun Yat-sen University, Zhejiang Technology University, and Himeji Dokkyo University. These materials follow a basic functional template while focusing their contents on negotiating the localities of the programs. Localization is a step forward in study abroad that provides opportunities to learn Chinese and Japanese in specific localities: for example, to study in Himeji, Japan, using

materials that include extensive local information. This format has been piloted and is being further tested in the summer of 2014. In 2015, we will publish at least eight volumes (with audio and video) that combine local knowledge with developing language proficiency. In addition, this project will help the NEALRC advance our capacity to share expertise and costs with universities abroad, allowing us to produce needed materials at a much reduced expense. NEALRC is managing the joint publication agreements with the partner universities and the electronic distribution of print, audio, and eventually video components.

2. *Domain Materials for Advanced Chinese:* As American college students reach advanced levels in East Asian languages, they need to put their language skills in the service of an academic discipline or a career area. We refer to these as “domains”. The more advanced the learner’s language skills, the more likely she or he will be using the language to accomplish a specific task in a specific domain. NEALRC is engaged in a program of producing domain specific materials in collaboration with institutions and organizations in the USA and abroad. These are primarily in the form of bilingual texts with audio programs, but one set of medical Chinese materials are more in line with traditional language learning print and audio. The topics include: U.S. legal issues, U.S. public health care, medical care, China tourism, and Chinese economics and finance. These materials will be designed and delivered with a dual purpose—introducing English speakers to domains in Chinese and introducing non- or weak English speakers to crucial concepts, e.g., aspects of the U.S. health care system. As more Americans reach higher levels in a language program, there is a need for internships where the language is being used, e.g., a language aid in the courtroom. With programs like the Advanced Language Institute, this involvement can include students assisting in the development of these kinds of materials as well as actually serving as a resource in a social

setting.

3. *Advanced Korean*: Although the number of students studying Korean lags behind learners of Chinese and Japanese, the annual percentage growth in Korean enrollment at OSU (average 15%) exceeds those two languages. Inquiries from other universities show a similar trend, sometimes referred to the K-Pop phenomenon. The *Advanced Korean* project anticipates the need for a textbook that focuses on tasks and functions that reflect the use of Korean in professional settings. This project intends to publish a set of print and audio material within the four-year cycle of this proposal. The developers of these materials represent both university and government language programs; therefore, the range of professional tasks and functions is broad.
4. *Advanced Chinese*: This project includes materials that are currently being piloted in 4th to 7th level courses at OSU. The pilots are to be completed in the first year and then field test editions will be prepared for testing at other institutions in the second, third, and fourth years.
 - a. “Chuncao” (Spring Grass): the NEALRC has obtained educational rights to a novel and a television series that tells the story of a girl whose village life begins in the 1960s and who goes on to do business in urban areas as China’s economy opens and expands.⁶
 - b. Beauty in Memory”: This is a graphic novel based on novel by Wang Shuo. It is an intermediate to advanced level reader that can be integrated into spoken practice as well as reading and writing. This graphic novel will have grammatical and cultural explanations, drills, and audio versions. After reading the graphic novel, students can advance to the original novel of the same name, and also work with the film of the same name. The NEALRC will also publish an iBook of this graphic novel for Apple’s mobile platform.
 - c. “Literary Chinese in Modern Mandarin”: At the advanced levels of oral presentations and

⁶ <http://chuncao.nealrc.org/>

written composition, Chinese rhetoric is rife with elements of literary language in the form of famous quotations, traditional expressions, and literary citations. To a large degree, these elements lend authority to an opinion or position of the speaker or author. Non-native speakers and readers of Chinese must be prepared to encounter these rhetorical devices and, to a lesser extent, to produce them at appropriate times. These materials draw on public presentations and debates to present analyses and practice opportunities for learners reaching the point of preparing formal presentations and compositions.

Online Tools for Learners and Teachers

In the long term, providing online resources that are available to broad categories of learners or to everyone who can access the Internet may have the greatest impact on developing advanced skills in East Asian languages. The NEALRC is working to create tools that will increase the way learners develop crucial skills in these languages. These tools are focused on: learning, teaching, and assessment.

Learning Tools: The NEALRC presents two ongoing projects that contribute to the considerable challenges of reading Chinese and is seeking ways to extend these tools to Japanese and Korean.

1. The “Reader’s Tool” presents online texts with accompanying audio and a concordance function.⁷ This tool permits learners to read along with the audio track and to compare elements of a text with all the usages of that element occurring in that text. Texts for which we have full rights are accessible to all; texts for which we have only restricted rights are password accessible.
2. “CAVO” (Computer Adaptive VOcabulary) has an open access function designed to assist in reading and to build vocabulary in Chinese. Built on a database of 150,000 expressions, CAVO Vocabulary Analyzer allows a reader to enter an electronic text, e.g., a chapter from

⁷ https://chineseflagship.osu.edu/graduate/current_students/reader_tools.html

the “Reader’s Tool”, and have 1) cursor rollover glosses in English, pinyin, and Chinese, and 2) a frequency analysis of the expressions in the text.⁸ A reader can immediately see which are the most frequent expressions in the text and immediately gloss any unknown items. This eliminates the need for teachers to compile vocabulary lists and provides multiple glosses for most items. With its instant referencing capacity, CAVO permits learners to read more text within a given time, thus, increasing reading abilities simply by having readers read more.

3. “At Home in Japan” is an extensive course in adapting to other cultures. The NEALRC provides the technical support for making this resource available to both individuals and classes. “At Home in Japan” is currently in transition to a new version that will be available in 2015.⁹ In order to sustain this resource and reward the creators of its content who have worked without compensation since the reduction of funding, NEALRC will seek ways to commercialize this project in this cycle.
4. “Trans Pacific TV” (TPTV) is a series of TV news reports to which we have educational rights. In addition to the video, TPTV provides a concurrent script (that can be ported to CAVO) and a series of comprehension exercises.¹⁰
5. “Chun Cao” (Spring Grass) is a serialized television program based on a novel; the EALRC has rights to both. The 33-part television series presented with concurrent scripts (also, portable to CAVO). This resource is being made available while the course materials are being completed.¹¹
6. “Pathway To Korean: Beginning Spoken Korean from Zero” is a five-unit course addressed to true beginners of Korean. This program's format will be updated to increase the online

⁸ <http://cavo.nealrc.org/>

⁹ <http://athome.nealrc.org/>

¹⁰ <http://tptv.nealrc.org/>

¹¹ <http://chuncao.nealrc.org/>

performance of the print and audio interface. Starting with basic spoken skills, this course takes the learner to reading and writing the system. Since heritage learners populate a good portion of Korean language courses, these materials help create a level playing field for students with no previous experience with the Korean language.¹²

7. “Domain Lectures and Papers” presents an ongoing series of talks on Chinese experts in various fields. This is an expanding resource of presentations in video that can be used for comprehension exercises or simply to inform the advanced language learner about the presentational styles of prominent intellectuals in various fields.¹³

Teaching Tools: The NEALRC is refining online programs that will equip teachers to strengthen their programs’ goals toward reaching advanced skills. Currently these tools exist in Chinese. We intend to expand these to Japanese and Korean as these programs develop an emphasis on advanced skills over the next four years in the Advanced Language Institute.

1. *CAVO: Computer Adaptive VOcabulary Assessment* is also considered a teaching tool. One of its functions requires registration by instructor and institution, which permits the instructor to compile customized vocabulary tests on a given text: the teacher imports an electronic text into CAVO which immediately lists all the vocabulary and set expressions in that text. The instructor can then choose the items to be tested and have those items automatically compiled into a test, then the students can go on online before the class lesson and take the test with responses in pinyin or Chinese definitions, or English. The system will compile the results and the teacher can immediately know which vocabulary items are problematic for that particular class.

2. *The Performance Classroom Video Resource Catalogue:* Programs associated with the

¹² <http://nealrc.osu.edu/Korean/default.cfm>

¹³ http://chineseflagship.osu.edu/graduate/resources/lectures/lectures_from_experts.html

NEALRC are contributing teaching samples that the NEALRC is listing on YouTube and Youku (for teachers in China where YouTube is proscribed). Teachers can choose teaching examples such as “first day of class” or “asking directions” and see how those performances were treated in an actual class.¹⁴ This website will continue to provide a growing inventory of such samples that can be accessed by any interested persons.

3. *Game Point System (GPS)* is a tool that permits teachers to assign language tasks to classes or to an individual and award points based on the students’ performances. Some courses that have daily grading incorporate the daily grades and designated task into the system. Some courses use GPS to recognize extra work. At certain levels, they receive recognition for their achievement and a comparison with other “players GPS is being piloted in immersion programs and the students’ reactions observed. The goal is to see if the “gaming” impulse that seems to captivate many people the same ages as our students can add significant motivation to acquiring a difficult language over an extended learning career.

Assessment Tools: Taking a measure of how an individual or class is doing in the foreign language learning process is crucial to keeping them motivated and focused on goals. The NEALRC seeks to provide mostly low-stakes assessments, meaning online measures that are either free or low cost. While standardized high-stake assessments facilitate a language learner’s ability to gain a place in a program or an employment position, the low-stakes, easily accessible assessments can encourage progress in the language and the ability to compare one’s progress over time or to a public standard.

1. *CAVO: Computer Adaptive VOcabulary Assessment* is also an assessment tool. Learners can sign up for a personal series of vocabulary tests, choosing to answer in pinyin or Chinese or English. The vocabulary items are identified by levels in the HSK (the standard Chinese

¹⁴ http://nealrc.osu.edu/sites/nealrc.osu.edu/files/VideoResources_List.pdf

proficiency test from China), so the learner can track his or her ability to perform on tests presenting items from the easiest to the most difficult levels. These tests are generated from the part of the database that contains 20,000 items used in the HSK tests.

2. *CCALT (Chinese Computer Adaptive Listening Test)*: This is a low-stakes test for Chinese programs; subscriptions provide unlimited tests for \$280.00 per year or \$15.00 per test for individuals.¹⁵ This test was migrated from PHP to Drupal during the last cycle, and in the middle of this process we lost a server that took a while to restore. Thus service was interrupted, and we are now rebuilding the user list. To date, over 5000 tests have been taken on this system. We are looking for additional funding to engage the original creators of this test in an expansion project.
3. *JSKIT (Japanese Skills Test)* provides an easily accessible, reliable, and secure proficiency test for learners of Japanese. Thus the students in high schools and colleges will be able to measure their progress in learning Japanese language by an easily administered, multi-task standardized test. The proposed project aims to: (1) create an online computer adaptive version of a current paper test and increase the items by at least 100. (2) Implement a productive skills test, using [Speak-everywhere.com](http://speak-everywhere.com). This site, developed at Purdue University, allows learners to view a video speaker and record responses which an instructor can access and evaluate online. In the first year, the JSKIT team will design the structure of the test, collect materials as test items, and construct a website to host the test. In the second and third years, test items will be developed and field-tested. The program software for on-line delivery will be programmed, beta tested and evaluated. In the fourth year, the new online assessment tool will be released after undergoing extensive field-testing. We will collect feedback from the users and participating institutions for evaluation and further

¹⁵ <http://ccalt.osu.edu/>

improvement.

4. *CAAP (Collaborative Articulation and Assessment Project)*: Moving from secondary to post-secondary language instruction is a chronic issue in foreign language education. CAAP provides the CAAP Common Core (a set of learning objectives for four levels of instruction), professional development opportunities, CAAP Ambassador visits, interactive practice exam online, and technology workshops). CAAP included French, German, and Spanish beginning in the 1990s.¹⁶ With the growth of K-12 Chinese in Ohio, CAAP was expanded to that language and is now working on seeking to compile levels 2 and 3 by 2015 as a NEALRC project.
5. *ALPPS (Advanced Language Performance Portfolio System)* is designed to present a transparent procedure for evaluating advanced language abilities.¹⁷ It consists of recorded performances in a number of categories coupled with evaluations of language form and function. This system has been used to place advanced language learners in internships and regular employment in China and will be adapted to the Chinese Program for the Advanced Language Institute. The NEALRC will look for ways to commercialize this and expand the system to maintain advanced learners of Japanese and Korean.

V. LIKELIHOOD OF ACHIEVING RESULTS

The best assurance of achieving results is a record of past achievements. NEALRC brings with it the success of the OSU Center for Languages, Literatures and Cultures, the expertise and reputations of OSU faculty members working in foreign languages in the Department of East Asian Languages and Literatures and in the College of Arts and Humanities, and over 20 years of experience as a Language Resource Center--the last fourteen of which have focused on East

¹⁶ <http://caap.org.ohio-state.edu/>

¹⁷ <http://alpps.chineseoutofthebox.com/>

Asian Languages and Cultures. The national impact of NEALRC personnel (e.g., faculty with national profiles and activity), programs (e.g., sponsored by the U.S. Department of State), and the dissemination of products described earlier in this proposal indicate the Center's success in reaching its goals, and its capacity to influence the field of East Asian language study nationwide. It is with these distinguished experts and resources that we will continue to positively influence this field. Equally important are the resources that can be drawn on, the quality of the Center's key personnel, its administrative structure, its project management expertise, and its fiscal acumen. Our strengths in these areas provide an infrastructure designed to achieve results and bring to fruition the projects described in this proposal.

The NEALRC has three strategic groups of projects for this proposal period: program strengthening, advanced material development, and online tools. These are ambitious undertakings and exceed the funding provided by the grant. What makes their completion feasible are the extensive OSU resources to which we have free access (described in the Adequacy of Resources section), a top-notch NEALRC management and technical support team (Dr. Minru Li and Ms. Hanning Chen—see below) as well as Arts and Sciences technology resources and those of the CLLC. We also benefit from the volunteer participation of many DEALL faculty as well as major researchers in the field (see Final Form Section) from other universities because our projects conform to their research interests.

The NEALRC is organizing the 2014-2018 funding around our project managers: Dr. Minru Li and Ms. Hanning Chen. Dr. Li has successfully managed 10 volumes of the *Pathways to Advanced Skills* series to completion--several with multiple authors, has populated 6 websites with relevant content from numerous sources, and has worked with national organizations (in and out of academics) involved with all East Asian languages. He has experience working with

all three categories of projects we have proposed. Ms. Hanning Chen has provided the designs and managed the implementation of major projects, including an interactive DVD for a four-volume textbook series, an extensive multimedia program for 5-10 year-olds learning Chinese, a major online course for learning to live in Japanese culture, tools for aiding the efforts of learners and teachers, and numerous volumes on the learning and teaching of East Asian languages. For both Li and Chen, these projects have involved working with development groups of up to six persons from different institutions in at least two countries.

Their experience and understanding of the process of bringing projects to their conclusion and our track record of project completion in previous cycles make us confident that the projects in this proposal will become products and will conform to the guidelines that we have set forth. It is their experience and understanding of the process of bringing projects to their conclusion that provides the confidence that the many projects in this proposal will become products, according to the timeline.

VI. DESCRIPTION OF FINAL FORM OF RESULTS (PROJECTS AND PRODUCERS)

Strengthen East Asian language programs

1. Studies of Advanced Learners, year 1-4. Galal Walker, Diane Birckbichler, Mari Noda (OSU), Ray Clifford, Dana Bourgerie (BYU), Elizabeth Bernhardt (Stanford). The team will produce papers describing available OPI data, analyses of OPI results, and profiles of learners who test at Advanced levels or beyond. These articles on advanced OPI at three universities will be submitted the ADFL. The profiles of learners attaining advanced OPI ratings will be submitted to MLJ.

2. Studies of Third Language Learners, year 1-4. Yong Lang (UT-RGV), Galal Walker, Glenn Martinez (OSU). The team will produce papers on third language study based a specific cohort

of UT-RGV published in bilingual and Chinese focused journals. This will eventually provide UT-RGV students of Chinese opportunities to study advanced levels through collaboration with OSU in distance and study abroad learning.

3. Columbus State Community College (CSCC) Collaboration, year 1-4. Garry Fourman (CSCC), Minru Li, Galal Walker, Rebecca Bias. The CSCC Chinese curriculum and OSU courses will have progress points that coincide. CAAP data will be used to coordinate these progress points. The NEALRC will assist CSCC to review its curriculum and teaching materials while offering OSU's curriculum and materials in Chinese and Japanese. NEALRC will help CSCC train their teachers to employ the student-oriented and performance-based pedagogical approach in their teachings.

4. Coalition of K-12 Chinese Language Organizations, year 1-4. Galal Walker, Yu-lan Lin (CLASS), David Tai (NCACLS), Mary Shuai (CSAUS), Minru Li. The team meets annually and provides statements on the need for Chinese language, for a network of community advocates, and for a national educational campaign supported by social media. A rationale will be created as the focal point of the statements. Campaigns will be created and improved upon to promote the rationale for the above needs.

5. Collaborative Articulation and Assessment Project (CAAP) Chinese Project, year 1-4. Diane Birckbichler, Rebecca Bias, Galal Walker, Steven Knicely, Mari Noda, Sue Calvin (Berks County Intermediate Unit, PA). A series of level two and three online tests that are coordinated between high school and college Chinese programs, with a constant effort to expand the articulation between college courses and high schools courses in Ohio and beyond.

6. East Asian Community Health Collaboration, year 1 to 4. Galal Walker, Cora Munoz, Minru Li, volunteer students from Advanced Language Institute and Chinese program. The team

will work with members from the community to decide on the most pressing public health issues in the Central Ohio Chinese community and produce bilingual booklets to educate the impacted communities and to train the advanced level students of Chinese, Japanese, and Korean. After a booklet is developed, a website will follow and more issues and topics will be discussed.

7. Collaboration with Foreign Universities, year 1-4. Mari Noda, Xiaobin Jian, Danielle Ooyoung Pyun, Mark Bender. The team will create cooperative agreements with Soochow University, Sun Yat-sen University, Himeji Dokkyo University, and Yonsei University to jointly produce localized language materials for American students. MOU's will be developed to share responsibilities on creating materials. The team will also develop working relations with instructional technology personnel at these partner institutions in order to extend the application of our online tools. The final result will be print, audio materials, and video components.

Developing materials that support achieving advanced skills

8. Localized Intermediate to Advanced Materials, year 1 to 4, Mari Noda, Xiaobin Jian, Galal Walker, Jianfen Wang, Xin Zhang, Zhini Zeng, Donglin Chai, Cong Li, Ai Terada. The team will produce a language development text and a language application text with accompanying audio and video components for China (Suzhou, Guangzhou, Hangzhou) and Japan (Himeji); it will consist of eight sets of print, audio and video materials. The completed materials will be presented at conferences and published by Foreign Language Publications.

9. Advanced Korean: Communicating in Korean. Year 1-4. Sahie Kang (Defense Language Institute), Danielle O. Pyun (OSU), Galal Walker, Minru Li. The team will develop print, audio and video scripts for advanced Korean and establish an agreement for joint publishing between Foreign Language Publications and Korean academic press. A pilot of the materials will be run at OSU and KFL programs before final publication.

10. Advanced Chinese Course Materials, year 1-4. Galal Walker, Xiaobin Jian, Minru Li, Hanning Chen, Zhini Zeng, Jianfen Wang, Xin Zhang. Print (electronic and paper), audio, and video examples are produced based upon learners' notes and the top 50 literary expressions identified by through the learners' notes. An accompanying teacher course guide will be compiled. The materials will be piloted at OSU and surveys to measure student and teacher feedback will be conducted to ensure quality.

Online Tools for learners and teachers

11. Reader's Tools, year 1-4. Hanning Chen, Galal Walker, Minru Li, Zou Lixing, Mari Noda, Danielle Ooyoung Pyun. A website with several full volumes with accompanying audio and concordance functions to permit the reader to explore each text will be developed; Chinese texts will be continuously added. A mobile friendly interface will be available. A method to implement this model for Japanese and Korean will also be researched.

12. CAVO (Computer Adaptive Vocabulary Tool), year 1-4. Hanning Chen, Galal Walker, Minru Li, Mike Butsko. An online tool that draws from a continually refined database of 150,000 vocabulary items. An adapted mobile interface for CAVO tests will be created for the learners to easily access this tool and take tests at their convenience.

13. At Home in Japan, year 1-4. Jane Bachnik, Hanning Chen, Galal Walker, Mari Noda. A website for training Americans to adapt to living with the Japanese will be revised and developed into a commercial capacity. Methods to promote the website will be discussed and implemented.

14. Trans Pacific TV (TPTV), year 1-4. Xiaobin Jian, Hanning Chen, Pedagogy graduate students. A website that has video resources to help develop listening and read of journalistic mandarin. The video resources will either be from collections or filmed in house.

15. "Spring Grass" Television Program Website, year 1-4. Hanning Chen, Galal Walker,

Sujan Manandhar. A Website with a new access component and integration of script function with CAVO will be developed and promoted.

16. Pathway To Korean: Beginning Spoken Korean from Zero, year 1-4. Danielle Pyun, Galal Walker, Hanning Chen, Minru Li. The team will improve pagination coordination with audio programs to create a beginning online course in Korean which will eventually be converted for a mobile delivery format. A mobile interface will be provided for the learners.

17. Domain Lectures and Papers, year 1-4. Hanning Chen, Minru Li, Shengming Yang, Mari Noda, Danielle Pyun. The panel will identify Chinese, Japanese, and Korean visiting scholars and relevant topics and create an online lecture series in their languages.

18. The Performance Classroom Video Resource Catalogue, year 1-4. Hanning Chen, Galal Walker, Mari Noda, Danielle Pyun. The team will develop and implement a website that provides an index, description of activities, and addresses to selected videos; these videos will be updated continually. A mobile interface will be available for the teachers.

19. Game Point System (GPS), year 1-4. Galal Walker, Chen Hanning, Mari Noda, Cong Li, Jessie Jia. An interactive website for use in the classroom with usage data and student surveys; data gathered will be collected and published into a paper discussing GPS on the language learning process. A mobile interface for GPS will further engage students in the system.

20. Chinese Computer Adapted Listening Test (CCALT), year 1-4. Chuanren Ki, Galal Walker, Minru Li, Hanning Chen. The team will develop a template for collecting user data and correlating them to OPI data. This data will be analyzed and papers on low-impact testing and correlations between CCALT and OPI tests will be written.

21. Japanese Skills Test (JSKIT), year 1-4. Mari Noda, Masauki Itomitsu, Hanning Chen. The team will collect materials and structure a test that will be available on a website. The website

will be available after passing field testing.

22. Advanced Language Performance Portfolio System (ALPPS), year 1-4. Galal Walker, Xiaobin Jian, Mari Noda, Danielle Pyun, Diane Birckbichler. Employers will be surveyed on recently hired advanced language learners and ALPPS will be simplified and focused based on the features identified by employers. Portfolios of advanced learners seeking employment will be established and maintained to build the system into the Advanced Language Institute.

Effective Dissemination: NEALRC will continue to expand the dissemination of our products and resources. We have the following main venues for dissemination: 1) Foreign Language Publications (FLPubs) is a producer and distributor of books, audio programs, and multimedia language materials of East Asian languages developed by NEALRC. For the last four years, FLPubs produced and distributed 34,716 items including books, journals, audio/video programs, and other materials to all 50 states and 20 countries. Among these items, 80% are related to East Asian languages. In the next cycle, FLPubs will continue playing a key role in developing and distributing materials for NEALRC; 2) Conferences, workshops, and public events. NEALRC's investigators organized or attended conferences, workshops, and public events, presented papers, talks, displayed our publications at booths, and distributed items to teachers, students, administrators, and the general public. We will continue to use all the possible opportunities to distribute our products; 3) Websites and YouTube. There are 19 websites and numerous YouTube video clips produced and managed by NEALRC to disseminate materials; 4) Email and telephones. In addition to creating our own email mailing list, NEALRC established and maintained a broad and efficient networking through email and phone systems with local, national, and international organizations to distribute the information of NEALRC resources. Among the organizations reached were: American Association of Teachers of Korean (AATK),

American Association of Teachers of Japanese (AATJ), Chinese Language Teachers Association (CLTA), Chinese Language Association of Secondary-elementary Schools (CLASS), Council on East Asian Libraries (CEAL). The well-established networking over the years sponsored by Title VI grants is an invaluable asset to the distribution of the LRC resources, and we will continue strengthening and developing this network.

VII. EVALUATION PLAN

To ensure the quality and progress of its operations and projects, all aspects of the NEALRC will undergo both formative and summative evaluations, using a variety of appropriate qualitative and quantitative measures that we will report regularly on the IRIS Reporting System and to our other constituencies. The project directors will conduct evaluations of the different projects undertaken during the funding period and will invite an independent program evaluator to evaluate the effectiveness of individual projects and the operations of the center as a whole. Management of evaluation, its data collection and analysis will be the responsibility of the NEALRC Assistant Director. The collection of surveys and feedback will be scheduled and reported to the granter semi-annually or annually. The timeline of evaluation can be found in the Appendix. The data collected will be subjected to a variety of careful analyses from which conclusions about the effectiveness of the NEALRC's programs and projects.

Outcome based: Following the Guidance of GPRA Measures, the NEALRC's evaluation is outcome based. First, the evaluator will review whether the goals and objectives are effective and clearly stated. An outcome-based approach will help the evaluator examine whether these project goals, objectives and outcomes contribute to achieving the objectives of funded activities under the categories of research, materials development, teacher training, K-12 field, and assessment, respectively. In reviewing these outcomes, we will pay special attention to the users of our

projects: teachers, students, administrators, decision-makers, and the general public. We will collect their feedback about, and impact of, our projects by evaluating the quality, usefulness, and relevance of our projects. In sum, the evaluation of the outcomes will be integrated with the whole process of our Center's operations and will be scheduled at appropriate times during the next cycle.

Data collection and analysis: The NEALRC has an excellent record in data collection, which will be a good resource to identify the baselines for the project evaluation. In the next cycle, data collection will continue to be one of the most important routine activities of the Center. We focus on collecting data in the following categories: 1) Distribution data through OSU Foreign Language Publications; 2) Website hits; 3) Email networking for data collection through local, national, and international organizations such as CLTA, CLASS, AATK, AATJ; 4) Data from government agencies and educational administrators; 5) Conferences and workshops; 6) Meeting minutes and other documentations; 7) Feedback from the consumers through surveys, student course evaluations and evaluations of learning materials. Where possible, all the data can be transferred into digital formats, which are easy to interpret, store, and presented through charts and PowerPoint.

Systematic evaluation: The NEALRC has a strong record in program evaluation. Dr. Diane Birckbichler, Co-Principal Investigator of NEALRC and an expert in evaluation, published a book entitled *Evaluating Foreign Language Programs: Context, Content, and Change*, published and disseminated through Foreign Language Publications. This collection of studies by experienced program evaluators provides an in-depth guide to the evaluation process and is used to guide the evaluation of the NEALRC. The Foreign Language Center also published *An Evaluation of OSU's Foreign Language Individualized Instruction Programs*, an extensive

review of programs in Arabic, Chinese, French, German, Japanese, and Russian.

The NEALRC has invited Dr. Hiroaki Kawamura, an experienced and expert program evaluator, Chair of Department of Language and Culture at The University of Findlay, to serve, in this next cycle, as an independent evaluator to be responsible for the evaluations of our programs and projects (see his CV in the Appendix). In terms of content evaluation, we will invite scholars and experts in each related field to conduct anonymous peer reviews of the publications produced through the grant. As members of evaluation panel, they will evaluate products prior to publication to ensure the quality of these products. Under the guidance of evaluation experts in program and content, we will employ appropriate and effective approaches, such as formative and summative formats, to conduct the evaluations and make them objective, meaningful, quantifiable, and helpful to our current and future operations.

Formative evaluation: In consultation with our evaluation experts, the NEALRC Steering Committee will monitor the progress of individual projects and the fiscal and organizational efficiency of the NEALRC. The fiscal management will be in the hands of Kelly Snow, fiscal officer of the Department of East Asian Languages and Literatures. She will work with the OSU Office of Sponsored Programs to monitor monthly financial reports. Tools to be used include project management software, university budgetary tracking systems, and regular feedback. Twice a year, the director will prepare a report to the OSU NEALRC Advisory Committee, and every two years, to the National Advisory Committee. He will ask the two Advisory Committees to assess the progress of the individual projects and to comment on the overall effectiveness, efficiency, and national impact of our projects.

Summative evaluation: During the 2014-2018 grant period, the NEALRC will compile the internal and external evaluations (e.g., annual reports, journal reviews of textbooks and

monographs) and invite selected persons and organizations involved in East Asian language and culture studies to comment on the effectiveness and impact of its work annually. As indicated earlier, we have invited Dr. Hiroaki Kawamura to visit the NEALRC in the first, second and fourth year; this independent evaluator will review our reports, interview our project personnel and partners and NEALRC stakeholders, discuss future directions, and report to the CLLC, DEALL and the LRC Granter.

Conducting evaluations and key personnel responsible: Evaluation activities will necessarily take place at several different levels: individual projects, categories of projects, evaluation of the Center's activities and operations as a whole, and assessments of the NEALRC's impact on the study of Chinese, Japanese, and Korean in our local region and the United States. Formative and summative evaluations have been built into each project and have been designed to provide multiple sources of evidence and points of view. For each project we have identified five evaluation factors: (1) the purpose of the project; (2) criteria for achieving that purpose; (3) sources of the evaluation; (4) methods of collection; (5) collection and reporting schedule. In other words, we will make explicit "what" we want to accomplish, "how" we will know when it is accomplished, "where" are we getting the information, "how" we will collect the information, and "when" we will do it. These data will include ethnographic and quantitative indicators of impact and quality and will involve ongoing and end-of-project evaluation.

In the NEALRC, a group of key personnel guarantee the success of the evaluations. The Director will author reports and responses to the outside evaluators. The NEALRC assistant director will be tasked with maintaining a monthly log of the projects and managing the evaluations, and the director will review, approve these logs and oversee the evaluations. The manager of Foreign Language Publications is responsible for the dissemination data collection

and analysis; and the Director of Creative Technology will collect data pertaining to websites and online programs. The NEALRC Fiscal officer is in charge of financial reports; Directors of each project, the Steering Committee, and the OSU Advisory Committee and National Advisory Committee will review the data and the evaluations, and offer their comments and suggestions to the operations of the Center based on the evaluations.

Customers' evaluations: Customers or users of our projects and programs are one of the most important evaluators of our projects. NEALRC will have 50% of its projects and programs evaluated by consumers/users. The list of project consumer evaluations is in the Appendix.

We will use appropriate forms of evaluation, including surveys, focus groups, interviews, course and materials evaluations. The evaluation will cover the following areas: who was impacted by the projects and programs, what impact was detected, (when, where, and the degree of the impact), what their comments and suggestions are, focusing on quality, relevance, and usefulness of our projects and programs. To ensure objectivity, we will record and document these answers of the evaluations anonymously and then ask a panel of content reviewers or program evaluators to do analyses. Reports of these evaluations will be submitted to the Granter in our semi-annual and annual reports.

Independent evaluator's evaluation: 50% of our projects and programs will be assessed by independent evaluators including program and content evaluators. The list of projects/programs evaluations by independent evaluators is in the Appendix. In addition to that we constantly receive advice from our external evaluator, we will invite professional evaluator(s) to conduct evaluations on key projects and the NEALRC's overall operations annually or biannually, depending on the capacity of the budget. The program and content evaluators will write reports on the results of their evaluations and submit the reports to NEALRC and Granter.

Evaluation of efficiency: NEALRC will design a special evaluation on this aspect and integrate it as an important part of our program evaluation. The NEALRC fiscal Officer and officers of OSU Office of Sponsored Programs will be responsible for the data collection; and our invited program evaluator, together with the Steering Committee and Advisory Committees, will contribute to this evaluation.

Timeline of the evaluations: In the Appendix, we scheduled the evaluation of each project. Here we would like to explain the rationale behind the time allocation: 1) Collection of data and communication with customers are year-round and constant activities; 2) We scheduled the continuing projects from last cycle to be evaluated in the first group in year one of the cycle; 3) Since a good number of projects will be implemented by year four, we will conduct interim survey or evaluation on some projects; and 4) The independent evaluator's work is scheduled to begin with a project overview and evaluation procedures in the first year and then evaluations undertaken in year two and four. The timeline will help the NEALRC keep projects on track toward achieving their goals. The evaluation plan will definitely help NEALRC improve its performance and adjust the project plans in a timely manner.

VIII. BUDGET AND COST EFFECTIVENESS

The 2014-2018 budgets for the NEALRC are mostly assigned to salaries for two key personnel, Dr. Minru Li and Ms. Hanning Chen. The Plan of Operation is built on projects that strengthen language programs, increase available materials in these languages that bring learners to advanced levels of language and culture skills, and provide online tools for learning, teaching, and assessing language skills in Chinese, Japanese, and Korean. The two individuals whose salaries are funded by our budget are experienced in managing and contributing to the successful completion of projects in research, materials development, and computer based study resources.

The NEALRC has gone to considerable lengths to keep these two individuals working in our Center because they are the key personnel overseeing projects to their completion, including products, programs, and papers.

Using NEALRC resources to manage projects works because the NEALRC is located at the Ohio State University, in the College of Arts and Sciences, the Center for Languages, Literatures, and Cultures, and is closely associated with the Department of East Asian Languages and Literatures. OSU has a long history of taking foreign language learning and teaching as a serious academic matter. It has promoted and granted tenure to successful foreign language researchers and teachers for several decades. The university offers world-class facilities for the teaching of languages and cultures and supports undergraduate majors in many languages and graduate programs in foreign language pedagogy. The College of Arts and Sciences has recognized the Advanced Language Institute (ALI) as a core strategic program and has accepted initial funding from Loann Crane for whom this new institute is named. By combining language learning with professions, OSU sets the bar for language learning and teaching at the highest levels among American universities. The CLLC, following its successful history as the Foreign Language Center, has provided technology-based facilities for teaching and connecting classrooms around the world, expert development assistance in digital, video, and audio production, and an excellent dissemination facility in the Foreign Language Publications, under the management of Ms. Lauren Barrett. DEALL currently has seven tenured professors specialized in the pedagogy of Chinese, Japanese, and Korean. It has language programs that offer learners up to eight levels of courses, with each level being equivalent to a year. DEALL has a flourishing graduate program in Chinese and Japanese language pedagogy, with graduates through the PhD going on to professorships in a wide range of universities in America and

abroad. Currently there are 24 pedagogy graduate students enrolled in the MA and PhD programs. DEALL is home to the Midwest US-China Flagship Program (now the ALI Chinese Program) that currently enrolls 17 graduate students in its two-year advanced Chinese language and culture MA program leading to ACTFL “Superior” ratings, and theses written and defended in Chinese. Seventy-five Americans have graduated from that program and have gone on to work in Chinese-related jobs in government, NGOs, and private business.

This rich environment provides the NEALRC access to an extensive resource of experts in the field of East Asian languages pedagogy—from nationally and internationally engaged full professors to graduate students in both language and pedagogy. The projects presented in this proposal reflect the professional interests of our professors, their graduate students, and their colleagues at well-known universities and government institutes—both here and abroad—as well as the College and Department’s focus on advanced language and culture skills. These projects address what DEALL faculty and other faculty such as Elizabeth Bernhardt (Stanford), Ray Clifford (BYU), Yong Lang (UT-RGV) and Saihie Kang (DLI) think are major needs and issues in the learning and teaching of East Asian languages. Their willingness to participate and contribute to these projects is part of the value the NEALRC emphasizes the national need for more Americans learning Chinese, Japanese, and Korean.

These well-known professors bring important skills and expertise to our projects. The great value of the NEALRC is its capacity to manage multiple projects of varying complexity and bring them to a completion, thus providing the field with new knowledge, new materials, and new tools for bringing Americans to higher levels of language and culture knowledge.

IX. COMPETITIVE PREFERENCE PRIORITIES

Priority #1: The NEALRC focuses on advanced skills in Chinese, Japanese, and Korean. These

are all on the Department of Education's list of Less Commonly Taught Languages.

Priority #2: The NEALRC has a long-term relationship with Professor Yong Lang, Professor of Applied Linguistics at University of Texas—Rio Grande Valley (formerly University of Texas—Pan Am) involving program evaluation and materials development projects. UT-RGV is a majority Hispanic serving institution with a large bilingual student population. Our survey of the research on “third language learners” indicates that we can benefit the field by closely observing what these students can bring to the study of Chinese, and we can benefit the Chinese program at UT-RGV by consulting on program design and proficiency goals. The NEALRC is also working with Columbus State Community College on the problem of articulation with OSU and other college Chinese programs. This involves using the CAAP data to inform this collaboration. In addition, the NEALRC is meeting this **Invitational Priority** by working with two national Chinese-heritage organizations to develop a campaign to strengthen the teaching of Chinese language and culture in the USA, both within and outside the Chinese heritage communities.

Project\Time	2014 – 2015	2015- 2016	2016- 2017	2017- 2018
I. Strengthening East Asian Language Programs				
1. Studies of Advanced Learners (year 1-4) (A research project) p. 22, 36 in Narrative Color Key: New Project Continuing Project External contributions and collaboration Evaluation p.xx, Page number in Narrative	Identify and compile OPI data. Contributions from Stanford, and BYU.	Work on an article based on the research on the data and present it ADFL. Contributions from Stanford and BYU.	Compile profiles and publish them in MLJ. Contributions from Stanford and BYU.	Distribute the research results online. Evaluate the project by content evaluators.
2. Studies of Third Language Learners (year 1-4) (A research project) (A project in collaboration with MSIs) p. 23, 36 in Narrative	Literature review and identifying cohort. Contributions from UT-RGV.	Collection and analyses of data. Contributions from UT-RGV.	1) Co-author paper on first cohort (publish in a journal focusing on bilingual education); 2) Second cohort data collection. Contributions from UT-RGV.	1) Systematic comparison of first and second cohort, identifying strengths and weaknesses of third language learners (published in a journal focusing on Chinese language study). 2) Evaluate the project by content evaluators.
3. Columbus State Community College (CSCC) Collaboration (A project focusing on Community College) p.24, 37 in Narrative	Develop Chinese curriculum that will assure that students will be able to join next level course at OSU and other universities.	Keep CAAP data and reports on students transferring to OSU. Contributions from CSCC Conduct users' evaluation.	Explore utilization of Individualized Instruction and CAAP testing to increase articulation. Contributions from CSCC.	1) Analyze CAAP data and reports on students transferring to OSU. 2) Summarize findings in a report.
4. Coalition of K-12 Chinese Language Organizations 4. (year 1-4) (A K-	Develop a rationale for Chinese language and culture studies that is accepted at the first annual meeting.	Collectively organize a campaign drawing on the rationale and the contacts of each organization.	Launch a national campaign to increase the presence of Chinese language and culture studies in American	Develop a sustainable campaign based on previous years' experience and evaluation results.

Project/Time	2014 – 2015	2015- 2016	2016- 2017	2017- 2018
<p>12 project) p.24, 37 in Narrative</p>			<p>education. Launch campaign at the annual meeting. Contributions of national organizations.</p>	<p>Evaluation by independent evaluator(s).</p>
<p>5. Collaborative Articulation and Assessment Project (CAAP) Chinese Project (year 1-4) (K-12, assessment tool, and teacher training) p. 25,34, 37 in Narrative</p>	<p>Train teachers to design the online tests of level two and three in Chinese.</p>	<p>Continue to design new tests to replace “retired” tests. Upload “retired” tests online for practice testing. Evaluate the project by users.</p>	<p>Design new tests and expand the articulation of high school courses with college courses. Contributions of local teachers.</p>	<p>Expand the CCAP to high schools in Ohio and beyond.</p>
<p>6. East Asian Community Health Collaboration (year 1-4) (Develop new teaching and learning materials) p. 25, 37 in Narrative</p>	<p>Prioritize topics, assemble development teams from community and OSU students, draft first topic. Contributions from OAAHC.</p>	<p>Complete booklets on first two topics. Contributions from OAAHC.</p>	<p>Create website and add two more topics. Students translate the booklets from English to Chinese or Japanese, vice versa.</p>	<p>Maintain the website and continue to produce and distribute materials. Evaluate the program by users.</p>
<p>7. Collaboration with Foreign Universities (year 1-4) (Summer program, develop new teaching and learning materials) Color Key. p. 26, 38 in Narrative</p>	<p>Draw up MOU’s and production schedules of collaboration for the summer program.</p>	<p>Publish print and audio versions for the summer program. Evaluate the program by content evaluator(s).</p>	<p>Develop video components. Partners provided with support to create videos.</p>	<p>Collect feedback and evaluate the print and audio/video programs, promote and distribute the materials worldwide.</p>
<p>II. Developing materials that support achieving advanced skills</p>				
<p>8. Localized Intermediate to Advanced Materials</p>	<p>Finalize drafts of texts, prepare audio scripts, pilot finalized texts, and</p>	<p>Publish texts and audio, plan video production material.</p>	<p>Develop teacher training materials for localized courses.</p>	<p>Present localized materials at conferences and</p>

Project\Time	2014 – 2015	2015- 2016	2016- 2017	2017- 2018
<p>(year 1-4) (Summer Program, develop learning materials, and teacher training)</p> <p>p. 26, 38 in Narrative</p>	negotiate on-site video production with partner universities.	RA make contributions to this project.	RA make contributions to this project.	revise project for publication and distribution. Evaluate the program by content evaluator(s).
<p>9. Advanced Korean: Communicating in Korea (year 2-4) (Develop teaching and learning materials)</p> <p>p. 28, 38 in Narrative</p>	Make a plan, draw an outline and draft print text.	Complete draft of print text and draft audio scripts. Contributions of the partner at DLI	Pilot materials at OSU and KFL programs.	Publish print and audio and draft script for video. Evaluate the program by content evaluator(s).
<p>10. Advanced Chinese Course Material (year 1-4) (Develop teaching/learning materials)</p> <p>p.28, 39 in Narrative</p>	<p>1) Spring Grass: learner notes compiled</p> <p>2) Beauty in Memory: learner notes compiled</p> <p>3) Literary Chinese: 50 literary expressions identified and learner notes compiled.</p> <p>Contributions of PhD RAs.</p>	<p>1) Spring Grass: teacher course guide compiled.</p> <p>2) Beauty in Memory: educational edition of graphic novel published with learner notes published electronically.</p> <p>3) Literary Chinese: Most common literary expressions and learners notes published electronically.</p>	Teacher guides completed with classroom materials (PPT) provided for all three learning materials. Contributions of PhD RAs.	Pilots of materials at OSU and other selected programs with teacher and student feedback surveyed. Evaluation will be conducted by users.
III. Online Tools for Learners and Teachers				
<p>11. Reader's Tools (year 1- 4) (Develop teaching/learning</p>	Build website using several full volumes with accompanying audio and concordance function to	Add Chinese materials and promote the website to attract more learners. Contributions of PhD	Continue to add more materials to the website including Japanese and Korean texts.	Promote this website by emailing existing users and inviting new users. Collect users'

Project\Time	2014 – 2015	2015- 2016	2016- 2017	2017- 2018
materials) (A learning tool) p. 29, 39 in Narrative	permit reader to explore each text. Contributions of PhD RAs.	RAs.	Contributions of PhD RAs.	feedback. Evaluate the materials and the impact on the field by independent evaluator(s).
12. CAVO (Computer Adaptive Vocabulary Tool) (year 1-4) (A learning, teaching and assessment tool) p.29, 39 in Narrative	Make regular improvements in the database. Collect users' feedback and conduct a users' evaluation.	Promote the tool and recruit users.	Explore the potential and financial support for converting this tool to other languages. OSU technical team contribute to this project.	Evaluate the tool's impact on learning Chinese vocabulary. Make a presentation on this program at a conference.
13. At Home in Japan (year 1-4) (Develop teaching and learning materials) (A learning tool) p. 30, 39 in Narrative	Reinstate website with expanded content, including adding general training for adapting to another culture.	Develop commercial capacity and promote this website by contacting Chairs of East Asian languages Department across USA. The content team devotes their time to it.	Promote the program and collect users' feedback.	Evaluate this program by independent evaluator(s). Revise the program according to feedback of scholars, learners, and evaluators.
14. Trans Pacific TV (TPTV) (year 1-4) (Develop teaching/learning materials) (A learning tool) p.30, 39 in Narrative	Collect additional video resources from the collections for which we have permission and rights.	Script the new videos and add to the current inventory on the website. Contributions of PhD RAs.	Promote website for developing listening and reading skills with journalistic Mandarin.	Evaluate the project by users. Improve it by adopting the users' suggestions.
15. Spring Grass Television Program Website (year 1-4) (Develop teaching/learning materials) (A learning tool) p. 30, 39 in Narrative	Complete new access component. Contributions of PhD RAs.	Promote website with script integration with CAVO.	Collect feedback from learners and introduce this set of learning materials to other advanced Chinese programs.	Review and evaluate the program by users. Improve this program based on the users' and teachers' feedback.
16. Pathway To	Improve pagination	Develop project for	Promote both the	Collect feedback of the

Project\Time	2014 – 2015	2015- 2016	2016- 2017	2017- 2018
Korean: Beginning Spoken Korean from Zero (year 1-4) (teaching/learning materials) (a learning tool) p. 30, 40 in Narrative	coordination with audio program. Evaluate the program by independent evaluator(s).	conversion to mobile delivery. OSU technical team contribute to this project.	website and the I.I. course based on the learning materials to other institutes.	learners and improve tool following their suggestions.
17. Domain Lectures and Paper (year 1-4) (Develop teaching/learning materials) (A learning tool) p.31, 40 in Narrative	Build a webpage for this project. Identify one or two visiting scholars and relevant topics and add them to anthology. Visiting scholars contribute to this project.	Promote the webpage at conferences and through emails. Continue adding more lectures and presentations, of Chinese, Japanese and Korean scholars. Evaluate the program by independent evaluator(s).	Continue to identify visiting scholars and topics and record their lectures for this program. Collect learners' feedback.	Promote the program by emailing invitations to Department Chairs of East Asian languages across USA and introduce it to other universities. Continue adding more materials for the advanced level learners.
18. The Performance Classroom Video Resource Catalogue (year 1- 4) (Develop teaching/learning materials) (A teaching tool) p. 31, 40 in Narrative	Design and implement website directing users to current collection of videos. OSU faculty contribute to this project.	Solicit, edit and upload videos.	Promote this website at conferences, workshops, and through emails. Evaluate the program by learners.	Continue to collect learners' feedback and improve this program by adopting their suggestions.
19. Game Point System (GPS) (year 1-4) (A teaching and assessment tool) p.32, 40 in Narrative	Complete pilot website.	Apply to immersion and regular classroom courses. Collect use data and survey responses for evaluation by users.	Survey student reactions to the role of GPS in their language study. Contributions of PhD RAs.	Analyze data and publish a paper on whether GPS has a discernible effect on courses and students (in language association journals and/or ADFL).
20. Chinese Computer Adapted Listening Test (CCALT) (year 1-4)	Develop template for collecting user data and correlate them to OPI data.	Run data programs and analyze correlations in pedagogy seminars. OSU	Write papers on low-impact testing and correlations between	Present papers on assessment research at conferences and

Project\Time	2014 – 2015	2015- 2016	2016- 2017	2017- 2018
(An assessment Tool) p.32, 40 in Narrative	Evaluate the program by independent evaluator(s).	technical team contribute to this project.	CCALT and OPI tests.	workshops.
21. Japanese Skills Test (JSKIT) (year 1-4) (An assessment tool) p.33, 40 in Narrative	Design the structure of the test, collect materials as test items, and construct a website to host the test.	Test items will be developed and field-tested. Partner Universities contribute to this project.	The program software for online delivery will be programmed, beta tested and evaluated.	Promote the program by creating a flier or video for awareness campaign. Collect feedback from the users. Evaluate this program by users.
22. Advanced language Performance Portfolio System (ALPPS) (year 1-4) (An assessment tool) p.34, 41 in Narrative	Survey employers of recently hired advanced language learners.	Focus ALPPS on features identified by employers. Evaluate this program by users	Establish and maintain portfolios of advanced language learners. seeking employment and build the system into the Advanced Language Institute	Promote the program by sharing a link on the CLLC, DEALL and other websites. Introduce it to the new users in other universities nationwide

Project/Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<p>I. Strengthening East Asian language programs</p> <p>1. Studies of Advanced Learners (year 1-4) (A research project)</p> <p>p. 22, 36 in Narrative</p> <p>Color Key: New Project Continuing Project Website and online resources Print, visual and audio programs Mobile application and adaptation p.xx, Page number in Narrative</p>	<ol style="list-style-type: none"> 1) Identify and compile OPI into database; 2) Write an article on advanced OPI at three universities; 3) Make profiles of learners attaining advanced OPI ratings 	<ol style="list-style-type: none"> 1) An online database will be created to store the OPI data; 2) An article will be published will in ADFL; 3) Profiles will be published in MLJ 4) Reports will be distributed via email system, website, and mobile communicative means. 	<ol style="list-style-type: none"> 1) Review and monitor the data identification and collection process in year one; 2) Peer review of the article presented at ADFL in year two; 3) Review the profiles by content evaluators before it is published in MLJ in year three; 4) Evaluate the whole project in terms of attendees of the presentation, visits on database, and the review of the profiles and article in year four; 5) Fill in the GPRA Measures form annually to the Granter 6) Undergo an evaluation by content evaluators.
<p>2. Studies of Third Language Learners (year 1-4) (A research project in collaboration with MSIs)</p> <p>p. 23, 36 in Narrative</p>	<ol style="list-style-type: none"> 1) Identify and follow two cohorts (2014 and 2016) of English-Spanish bilingual learners of Chinese at UT-RGV to compare them to existing studies and track them to develop profiles of learners who reach advanced levels; 2) Cohort data collection and produce profiles of the learners; 3) Systematic comparison of first and second cohorts, identifying strengths and weaknesses of third language learners. 	<ol style="list-style-type: none"> 1) A research paper will be published on third language study based on a specific cohort of bilinguals. A paper will be published in a journal focusing on bilingual education; 2) A research paper will be published regarding the systematic comparison of the two cohorts. A paper will be published in a journal focusing on Chinese language study; 3) Profiles in database will be accessible online to help teachers and bilingual learners improve their study of the third language. 	<ol style="list-style-type: none"> 1) Report the progress of research in year one; 2) Peer review of the first paper in year two; 3) Peer review on the second paper in year four; 4) Report on the progress and outcomes to the Granter Semi-annually and annually. 5) Undergo an evaluation of this project by content evaluators.

Project\Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<p>3. Columbus State Community College (CSCC) Collaboration (year 1-4) (A project focusing on Community College)</p> <p>p.24, 37 in Narrative</p>	<p>1) To assist CSCC develop its Chinese curriculum that will assure that students completing courses will be able to join next level courses at OSU and other universities;</p> <p>2) CSCC adopts OSU Individualized Instruction system to increase the enrollment of students of Chinese;</p> <p>3) Train CSCC teachers how to use the OSU curriculum, materials and pedagogical approach;</p> <p>5) Employ CAAP testing and data to increase articulation;</p> <p>4) Introduce the collaboration to other community colleges.</p>	<p>1) Improved curriculum will be offered by OSU;</p> <p>2) Teacher training will be provided by OSU;</p> <p>3) Increase in enrollment of students of Chinese;</p> <p>4) Will have discussed with other community colleges the possibility of collaboration.</p>	<p>1) Collect and report the profiles of CSCC students who transferred to OSU and other universities as a bench mark of study in year one;</p> <p>2) Conduct a student evaluation on the new curriculum in year two;</p> <p>3) Use the GPRA Measure form to report the number of students who take part in the project annually.</p> <p>4) Report to Advisory Board in year two and year four.</p>
<p>4. Coalition of K-12 Chinese Language Organizations (year 1-4) (A K-12 project)</p> <p>p.24, 37 in Narrative</p>	<p>1) To form a national organization of public and heritage schools' associations;</p> <p>2) Develop a rationale for Chinese language and culture studies that is accepted at the first annual meeting;</p> <p>3) Collectively organize a campaign drawing on the rationale and the contacts of each organization;</p> <p>4) Launch a national campaign at the annual meeting;</p> <p>5) Develop a sustainable campaign based on previous years' experiences.</p>	<p>1) A rational and other documents of the Coalition will be produced, published and distributed widely;</p> <p>2) A Coalition website will have been constructed and launched;</p> <p>3) Annual meetings will have been conducted to organize national campaigns;</p> <p>4) Circulate news and reports about these campaigns.</p>	<p>1) Collect all the meeting minutes and documentation of the Coalition for review in year one;</p> <p>2) Report on the campaign activities annually;</p> <p>3) Track and report the process of usage patterns of the website in year two, three, and four;</p> <p>4) Report the Coalition's impact to the annual IRIS system in all four years;</p> <p>5) Undergo program evaluation by Independent Evaluator in year four.</p>
<p>5. Collaborative Articulation and Assessment Project</p>	<p>1) Train teachers to design the tests;</p>	<p>1) "Retired" tests will be available online for</p>	<p>1) Track and report online the use of the "retire" tests through</p>

Project/Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<p>(CAAP) Chinese Project (year 1-4) (K-12, assessment tool, and teacher training)</p> <p>p. 25,34, 37 in Narrative</p>	<p>2) Design new tests to replace “retired” tests online for practice testing;</p> <p>3) Expand the articulation of high school with college courses.</p>	<p>practice testing;</p> <p>2) New testing will be produced annually for both levels two and three;</p> <p>3) Expand articulation of high schools with college courses in Chinese</p>	<p>the grant period;</p> <p>2) Collect users’ feedback and conduct a survey by teachers and learners to evaluate the project in year two;</p> <p>3) Use the GPRA Measure form to report the number of students who take part in the project annually.</p>
<p>6. East Asian Community Health Collaboration (year 1-4) (Develop new teaching and learning materials)</p> <p>p. 25, 37 in Narrative</p>	<p>1) Identify, select topics and form development teams to work for this project;</p> <p>2) Train students to work with native speakers of East Asian languages in the domain of public health;</p> <p>3) Produce bilingual booklets to serve the Asian minority society and to help American students of these languages know how to communicate with East Asians.</p>	<p>1) A series of bilingual public health booklets will be produced and published;</p> <p>2) A website will be created to disseminate these booklets;</p> <p>3) Introduce and promote these materials to the East Asian minority communities in other states by website, publication and email.</p>	<p>1) Track and report the process of joint project for review and evaluation in year 1-4;</p> <p>2) Peer review on the content of booklets in year two and three;</p> <p>3)Use GPRA Measure form to report how many people used the materials;</p> <p>4) Conduct a user evaluation in year 4.</p>
<p>7. Collaboration with Foreign Universities (year 1-4) (Summer program, develop new teaching and learning materials)</p> <p>p. 26, 38 in Narrative</p>	<p>1) Draw up MOUs with these partner universities on the publications for the summer program;</p> <p>2) Publish print and audio programs for the summer program;</p> <p>3) Develop video programs for the summer program;</p> <p>4) Promote the materials nationally and internationally.</p>	<p>1) Partnerships established to produce sets of learning materials based on the summer programs in China, Japan and Korea;</p> <p>2) Materials will be published and distributed through OSU FLPubs;</p> <p>3) Audio and video programs will be online for distribution.</p>	<p>1) Continuously track and annually report the process of joint project for review and evaluation;</p> <p>2) Record and report the number of students taking part in the summer program annually;</p> <p>3) Evaluate the publications by the content evaluators in year two.</p>
<p>II. Developing materials that support achieving advanced skills</p>			
<p>8. Localized Intermediate to Advanced Materials</p>	<p>1) To publish 8 sets of learning materials from intermediate to</p>	<p>1) Eight sets of learning materials will be produced and</p>	<p>1) Track and report the process of joint project in all four years;</p>

Project/Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<p>(year 1-4) (Summer Program, develop learning materials, and teacher training) p. 26, 38 in Narrative</p>	<p>advanced levels; 2) Focus materials on local cultures in Suzhou, Guangzhou, Hangzhou in China and Himeji in Japan; 3) Create print, audio and video materials for the summer program in those countries, aiming to train American students to communicate appropriately and successfully with local people.</p>	<p>published during this cycle; 2) Accompanying audio program and on-site videos will be made available in year 4; 3) Field testing of the materials by students in the CLS summer program; 4) Publication and distribution of these materials through OSU FLPods; 5) Distribution of review and news on the website of the CLS summer program.</p>	<p>2) Review and evaluate all the publications. Reviews and evaluations will be done by scholars as content evaluators in year two; 3) Report the number of students who use these materials and their feedback; 4) Use the GPRA Measure form to continuously track and annually report how many people used the materials.</p>
<p>9. Advanced Korean: Communicating in Korea (year 1-4) (Develop teaching and learning materials) p. 28, 38 in Narrative</p>	<p>1) Produce an extensive set of advanced level Korean learning materials focusing on Americans working in Korean organizations or in Korea; 2) Produce audio programs accompanying the print; 3) Field test these materials in the pilot courses at OSU and KFL programs; 4) Draft script for video program.</p>	<p>1) Co-publication of a print of Advanced level Korean learning materials through FLPods and a Korean academic press. 2) Production of audio program; 3) Script of video program will be drafted; 5) Pilot courses will be taught using these materials; 6) Promotion of the materials to other universities through FLPods, NEALRC website, and email network.</p>	<p>1) Monitor the process of the compilation in year 1-4; 2) Conduct peer reviews on the learning and teaching materials in year 2 and 4; 3) Use the GPRA Measure form to continuously track and annually report how many students used the materials ; 4) Conduct a book review on the new teaching materials.</p>
<p>10. Advanced Chinese Course Material (year 1-4) (Develop teaching/learning materials) p.28, 39 in Narrative</p>	<p>1) Compile <i>Spring Grass (Chuncao)</i> course study kit based on novel and 37 program television series; 2) Compile <i>Beauty in Memory</i>: Course materials for reading, discussing, narrating, and analyzing language and author's perspectives; 3) Edit <i>Literary Chinese in</i></p>	<p>1) Production of online materials of <i>Spring Grass</i> for the advanced course, compilation and electronic publication of learner notes; 2) Publication of educational edition of graphic novel as learning materials will be published, together with learner notes, as iBook for Apple's</p>	<p>1) Track and record the process of the project for review and evaluation purposes; 2) Invite peer review of these materials in year two and four; 3) Report on the progress of the project to the Advisory Board in year two and four; 4) Annually report the impact</p>

Project/Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
	<p><i>Modern Mandarin</i> course materials for advanced learners of Chinese.</p> <p>4) Compile Teacher's Manual for each course.</p>	<p>mobile platform;</p> <p>3) Electronically publication of literary expressions and learner notes;</p> <p>4) Teacher's manual compiled and published.</p> <p>5) Pilot course put into use at OSU and other selected programs;</p> <p>6) Promotion and dissemination of the above materials through FLPubs, booth display at the conferences and email network.</p>	<p>and dissemination to the Granter through IRIS system in the GPR Measure form.</p>
III. Online Tools for Learners and Teachers			
<p>11. Reader's Tools (year 1-4) (Develop teaching/learning materials) (A learning tool)</p> <p>p. 29, 39 in Narrative</p>	<p>1) Expand the number of texts (with audio) on the website in the domain of economics, finance, public health, and legal issues in China and U.S.</p> <p>2) Solicit permissions to add Japanese and Korean texts and audio programs to this website;</p> <p>3) Field test these materials in OSU advanced level courses.</p>	<p>1) Publication and distribution of online reading materials for domain study;</p> <p>2) Audio programs accompanying the texts will be produced and uploaded to the website;</p> <p>3) Materials will be used for the advanced level course or domain studies;</p> <p>4) The website will be adapted to mobile devise for the convenience of the mobile users;</p> <p>5) Pilot materials in Japanese and Korean will be added to the program;</p> <p>6) Exploration and testing of the possibility of cell phone adaption.</p>	<p>1) Track and report the website usage for review and evaluation purposes;</p> <p>2) Conduct a survey on the materials in year three;</p> <p>3) Undergo evaluation by Independent Evaluator(s) in year 4;</p> <p>4) Report to the Advisory Board meetings in year 2 and 4;</p> <p>5) Annually report the impact and dissemination in the IRIS system.</p>
<p>12. CAVO (Computer Adaptive Vocabulary Tool) (year 1-4)</p>	<p>1) Refine the database supporting CAVO's functions; Expand these functions to</p>	<p>1) Website will be available for use as a learning, teaching, and assessment tool with free</p>	<p>1) Review of the pilot class in year 1;</p> <p>2) Solicit reviews from</p>

Project/Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<p>(A learning tool, teaching tool, and assessment tool)</p> <p>p.29, 39 in Narrative</p>	<p>traditional Chinese texts, Korean, and Japanese. The three functions of CAVO are to serve as:</p> <p>a) Vocabulary Analyzer tool, an open access tool that arranges the vocabulary of a downloaded text according to frequency in the target text and provides instant glosses in pinyin, English, and simplified Chinese;</p> <p>b) Assessment tool that allows a registered instructor to download a text and quickly offer an online vocabulary quiz to students in her/his class; c) Vocabulary Test that permits a learner to register for vocabulary testing and take tests at will, track his/her success in the tests, and have the answers compared to levels of a standardized test such as HSK.</p>	<p>access and free user's account;</p> <p>2) An adapted mobile interface for CAVO tests will be available to the users.</p> <p>3) Expansion of program to include traditional Chinese characters, Japanese and Korean.</p>	<p>teachers and students in year 2;</p> <p>3) Report to Advisory Board in year 2 and 4;</p> <p>4) Report the project in the semiannual IRIS report from year 1 to 4.</p>
<p>13. At Home in Japan (year 1-4) (Develop teaching and learning materials) (A learning tool)</p> <p>p. 30, 39 in Narrative</p>	<p>1) Refurbish this website with expanded and upgraded content that improves on the older version by increasing the content and adding general training in adapting to another culture;</p> <p>2) Develop a commercial portion of this web to make it a self-sustainable project.</p>	<p>1) Updated website that provides training for Americans adapting to living with the Japanese;</p> <p>2) Expanded and upgraded website content;</p> <p>3) Commercializing of a portion of the website;</p> <p>4) Promotion of this website through FLPubs, displays at the conference booth, presentations and email network.</p>	<p>1) Track and report on the usage of the website and collect the users' feedback in year 1-4.</p> <p>2) Report to the Advisory Board meetings in year 2 and 4;</p> <p>3) Undergo evaluation by independent evaluator(s) in year 4;</p> <p>4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.</p>
<p>14. Trans Pacific TV (TPTV) (year 1-4)</p>	<p>1) Expand content to this open access website that presents</p>	<p>1) Completion of updates to website to present television</p>	<p>1) Track and report on the usage of the website and collect</p>

Project/Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<p>(Develop teaching/learning materials) (A learning tool) p.30, 39 in Narrative</p>	<p>television news with synchronized, simplified scripts; Get the permissions and rights to collect additional video resources; 3) Script the new videos and add to the current inventory on the website; 4) Promote this resource to advanced learners of Chinese as listening and reading practice that can be amplified by using CAVO.</p>	<p>news with synchronized simplified scripts will be available online; 2) Addition of more video resources will be added to the website; 3) Promotion of the website through NEALRC's web, news, FLPubs, conference, and email network.</p>	<p>users' feedback in year 1-4; 2) Conduct survey on the users and the program will be evaluated by users in year 4; 3) Report to the Advisory Board in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.</p>
<p>15. Spring Grass Television Program Website (year 1-4) (Develop teaching/learning materials) (A learning tool) p. 30, 39 in Narrative</p>	<p>1) Add a controlled access to this site, which permits instructors to enroll classes that can view the programming with synchronized scripts; 2) Expand awareness of this resource and encourage learning the scripts by interfacing with CAVO; 3) Promote this website to those universities with advanced level language programs.</p>	<p>1) Creation of a website of TV programs with scripts available to registered users; 2) Integration script function with CAVO will be available to learners; 3) Promotion of the website and materials through FLPubs, NEALRC's website, conferences, and email network.</p>	<p>1) Track and report usage patterns of the website; 2) Evaluate the program, solicit feedback and reviews from teachers and learners in year 4; 3) Report to the Advisory Board meetings in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.</p>
<p>16. Pathway To Korean: Beginning Spoken Korean from Zero (year 1-4) (Develop teaching/learning materials) (A learning tool) p. 30, 40 in Narrative</p>	<p>1) Upgrade coordination of audio program with pagination to increase flow of drills and exercises. 2) Seek support for converting this program to mobile capacity.</p>	<p>1) A free website is available for learners; 2) A beginning online course in Korean for students without any background of Korean language and culture; 3) A mobile interface will be provided for the learners; 4) Promotion of the website through</p>	<p>1) Track and report usage patterns of the website; 2) Evaluate the program by independent evaluator(s) in year 1; 3) Report to the Advisory Board meetings in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA</p>

Project\Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
		NEALRC's web, news, FL Pubs, conference, and email network.	Measure form.
<p>17. Domain Lectures and Papers (year 1-4) (Develop teaching/learning materials) (A learning tool) p.31, 40</p> <p>in Narrative</p>	<p>1) Expand current anthology of online video lectures by Chinese scholars to include new topics as well as lectures by Japanese and Korean scholars;</p> <p>2) Integrate these materials with advanced course kit to assist students in learning advanced level Chinese, Japanese, and Korean.</p>	<p>1) A website available to learners;</p> <p>2) New lectures and presentations will be added to the online anthology;</p> <p>3) New lectures and presentations delivered by Japanese and Korean scholars will be available online;</p> <p>4) Promotion of these materials to be part of advanced level course kits;</p> <p>5) A mobile interface will be provided for the learners;</p> <p>6) Promotion of the website through NEALRC's web, news, FL Pubs, conference, and email network.</p>	<p>1) Track and report usage patterns of the website;</p> <p>2) Undergo evaluation of the program by independent evaluator(s) in year two;</p> <p>3) Report to the Advisory Board meetings in year 2 and 4;</p> <p>4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.</p>
<p>18. The Performance Classroom Video Resource Catalogue (year 1- 4) (Conduct teacher training and develop materials for teacher training) (A teaching tool)</p> <p>p. 31, 40 in Narrative</p>	<p>1) Create an online catalogue of video samples of activities in performance-based classrooms that are stores on YouTube and YouKu;</p> <p>2) Solicit video clips from Chinese, Japanese, and Korean language instructors;</p> <p>3) Conduct small-scale workshops and task force meetings to train teachers;</p> <p>4) Illustrate aspects of the performance-based pedagogy to strengthen research in the field of teaching East Asian</p>	<p>1) A video resource catalog will be available online;</p> <p>2) Video samples of classroom activities and model instructions for teachers;</p> <p>3) A mobile interface will be provided for the teachers;</p> <p>4) Small-scale workshops will be conducted for teacher training;</p> <p>5) Promotion of the website through NEALRC's web, news, FL Pubs, conferences, and email network.</p>	<p>1) Track and report usage patterns of the website;</p> <p>2) Evaluate the program by teachers who use this website or take part in the teacher training in year two;</p> <p>3) Report to the Advisory Board meetings in year 2 and 4;</p> <p>4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.</p>

Project\Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<p>19. Game Point System (GPS) (year 1-4) (A teaching and assessment tool)</p> <p>p.32, 40 in Narrative</p>	<p>Languages.</p> <ol style="list-style-type: none"> 1) Develop an online program that accumulates and tracks points earned in a course of language study; 2) Collect, tabulate, and analyze student use and correlate results to students' performances; 3) Survey student reactions to the role of GPS in their language study; 4) Conduct research on the innovative method. 	<ol style="list-style-type: none"> 1) An online program to accumulate and track points in a course study will be established and tested. 2) Application of this system to immersion and regular classroom courses; 3) A mobile interface will further engage students in the system; 4) Data from the pilot GPS will be collected and analyzed; 5) A research paper will be presented at conferences and submit to an academic journal for publication; 6) Promotion of the website through NEALRC's web, news, FL Pubs, conferences, and email network. 	<ol style="list-style-type: none"> 1) Continuously track and annually report usage patterns of the website; 2) Evaluate the program by learners in year two; 3) Report to the Advisory Board meetings in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<p>20. Chinese Computer Adapted Listening Test (CCALT) (year 1-4) (An assessment Tool)</p> <p>p.32, 40 in Narrative</p>	<ol style="list-style-type: none"> 1) Collect user data and correlate CCALT results to approximately 600 OPI results; 2) Promote the more frequent use of low-impact testing in Chinese language programs; 3) Run data programs and analyze correlations in pedagogy seminars; 4) Research low-impact testing and correlations between CCALT and OPI tests. 	<ol style="list-style-type: none"> 1) An online assessment of listening comprehension proficiency for users; 2) User data will be available for review and research; 3) A research paper will be presented paper at conferences and submitted to an academic journal for publication; 4) Promotion of the website through NEALRC's web, news, FL Pubs, conference, and email network. 	<ol style="list-style-type: none"> 1) Track and report usage patterns of the website; 2) Undergo evaluation of the program by independent evaluator(s) in year one; 3) Report to the Advisory Board meetings in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<p>21. Japanese Skills Test</p>	<ol style="list-style-type: none"> 1) Create online version of 	<ol style="list-style-type: none"> 1) A new online assessment tool 	<ol style="list-style-type: none"> 1) Track and report

Project/Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<p>(JSKIT) (year 1-4) (An assessment tool) p.33, 40 in Narrative</p>	<p>current paper test; 2) Implement a speaking test by incorporating “Speak-Everywhere”; 3) Generalize speaking test procedures to Chinese and Korean; 4) Develop and field test items for testing; 5) Program, beta test and evaluate program software for online delivery.</p>	<p>will be released after it passes the field-testing; 2) Feedback from users and participating institutions will be collected for evaluation, reporting, and further improvement; 3) Promotion of the website through NEALRC’s web, news, FLPIs, conference, and email network</p>	<p>usage patterns of the website; 2) Collect reviews from teachers and learners and conduct an evaluation in year four; 3) Report to the Advisory Board meetings in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.</p>
<p>22. Advanced Language Performance Portfolio System (ALPPS) (year 1- 4) (An assessment tool) p.34, 41 in Narrative</p>	<p>1) Adapt this online language assessment portfolio system to improve the employment possibilities of advanced language learners; 2) Survey employers of recently hired advanced language learners; 3) Establish and maintain portfolios of advanced language learners seeking employment and build the system into the Advanced Language Institute.</p>	<p>1) An online language performance portfolio system will be made available to the users; 2) Data of the advanced language learners will be collected in a database that will be accessible to employers and educators; 3) Promotion of the website through NEALRC’s web, news, FLPIs, conference, and email network.</p>	<p>1) Track and report usage patterns of the website; 2) Collect reviews from teachers and learners and conduct an evaluation in year two; 3) Report to the Advisory Board meetings in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form annually.</p>

The Ohio State University
National East Asian Languages Resource Center

A List of CVs (2014-2018)

By Last Name (except two Principal Investigators)

Galal Walker	1
Diane Birckbichler	5
Bachnik, Jane	8
Barrett, Lauren	10
Bender, Mark	11
Bernhardt, Elizabeth	13
Bias, Rebecca	15
Bourgerie, Dana	17
Butsko, Michael	19
Calvin, Susan	20
Chai, Donglin	22
Chan, Marjorie	23
Chang, James	25
Chen, Hanning	27
Dagefoerde, Diane	30
Fourman, Garry	31
Itomitsu, Masayuki	33
Jia, Junqing	35
Jian, Xiaobin	37
Kang, Sahie	40
Kawamura, Hiroaki	42
Ke, Chuanren	45
Kim, Myungjin	47
Knically, Steven	48
Kuzmik, John	49
Lang, Yong	50
Lee, Lucy	52
Li, Cong	54
Li, Minru	55
Lin, Yu-lan	57
Manandhar, Sujan	59
Martinez, Glenn	61
McAloon, Patrick	63
Munoz, Cora	64
Noda, Mari	66
Okuda, Hiroshi	70
Park, Chan	71
Pyun, Ooyoung	73

Appendix I
List of CVs

Tai, David	75
Tan, Dali	76
Terada, Ai	78
Torrance, Richard	79
Varde, Abhijit	82
Wang, Jianfen	84
Yang, Shengming.....	86
Yuasa, Etsuyo	88
Zeng, Zhini.....	90
Zhang, Spring.....	92
Zhang, Xin	93
Zou, Lixing	95

By Position

PRINCIPAL INVESTIGATORS

Galal Walker	Chief Principal Investigator	1
Diane Birckbichler	Co-Principal Investigator	5

ASSOCIATE DIRECTORS

Xiaobin Jian	Associate Director, Chinese.....	37
Mari Noda	Associate Director, Japanese	66
Ooyoung Pyun	Associate Director, Korean.....	73

ADMINISTRATION

Minru Li	Assistant Director.....	55
Lauren Barrett	Distribution Manager, FLPLabs.....	10

TECHNOLOGY TEAM

Hanning Chen	Director of Creative Technology, NEALRC	27
Diane Dagefoerde	CIO, College of Arts and Sciences, OSU	30
Abhijit Varde	Assistant Director for Technology, CLLC.....	82
Sujan Manandhar	Technology Manager, CLLC	59
Michael Butsko	Web Developer, CLLC	19

STEERING COMMITTEE

Galal Walker	Director of NEALRC	1
Diane Birckbichler	Co-PI, Director of CLLC	5
Xiaobin Jian	Associate Director, Chinese.....	37
Mari Noda	Associate Director, Japanese	66
Ooyoung Pyun	Associate Director, Korean.....	73
Mark Bender	Department Chair, DEALL.....	11
Minru Li	Assistant Director, NEALRC.....	55

OHIO STATE ADVISORY BOARD

Glenn Martinez	Chair, Department of Spanish and Portuguese	61
----------------	---	----

Appendix I
List of CVs

Etsuyo Yuasa	Director, East Asian Studies Center.....	88
Marjorie Chan	Director, Institute for Chinese Studies.....	23
Richard Torrance	Director, Institute for Japanese Studies	79
Chan Park	Director, Korean Studies Initiative	71

NATIONAL ADVISORY BOARD

James Chang	CEO of Global Knowledge Exchange	25
Myungjin Kim	Dean, International Education Center, Yonsei University.....	47
John Kuzmik	Chair, Global Projects Dept., Baker Botts LLP	49
Hiroshi Okuda	Professor, Himeji Dokkyo University.....	70

INDEPENDENT EVALUATOR

Hiroaki Kawamura	Chair, Dept. of Language and Culture, University of Findlay.....	42
------------------	--	----

DEVELOPER TEAMS BY CATEGORY OF PROJECTS

Strengthen East Asian language programs

Galal Walker	Director of NEALRC	1
Diane Birckbichler	Director of CLLC.....	5
Mark Bender	Department Chair, DEALL.....	11
Elizabeth Bernhardt	Director, Stanford Language Center, Stanford Univ.	13
Rebecca Bias	Assistant Director, CLLC	15
Dana Bourgerie	Executive Director, The Language Flagship Partnership, BYU.....	17
Susan Calvin	Program Administrator, Asian Studies Collaborative at Berks County Intermediate Unit. PA	20
Garry Fourman	Chair, Modern Languages Department, Columbus State Community College	31
Xiaobin Jian	Associate Director, NEALRC, Chinese.....	37
Steven Knicely	Academic Program Specialist, Chinese, DEALL	48
Chan Park	Director, Korean Studies Initiative	71
Yong Lang	Professor, University of Texas-Pan American.....	50
Minru Li	Assistant Director, NEALRC.....	55
Hanning Chen	Director of Creative Technology, NEALRC	27
Yu-Lan Lin	Executive Director of CLASS	57
Lucy Lee	Former President of CLASS	52
Glenn Martinez	Chair, Department of Spanish and Portuguese	61
Cora Munoz	President, Ohio Asian American Health Coalition	64
Mari Noda	Professor of Japanese, DEALL.....	66
Ooyoung Pyun	Associate Director, NEALRC.....	73
David Tai	President of NCACLS.....	75
Dali Tan	President of CLASS	76
Spring Zhang	Principal, Ohio Chinese School	92

Develop materials that support gaining advanced skills in East Asian languages

Galal Walker	Director of NEALRC	1
Sahie Kang	Dean, School of Applied Technologies and Education, DLIFLC	40
Minru Li	Assistant Director of NEALRC	55

Appendix I
List of CVs

Patrick McAloon	Assistant Director, Chinese Flagship Program	63
Hanning Chen	Technology Manager	27
Xiaobin Jian	Associate Director of NEALRC, Chinese	37
Chuanren Ke	Professor, Dept. of Asian Languages and Literature, U. of Iowa.....	45
Yong Lang	Professor, English, University of Texas-Pan American	50
Yu-Lan Lin	Executive Director of CLASS	57
Lucy Lee	Former President of CLASS	52
Mari Noda	Associate Director, NEALRC, Japanese	66
Ooyoung Pyun	Associate Director, NEALRC, Korean.....	73
Dali Tan	President of CLASS.....	76
Donglin Chai	PhD student in pedagogy, DEALL	22
Cong Li	PhD student in pedagogy, DEALL	54
Jianfen Wang	PhD student in pedagogy, DEALL	84
Zhini Zeng	PhD student in pedagogy, DEALL	90
Junqing Jia	PhD student in pedagogy, DEALL	35
Xin Zhang	PhD student in pedagogy, DEALL	93

Create online tools for learners and teachers of East Asian languages

Galal Walker	Director, NEALRC	1
Jane Bachnik	Research Fellow, Sophia University, Tokyo	8
Michael Butsko	Web Developer, CLLC	19
Hanning Chen	Director, Creative Technology.....	27
Diane Dagefoerde	CIO, College of Arts and Sciences, OSU	30
Masayuki Itomitsu	Assistant Professor of Japanese, Linfield College	33
Xiaobin Jian	Associate Director, NEALRC, Chinese.....	37
Chuanren Ke	Professor, Dept. of Asian Languages and Literature, U. of Iowa.....	45
Minru Li	Assistant Director, NEALRC.....	55
Mari Noda	Associate Director, NEALRC, Japanese	66
Ooyoung Pyun	Associate Director, NEALRC, Korean.....	73
Shengming Yang	President, Guizhou Tourism Association	86
Lixing Zou	Vice-President, Research Institute of China Development Bank	95
Junqing Jia	PhD student in pedagogy, DEALL	35
Cong Li	PhD student in pedagogy, DEALL	54

Curriculum Vitae
GALAL WALKER

EDUCATION

- 1982 Ph.D., Cornell University, East Asian literatures (*Towards a Formal History of the Chuci*. 1982 Ph.D. Dissertation).
1972 M.A., Cornell University, East Asian literatures.
1969 B.A. University of Texas-Austin, linguistics and economics.

ACADEMIC EMPLOYMENT

Ohio State University

- 1999-present Professor, Department of East Asian Languages and Literatures.
1995-1996 Interim Chair, Department of East Asian Languages and Literatures.
1990-1999 Associate Professor, Department of East Asian Languages and Literatures.
1980-1989 Assistant Professor, Department of East Asian Languages and Literatures.

PROFESSIONAL SERVICES

- 2007-present Board of Advisors, Defense Language Institute, Monterey, CA.
2006-2012 Principal Investigator, National K-12 Chinese Flagship Program, Ohio State University.
2005-present Director, National Chinese Flagship Program, Ohio State University.
2005-present Member of Task Force of International Strategy, Ohio State University.
2002-2005 Editorial Board, *Foreign Language Annals*.
2001 Department of Education, Proposal Review Panel, Washington DC.
2000-present Board of Advisors, Foreign Language Center, Brigham Young University.
2000-present Board of Advisors, Center for International Business Education and Research, Fisher College of Business, Ohio State University.
1999-present Director, National East Asian Language Resource Center, Ohio State University.
1998-2000 President, National Association of Self-Instruction Language Programs (NASILP).
1997-1999 NASILP President elect.
1996-1999 Chinese Language Teachers Association Executive Board.
1995-1996 Interim Chair, Department of East Asian Languages and Literatures, Ohio State University.
1995-1996 Executive Committee, *Ad hoc* International committee.
1989 Guest Editor, *Journal of the Chinese Language Teachers Association*, May issue.
1987-1988 President, NASILP.
1987 Founder/Organizer, Chinese Curriculum Consortium.

SELECTED PUBLICATIONS

Textbooks, audio programs:

- 2011 *Chinese Out of the Box*. Foreign Language Publications and Hubei Changjiang Publishing Group.
2004-2007 *Chinese: Communicating in the Culture*, vol.1-4. Foreign Language Publications, Columbus, OH.

Audio Programs:

- 1993 *Beginning Romanian*, with Rodica Botoman. Audio program with 20 tapes, Ohio

Appendix I
List of CVs

State University Press.

- 1988 *A Self-study Introduction to Beginning Mandarin Chinese*. Audio program with 52 tapes.

Computer Assisted Instruction:

- 1983 “Chinese PARAGON Authoring System.” Developed with Center for Teaching Excellence. Computer Based Instruction.

Edited Volumes:

- 2010 *The Pedagogy of Performing Another Culture*. Pathways series, no. 12. Foreign Language Publications
- 1996 *Reference guide for spoken Cantonese* by Roxana Sukyee Fung. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. Foreign Language Publications.
- 1996 *Kaleidoscope: Images and index* by King Szeto. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. Foreign Language Publications.
- 1996 *Teacher’s Guide for Spoken Cantonese: Context and Performance*, by Matthew Christensen. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. Foreign Language Publications.
- 1996 *Spoken Cantonese: Context, and performance* by Roxana Sukyee Fung, Matthew B. Christensen. Volume 5. *Kaleidoscope: a course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications
- 1996 *Spoken Cantonese: presentation and context*, by Roxana Sukyee Fung, Matthew B. Christensen, and Xiaobin Jian. Volume 4. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications.
- 1995 *Spoken Cantonese: Acquisition and presentation*, by Matthew B. Christensen and Roxana Sukyee Fung. Volume 3. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications.
- 1995 *Spoken Cantonese: Performance and acquisition*, by Matthew B. Christensen and Xiaobin Jian, Volume 2. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications.
- 1994 *Spoken Cantonese: Context and performance*, by Xiaobin Jian with Matthew Christensen. Volume 1. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications.

Pathways Series:

- 2013 *Individualized Instruction in East Asian Languages*. Etsuyo Yuasa, ed. Pathways series no. 14. Foreign Language Publications
- 2012 *Teaching and Learning Korean as a Foreign Language*. Andrew Byon and Danielle O. Pyun, ed. Pathways series, no. 13. Columbus, Foreign Language Publications
- 2010 *The Pedagogy of Performing Another Culture*. Galal Walker, ed. Pathways series,

Appendix I
List of CVs

- no. 12. Columbus, Foreign Language Publications
- 2006 *NFLC Guide for Basic Chinese Language Programs*. Second Edition. Cornelius Kubler, editor. Pathways series no. 3. Columbus, Foreign Language Publications.
- 2006 *Performed Culture: An Approach to East Asian Language Pedagogy*. Matthew Christensen and J. Paul Warnick. Pathways series no. 11. Columbus, Foreign Language Publications.
- 2006 *Evaluating Foreign Language Programs: Content, Context, Change*. Diane W. Birckbichler, editor. Pathways series no. 10. Columbus, Foreign Language Publications.
- 2005 *Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture*. Eric Shepherd. Pathways series no. 9. Columbus, Foreign Language Publications.
- 2003 *The Historical Evolution of Chinese Languages and Scripts*. Zhou Youguang, trans. Zhang Liqing. Pathways series no. 8. Columbus: Foreign Language Publications.
- 2002 *Advances in Japanese Language Pedagogy*. Hiroshi Nara, editor. Pathways series no. 7. Columbus: Foreign Language Publications.
- 2002 *Difficult Characters Interdisciplinary Studies of Chinese and Japanese Writing*, Mary Erbaugh, editor. Pathways Series no. 6. Columbus: Foreign Language Publications.
- 2000 *The Pedagogy of African Languages*, Antonia Schleicher and Lioba Moshi. Pathways Series no. 5. Columbus: Foreign Language Publications.
- 1997 *Learner Text and Context: An Arabic perspective*, Mahdi Alish. Pathways series no. 4. Columbus: Foreign Language Publications.
- 1997 *NFLC Guide to the Basic Chinese Program*, National Endowment for the Humanities Chinese Language Task force, Cornelius Kubler, chair. Pathways Series no. 3. Columbus: Foreign Language Publications.
- 1996 *Chinese Pedagogy: An Emerging Field*. Scott McGinnis, editor. Pathways Series no. 2. Columbus: Foreign Language Publications.
- 1995 *Learning Less Commonly Taught Languages: An Agreement on the Bases for the Training of Teachers* Galal Walker and Scott McGinnis. The Ohio State University, Foreign Language Publications, Pathways Series no.1.

Articles/chapters (selected):

- 2000 “Performed Culture: Learning to Participate in a Foreign Culture.” *Foreign Language Policy and Pedagogy*. Richard Lambert, ed. Benjamin: New York.
- 1999 “Remembering the Future: Compiling Knowledge of Another Culture.” *Reflecting on the Past to Shape the Future*, Diane Birckbichler and Robert Terry, eds. ACTFL Foreign Language Series.
- 1996 “Design for an Intensive Chinese Curriculum.” *Chinese Pedagogy: An Emerging Field.*, Scott McGinnis, ed., JCLTA Monograph Series no.2.
- 1995 “Learning Less Commonly Taught Languages: An Agreement on the Basis for the Training of Teachers,” with Scott McGinnis. The Ohio State University, Foreign Language Publications, Pathways Series no.1.FLP01.
- 1991 “Gaining Place: Less Commonly Taught Languages in American Schools.” ACTFL Priorities for the 90’s (November 1989), ACTFL Annals (April).
- 1989 “The Less Commonly Taught Languages in the Context of American Pedagogy.”

Appendix I
List of CVs

- Shaping the Future: Challenges and Opportunities, Northeast Conference Reports, pp. 111-137.
- 1989 “Intensive Chinese Curriculum: The EASLI Model,” Journal of the Chinese Language Teachers Association 24.2 (May):43-83.

GRANTS AND AWARDS

- 2013 Association of Departments of Foreign Languages Award for Distinguished Service to the Profession, Modern Language Association
- 2012 Chinese Language Teachers Association, “Walton Lifetime Achievement Award.”
- 2010-2014 Department of Education. National East Asian Languages Resource Center.
- 2008-2012 Department of Defense, Chinese Flagship Programs (Undergraduate).
- 2006-2012 Department of Defense, Chinese Flagship Programs (K-12).
- 2006-2009 Department of Education. National East Asian Languages Resource Center.
- 2005 Department of Defense, Chinese Flagship Programs (MA).
- 2003 “China Language and Culture Friendship Award” by Ministry of Education, P.R. China. An international award to six recipients this year, the first one in the U.S. as well as in the English speaking world.
- 2002-2005 Department of Education (\$1,432,000), National East Asian Languages Resource Center.
- 2002 Fulbright/Hayes Group Study Abroad (\$50,000), US/China Links.
- 2002 Freeman Foundation. (\$1,996,459) with Julia Andrews, Strengthening Chinese Studies at The Ohio State University.
- 2001 National Security Education Program (\$15,000), National Flagship Program Feasibility Study.
- 2000 Challenge Grant, National Endowment for the Humanities (\$600,000), World Media and Culture center.
- 1999-2002 Grant, National Foreign Language Resource Center, Department of Education, OSU FLC (\$960,000).
- More than twelve additional grants and awards.

Curriculum Vitae
DIANE W. BIRCKBICHLER

EDUCATION

- 1975 Ph.D., The Ohio State University
1968 M.A., The Ohio State University
1966 B.A., Otterbein College
1964 Université de Strasbourg

GRANTS AND AWARDS

- 2007-2009 Regents Chinese Academy, Ohio Board of Regents' STEM/FL Academies, \$300,000
2006-2010 Co-Principal Investigator, National Foreign Language Resource Center, Department of Education, \$1,204,000
2002-2005 Co-Principal Investigator, National Foreign Language Resource Center, Pathways to Communicating in Cultures, US Department of Education, \$877,000
2000 Co-Project Director, "The World Media and Culture Center: You Can Go Anywhere from Here," Ameritech Foundation, \$1,000,000
2000 Co-Principal Investigator, Ohio Board of Regents Efficiency Challenge Grant, "Meeting Foreign Language Needs of the 21st Century," \$500,000
1999 Project Director, NEH Challenge Grant, "The World Media and Culture Center: Transforming Language and Culture Studies," \$500,000
1999-2002 Co-Principal Investigator, National Foreign Language Resource Center, Pathways to Communicating in Cultures, US Department of Education, \$960,000
1996-1998 Director and Co-Principal Investigator, National Foreign Language Resource Center, "Pathways to Advanced Skills: The Global Context of Foreign Language Study," US Department of Education, \$650,000
1995-1998 Co-principal Investigator, Fund for the Improvement of Post-Secondary Education, US Department of Education, "Achieving Articulation via Multimedia Computer Adaptive Testing," The purpose of this award was to develop a multimedia computer-adaptive test to be used for the placement of high school students entering postsecondary language classrooms. The project resulted in completed tests for French, German, and Spanish that have been used successfully at The Ohio State University for over 15 years. \$297,581
1994-1996 Director and Co-Principal Investigator, National Foreign Language Resource Center, "Pathways to Advanced Skills," US Department of Education, \$805,000
2001 Recipient, ACTFL Florence Steiner Award for Leadership in Foreign Languages
1994 Recipient, Les Palmes Académiques from the French Government
1993 Co-principal Investigator, "Project to Develop a Course in Intermediate to Advanced Spoken Cantonese," Center for the Advancement of Language Learning, \$533,000
1992-1995 Director and Principal Investigator, Fund for the Improvement of Post-Secondary Education, US Department of Education, "Collaborative Articulation/Assessment Project," The purpose of this project was to develop a collaboration between secondary and postsecondary foreign language teachers in French, German and Spanish. The collaboration was a three-pronged effort that included developing curricular standards, proficiency testing for pre-collegiate assessment of language

proficiency of students and professional development opportunities. The CAAP (Collaborative Articulation and Assessment Project) is now in its 22nd year and has grown to include more than 150 Ohio high schools and their foreign language teachers. Chinese has been recently added to the collaborative. \$283,527

FACULTY POSITIONS

- 1998 Workshop on ESL Methods for Chinese Teachers of English, Qingdao, China
1992-present Professor, Department of French and Italian, The Ohio State University
1991 Summer Institute for Teachers of French, University of Northern Iowa/Université Catholique de l'Ouest, Angers, France
1990 Cornell University, Southeast Asian Summer Studies Institute
1985-1992 Associate Professor, Department of French and Italian, The Ohio State University
1983-1985 Assistant Professor, Department of Romance Languages, The Ohio State Univ.
1979-1983 Assistant Professor, College of Education, The Ohio State University
1977-1978 Assistant Professor, Department of French, University of Illinois

ADMINISTRATIVE POSITIONS

- 1999-present Chair, Department of French and Italian, Ohio State University
1991-present Director, Center for Language, Literature and Culture (formerly the Foreign Language Center), Ohio State University
1997-1999 Co-Director, OSU National Foreign Language Resource Center
1994-1997 Director, OSU National Foreign Language Resource Center
1995-present Director, French Individualized Instruction, The Ohio State University
1990 President, American Council on the Teaching of Foreign Languages (ACTFL)
1988-1990 Director, French Undergraduate Program, Ohio State University
1983-1988 Co-director, French Undergraduate Language Program, The Ohio State University
1985-1988 Vice Chair, Department of Romance Languages, The Ohio State Univ.
1977-1978 Director, Beginning French Language Program, University of Illinois

MATERIAL DEVELOPMENT AND PUBLICATIONS

- 2006 *Evaluating Foreign Language Programs: Content, Context, and Change.* Columbus, OH: Foreign Language Center.
2000 *Reflecting on the Past to Shape the Future.* The ACTFL Annual Volume, Lincolnwood, IL: NTC.
1995 "A Collaborative Approach to Articulation and Assessment," pp. 107-124 in *Broadening the Frontiers of Foreign Language Education*, ed., Gale Crouse. Lincolnwood IL: National Textbook, (co-authored).
1994 "The Dynamics of Placement Testing: Implications for Articulation and Program Revision," in D.P. Benseler, ed., *The Dynamics of Language Program Direction*, 1994 volume of the American Association of University Supervisors and Coordinators. Boston: Heinle & Heinle.
1993 "Foreign Language Policy, Pedagogy, and Practice: An American Perspective," pp. 144-154 in Kari Sajvaara, Sauli Takala, Richard Lambert, and Christine Morfit, eds. *National Foreign Language Planning, Practices and Prospects.* Jyvaskyla, Finland; Institute for Educational Research.
1993 "Perspectives on Proficiency: Teachers, Students, and the Materials That They

Appendix I
List of CVs

- Use,” pp. 115-153 in June K. Phillips, ed., *Report of the Northeast Conference on the Teaching of Foreign Languages. Reflecting on Proficiency from the Classroom Perspectives*. Lincolnwood, IL: National Textbook Co.
- 1990 *New Perspectives, New Directions in Foreign Language Education*. the ACTFL Foreign Language Education Series. Skokie, IL: National Textbook Company.
- 1987 *Proficiency, Policy, and Professionalism: Report of the Central States Conference on the Teaching of Foreign Languages*. Skokie, IL: National Textbook Company.

Textbooks: More than 25 college and high school French textbooks and readers along with accompanying ancillary programs

Articles and Reviews: Numerous articles and reviews in professional journals

Lectures and Presentations: More than 80 keynote addresses, lectures and workshops at state, national, and international conferences.

Full vita available upon request

Curriculum Vitae
JANE M. BACHNIK

EDUCATION

- 1978 Ph.D., Anthropology, Harvard University.
1970 M.A., Regional Studies: East Asia, Harvard University.
1966 B.A., English Literature, Russian Studies, Marymount College, Tarrytown, N.Y.

ACADEMIC EMPLOYMENTS

- 2008-2010 Research Fellow, Institute of Comparative Culture, Sophia University, Tokyo, Japan.
2006-2007 JICUF Visiting Professor, International Studies Division, International Christian University, Tokyo, Japan.
2005-2008 Research Fellow, Institute of Asian Cultural Studies, International Christian University, Tokyo, Japan.
2001-2005 Professor, The Graduate University of Advanced Studies (Sogo Kenkyu Daigakuin Daigaku), Graduate Doctoral Program, The School of Cultural and Social Studies, Miura, Japan.
1994-2005 Professor, National Institute of Multimedia Education, Ministry of Education, Science and Technology, Japan (retired March 31, 2005).
1992 Visiting Associate Professor, Center for Japanese Studies, University of Hawaii, Manoa, Hawaii, U.S.A. (spring semester).
1982-1994 Associate (and Assistant) Professor, Department of Anthropology, University of North Carolina, Chapel Hill, North Carolina.

PRESENTATIONS

- 2010 “Not-together but not-separate: Blurred boundaries in changing Japanese families”
Lecture at Institute of Comparative Culture, Sophia University, Tokyo.
2009 “Hidden Fault Lines: The Implications of Blurred Boundary Families in Postwar Japan,” at the symposium *Risk and East Asia*, German Association for Social Science Research on Japan. Japanese-German Center, Berlin.
2009 “The ‘Disappearing’ Family in Postwar Japan: Revisiting the Paradigm of Postwar Family Change” at the conference “Revisiting Postwar Japan as History,” Sophia University, Tokyo.
2007 “Significance of ‘Misrecognition’ in the problems of the postwar Japanese family,”
Lectures in Intercultural Communication Seminar, International Studies Division, International Christian University.
2005 Symposium Keynote: "Using Multimedia Technology for Intercultural Learning,"
Sietar Japan 20th Annual Conference, Rikkyo University.

MATERIAL DEVELOPMENT

- 2010 Not together but not-separate: Implications of “blurred boundaries” in changing Japanese families, *article submitted to Contemporary Japan, Journal of German Institute for Japanese Studies, Tokyo, Vol. 23, Lifestyles in Transition. Berlin: Mouton de Gruyter.*
2004 *Multimedia Internet Tutorial: At Home in Japan: What No One Tells You, Winner of David Plath Media Award, Special Mention. <http://athome.nealrc.org>. (revised*

Appendix I
List of CVs

- in 2006).*
- 2003 Roadblocks on the Information Highway: The IT Revolution in Japanese Education. *Editor and major contributor. Lanham Md: Lexington Books.*
- 1994 Situated Meaning: Inside and Outside in Japanese Self, Society, and Language. *Co-editor and major contributor.*
- Twenty-five additional publications.

MAJOR RESEARCH PROJECTS

- 2009- 2010 “Life Stories of Three Generations of Japanese Women” focuses on the life-narratives of three linked generations (grandmother, daughter and granddaughter) who were part of the longitudinal study in (1) above. The study aims to provide in-depth, lived perspectives to complement the quantitative demographic indicators that have provided some of the key markers of postwar social change in Japan. (Field research now in progress).
- 2001- 2004 Development and publication of Internet Tutorial (Project Director): “At Home in Japan: What No One Tells You.” <http://athome.nealrc.org>. This tutorial has been used to date by over 500,000 learners in 80 countries worldwide.
- 1999- 2001 “Roadblocks on the Information Highway” (Project Director), a collaborative project using ethnographic perspectives to pinpoint social barriers to implementing Information Technology in Japanese education. These barriers were then linked to broader issues, such as Japan's economic slowdown and responses to globalization. This research produced a conference, an edited volume including 5 authored chapters, and 2 articles.
- 1967- 2007 “Longitudinal study of Japanese household/family and relationship networks” (principal investigator). Eight years of research over a 40-year time span in eastern Nagano Prefecture and Tokyo, this research has produced 19 articles, a book manuscript forthcoming from University of California Press, and two awards.

GRANTS AND AWARDS

- 2005 David Plath Media Award: Special Mention for media designed to enhance teaching: Web tutorial, At Home in Japan: What No One Tells You. Society for East Asian Anthropology, American Anthropological Association.
- 2001-2004 Japanese Ministry of Education, Science and Technology Grant (NIME): "Development of Multimedia Internet Tutorial: At Home in Japan: What No One Tells You" <http://athome.nime.ac.jp> (4 yrs. research funding).
- 1999-2001 Japanese Ministry of Education Grant (NIME): "Identifying Barriers to Implementing Information Technology in Japanese Higher Education" (2 yrs. research funding).
- 1998-1999 National East Asian Language Research Center, The Ohio State University, Columbus, Ohio, Development of Internet Tutorial (prototype): At Home in Japan (5 mo. research/salary funding NIME; prototype development support: NEALRC).
- Ten additional grants and awards.

Curriculum Vitae
LAUREN N. BARRETT

EDUCATION

1990 B.S., Journalism Advertising, The Ohio State University

APPOINTMENTS

2010 Manager, OSU Foreign Language Publications

2003 Operations Manager, State of Ohio Department of Financial Institutions

Prior to 2006 Owner and manager of Barrett Financial Group, LLC

MOST RELEVANT PUBLICATIONS (PROJECTS)

2014 Content Manager and Editor, Foreign Language Publications web site

2011 Voice over, *Chuncao* Advanced level Chinese language project

Named distribution manager in 14 publications, OSU Foreign Language Publications

2010-present Promoted and distributed over 50 publications for the National East Asian Languages Resource Center, the Journal of Chinese Language Teachers Association, and The Ohio State University Center for Languages, Literatures and Cultures, Center for African Studies, and School of Teaching and Learning

GRANTS AND AWARDS

2013 The Ohio State University, Campus Campaign Volunteer Award

Curriculum Vitae
MARK BENDER

EDUCATION

- 1995 PhD in East Asian Languages and Literatures, The Ohio State University
1989 Master's degree, East Asian Languages and Literatures, The Ohio State University
1980 Bachelor's degree, East Asian Languages and Literatures, The Ohio State University

ADMINISTRATIVE POSITION

- 2013-present Full Professor in Chinese and Chair of Department of East Asian Languages and Literatures, The Ohio State University

AREAS OF EXPERTISE:

- Traditional Chinese Performance
- Performance-connected literature of local Han and ethnic minority cultures in China
- Ethnic minority epic
- Chinese prosimetric literature
- Oral and written ethnic poetry

RECENT PROGRAM FUNDING

- 2011 Arts & Humanities Grant-in-Aid funding , \$1,215. For travel to the Belief Narratives International Symposium in Imphal, India, to be held on February 6-8, 2012 to present "Visions of the Sky Palace in the Nuosu Book of Origins."
- 2010 OSU Gateway Grant for starting China Gateway Program, Office of International Studies, \$7,500
- 2009 Research and Creativity in the Arts and Humanities for the Nuosu Book of Origins project, \$1,500
- 2009 College of Arts and Sciences Humanities Grant-in-Aid, \$2,178
- 2007 Fulbright Scholarship (3 months in China) for research on "Nature in Yi Epic Poetry" project. \$19,200

MAJOR PUBLICATIONS (since 2010)

Books

- 2010 Mark Bender, with Wu Yifang and Levi Gibbs, trans. Wu Yiwen and Jin Dan, ed. *Hmong Oral Epics*. Guiyang: Guizhou Nationalities Press. (tri-lingual Miao/Han/English translation; translated the text of the epics into English and co-translated the supporting matter)
- 2011 Victor Mair and Mark Bender, eds. *Columbia Anthology of Chinese Folk and Popular Culture*. New York: Columbia University Press.

Articles

- 2013 The Eco-Genealogy of a Nuosu-Yi Culture Hero in Southwest China. Eco-criticism: Trans-Pacific Dialogues Conference. University of Central Florida. (peer-reviewed)
- 2012 Butterflies and Dragon-eagles: Processing Epics in Southwest China. *Oral Tradition*. 27(1):231-246.

Appendix I List of CVs

- 2012 Ethnographic Poetry in North-East India and Southwest China. *Rocky Mountain E-Review*.
- 2012 The Cry of the Silver Pheasant: Contemporary Ethnic Poetry in Sichuan and Yunnan. *Chinese Literature Today*. 2(2):68-74.
- 2012 "Ogimawkwe Mitigwaki and 'Axlu yyr kut': Native Tongues in Literatures of Cultural Transition." *Sino-Platonic Papers* 220: 1-255.
- 2012 Review of Ou Chaoquan. Life in a Kam Village in Southwest China 1930-1949 (translated by G. Norman Geary). Leiden: Brill. In *Asian Ethnology* 71(1):133-135.
- 2011 Mark Bender and Aku Wuwu. "Four Trees and Three Seas." *Cha: An Asian Literary Journal*. (Translated, introduced and annotated seven poems by Aku Wuwu) (poetry translation from Nuosu language)
- 2011 Initial Examination of Images of Native Deer in Yi Nationality Epic Poetry *Journal of Wenzhou University*, 24(2):36-43.
- 2011 "Echoes from Si Gang Lih: Burao Yilu's 'Moon Mountain'."
- 2011 Review of Bordahl, Vibeke and Margaret Wan, eds. *The Interplay of the Oral and the Written in Chinese Popular Literature*. Copenhagen, Denmark: NIAS Press. In *Asian Ethnology* 70(1):136-138.
- 2010 Review of Anthony R. Walker, ed. (2009). *Pika-Pika: the Flashing Firefly*. New Delhi: Hindustan Publishing Corporation. In *Asian Ethnology* 69(1):174-75.
- 2010 Review of Jiang, Jin. *Women Playing Men: Yue Opera and Social Change In Twentieth-century Shanghai*. Seattle: University of Washington Press. In *The Chinese Historical Review*. 17 (10):120-22.

PROFESSIONAL ASSOCIATIONS AND POSITIONS

- American Folklore Society (co-founder of Eastern Asia Section)
- Chinoperl (Chinese Oral and Performing Literature)
- International Society for Epic Research
- International Society for Folk Narrative Research
- International Society for Epic Research

SERVICE ACTIVITIES

- STEP Committee, OSU (second year experience), 2012-present
- *East Asian Humanities*, Online multi-media textbook (online in Carmen for use in EALL 131 East Asian Humanities; 10 modules on history, world view, art, literature, performance, languages, environment, etc.)
- "Dragons and Dragon Forests in Yunnan: Myth, Ritual, and the Environment in SW China," Hagerty Hall Photo Essay Exhibit, Spring Quarter, 2010; also exhibited at Columbus Asian Festival (May 29-30, 2010), and the Annual Meeting of the American Folklore Society, Memphis, Tennessee (Oct. 22-25, 2010)
- Editorial Boards: *Asian Highlands Perspectives*, *Chinoperl Papers*, *Oral Tradition*, *Asian Ethnology*, *Minzu yishu* (Ethnic Art), *Minzu wenxue yanjiu* (Ethnic Literature Studies). Series Advisor for Religious Studies in Contemporary China, Popular Religion and Shamanism (Leiden: Brill); series advisor for "Twenty-First Century North American Chinese Literary studies Series" (Centre for the Study of China's Literature Abroad, Beijing Normal University). Board of Directors, International Society for Epic Studies.

Curriculum Vitae
ELIZABETH B. BERNHARDT

EDUCATION

- 1984 Ph.D. Second Languages and Cultures Education, University of Minnesota
1978 M.A. German, University of Pittsburgh
1976 B.A. German, College of Wooster

TEACHING EXPERIENCE

- 1995-present Professor, German Studies, Stanford University
1993-1995 Professor, Foreign and Second Language Education, The Ohio State University
1987-1993 Associate Professor, Foreign and Second Language Education, Ohio State University.

PROFESSIONAL EXPERIENCE

- 2003-present Dean, South Row
1995-present Director, Stanford Language Center and Professor of German Studies; Professor of Education (by courtesy)
1992-1995 Professor, Foreign and Second Language Education, Educational Studies, The Ohio State University
1987-1993 Associate Professor, Foreign and Second Language Education, Educational Studies, The Ohio State University
1988-1995 Section Head, Humanities Education, The Ohio State University
1984-1987 Assistant Professor, Foreign and Second Language Education, Educational Studies, The Ohio State University

SELECTED PUBLICATIONS

Books

- 1992 *Life in language immersion classrooms*. (Ed.) Clevedon, England: Multilingual Matters.
1991 *Reading development in a second language: Theoretical, research, and classroom perspectives*. Norwood, N.J.: Ablex.

Articles – reviewed

- 2001 Research into the teaching of literature in a second language: What it says and how to communicate it to graduate students. In Holly Tucker and Virginia Scott (Ed.), *Second Language Acquisition and the Literature Classroom: Fostering Dialogues*. (pp. 189-204). Boston: Heinle & Heinle.
2000 The professional development of highly experienced and less experienced teachers: Meeting diverse needs. In Benjamin Rifkin (Ed.), *Mentoring foreign language teaching assistants, lecturers and adjunct faculty*. (pp. 41-54). Boston: Heinle & Heinle.
1999 From German 1 to German Studies 001: A chronicle of curricular reform. *Die Unterrichtspraxis* 32, 1, 22-31. Reprinted in *Teaching German in America: Past Progress and Future Promise* (pp. 145-162). George F. Peters, Ed. Cherry Hill, NJ: American Association of Teachers of German, 2002.

SELECTED PRESENTATIONS

- 2002 Crosslinguistic word recognition process: A review of the literature, National Reading Conference, Miami, FL.
- 2001 Student performances as texts: Using literary analytic skills to research the classroom. Modern Language Association, New Orleans, LA.
- 2001 Reading readiness: English before German, and then Thomas Mann. Modern Language Association, New Orleans. LA.
- 2001 Technology-based initiatives in the Stanford Language Center. American Council on the Teaching of Foreign Languages, Washington, DC.
- 1991 Examining the relationship between background knowledge and second language reading comprehension. American Association of Applied Linguistics, New York, NY.
- 1991 Life in language immersion classrooms. Second/Foreign Language Acquisition by Children, Raleigh, NC.
- 1990 The MLA draft statement on language study in the United States: The university language teaching perspective. Modern Language Association, Chicago, IL.

OTHER CREATIVE OR SCHOLARLY WORK

- 2003 Elizabeth Bernhardt Interview. In A. Teemant (Ed.), *Developing Second Language Literacy Video Segments*. [Videotape Recording]. Provo, UT: Brigham Young University.
- 2003 *The Second Language Perspective*. In S. Pinnegar, A. Teemant, R.C. Harris, A. Sirota (Eds.), *The Lucia Villarreal Case: A Video Ethnography of Literacy Practices in a Bilingual Classroom*. [CD-ROM]. Provo, Utah: Brigham Young University.

PROFESSIONAL SERVICE

- 2002 Organizer, Modern Language Association Forum, Language/Composition in Literature Teaching—Literature in Language/Composition Teaching. Modern Language Association Annual Meeting, December, 2002, New York City.
- 2002-present Reviewer, *Journal of Educational Psychology*

GRANTS

- 2003-2006 Literacy, Second Language, Technology and Content: The Need for Symbiosis. From the Carnegie Corporation. Language Center portion, \$5,000, each of three years.
- 1998-2000 Increasing Instructional Time—Enhancing Engaged Time: Evaluating the Instructional Impact of the Stanford Digital Language Laboratory. by the Commission on Technology in Teaching and Learning, Stanford University.

Curriculum Vitae
REBECCA H. BIAS

EDUCATION

- 2005 Ph.D. in French. Major Specialization: French Cinema. Secondary Specialization: Technology in the Language Classroom. The Ohio State University, Columbus, OH
- 2000 M.A. in French, Specializations: Literature and Cinema. The Ohio State University
- 1998 B.A. in French, Summa Cum Laude. Specializations: Literature and Cinema. OSU

APPOINTMENTS

- 2008-present Assistant Director, Center for Languages, Literatures and Cultures, Ohio State University, Columbus, OH
- 2005-2008 Foreign Language Technology Integration Specialist, Foreign Language Center, Ohio State University, Columbus, OH.
- Prior to 2005 served as Graduate Teaching Assistant, Ohio State University

PROJECTS

- 2009-present OFLA (Ohio Foreign Language Association) Technology Committee
- 2009-present Pi Delta Psi Asian Fraternity Advisor: Special Philanthropic Interest, Lion Dance
- 2008-present CAAP (Collaborative Articulation and Assessment Program), the longest running early assessment program for foreign languages in the United States
- 2008-present CLLC Annual Career Night
- 2006-present OSU Government Career Fair
- 2008-2012 Langfest Fall Event
- 2008 President's Salute to the Foreign Language Center
- 2007 OSU Media Manager Beta Testing Group

MOST RELEVANT PUBLICATIONS AND CONFERENCE PAPERS

- 2013 Birckbichler, D., Bias, R. *The Ohio State University Foreign Language Technology Certificate Program*. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 1251-1255). Chesapeake, VA: AACE
- 2009 *Language Learning On the Air*. ACTFL Language Educator. Pp. 38-41
- 2009 *FRIT Radio DJs: Students at The Ohio University Broadcast in French and Italian* International Conference on Humanities Conference Proceedings, Honolulu, Hawaii (ISSN# 1541-5899)
- 2009 *FRIT Radio: Students at the Ohio State University Broadcast in French and Italian*, International Conference on Humanities, Honolulu, Hawaii
- 2004 *Special Effects of Music-Hall Cinema – Le Dernier des six by Georges Lacombe*, Cincinnati Romance Languages and Literatures Conference for 2004, University of Cincinnati, Cincinnati, OH.
- Prior to 2004 Four additional conference presentations

GRANTS AND AWARDS

- 2007-2008 The Ohio State University Staff Leadership Series
- 2004 Astier Travel Grant. Department of French and Italian. Departmental Grant for

Appendix I
List of CVs

- travel to the film archives in Paris, France to complete dissertation research on early French film.
- 2001 PEGS Grant for Technology Research, The Ohio State University, Assistant to Professor Charles Klopp for Italian 152 (Italian Literature in Cultural Context from the Renaissance to the Present). Design and implementation of all media-related course materials, including course web pages, PowerPoint, photo imaging, audio and video digitizing

COURSES TAUGHT

- 2010-2011 Tech Tools Workshop, 694, Overview of Technologies and Pedagogy Application
- 2006-present The Ohio State University, Foreign Language Center, CLLC Radio (formerly FLC Radio), 3570
- 2003-2005 Major Media Workshop, 694. Film literacy, web design and creation
- 2004 The Ohio State University, Department of French and Italian Advanced Intermediate French: French Cinema for Conversation, 104.02
- 2003 French Cinema from 1945 to the Present, 672. Graduate Teaching Assistant, Advanced Intermediate French, 104
- 2002 Intermediate French Review, 103.66
- 1999-2000 Intermediate French, 103.01
- 1998 Elementary French Review, 102.66

Curriculum Vitae
DANA SCOTT BOURGERIE

EDUCATION

- 1990 Ph.D. East Asian Languages and Literatures. The Ohio State University
1987 M.A. East Asian Languages and Literatures. The Ohio State University
1982 B.A. Linguistics and Chinese, Minor in French. University Of Minnesota

ACADEMIC EXPERIENCE

- 2010-present Professor. Asian and Near Eastern Languages. Brigham Young University.
2009-present Executive Director. The Language Flagship Partnership. Non-Profit Group for National Flagship Standards and Membership.
2008-present Adjunct/Honorary Professor Of Chinese. Nanjing University. College of Overseas Education.
2002-2013 Director, National Chinese Flagship Center at Brigham Young University. Center for Language Studies and College of Humanities. (NSEP Grant).
1999-2002 Chinese Section Head. The Department of Asian and Near Eastern Languages. Brigham Young University.
1998-2001 Director Of Asian Studies David M. Kennedy Center for International Studies. Brigham Young University.
1997-2010 Associate Professor. Asian and Near Eastern Languages. Brigham Young University.
1991-1997 Assistant Professor. Asian and Near Eastern Languages. Brigham Young University.

SELECTED PUBLICATIONS

Peer reviewed articles

- 2003-2004 “Successful College and University Foreign Language Programs. (Brigham Young University).” MLA Report. (Brigham Young University) David A. Goldberg, editor. *ADL Bulletin*.
2003 “Computer Aided Language Learning for Chinese: A Survey and Annotated Bibliography.” *Journal of the Chinese Language Teachers Association (JCLTA)*. Volume 39:2.
1993 “Eating the Mosquito: A Chinese Children’s Folk Song.” *Journal of Chinese Oral and Performing Literature (CHINOPERL)*.

Peer reviewed book chapters

- 2014 With Matthew Christensen. “Chinese for Special Purposes: Individualized Instruction as a Bridge to Overseas Direct Enrollment.” In *Developing Professional Levels of Language Proficiency: Theories and Methods*, eds. Anthony Brown and Jennifer Bown. Washington, D.C.: Georgetown University Press.
2008 With Carl Falsgraf. “The Language Flagship: Multiple Approaches to Creating Global Professionals.” In *U.S.-China Educational Exchange: Perspectives on a Growing Partnership*, ed. Shepherd Laughlin, 83-97. New York: Institute of International Education.
1998 “Expanding the Scope of the Utterance-Final Position: Postposed Modals in Mandarin and Cantonese.” *Studies in Cantonese Linguistics*. Stephen Matthew, ed.

Appendix I
List of CVs

Linguistics Society Hong Kong Series.

Textbooks

- 2014 *With Lin QI and Yu LIU. Mastering Chinese Through Global Debate.* Washington, D.C.: Georgetown University Press.
- 2010 *Colloquial Cantonese.* London and New York: Routledge Press. Beginning Cantonese Text. Routledge Colloquial Series. Second Edition.
- 1999 *Beginning Cantonese.* (Course on CD-ROM). University of Arizona Press/ University of Arizona Critical Language Center.

Computer programs

- 2006 “*Chinese Link (Zhongwen Tiandi) Companion Website (1st Edition),*” Prentice Hall
- 1993 *Early Spring.* Computer-Video Interface. Content consultant on development team with the Brigham Young University Humanities Computing Research Center. Distributed by China Books and Periodicals of San Francisco.
- 1991 With Devin Asay. “Introductory Mandarin Pronunciation and Romanization: A Computer Assisted Module.” Center for Teaching Excellence, The Ohio State University, Columbus, Ohio.

Materials and test development

- 2013 Chinese Adaptive Reading Test (ART). (<http://chineseflagship.byu.edu/chineseflagship/tests.html>) . ACTFL rated criterion referenced, adaptive reading test. Brigham Young University Center for Language Studies. Development team member.

GRANTS

- 2012 Principal Investigator. STARTALK Grant (Intensive Language Program). National Foreign Language Center, Maryland. \$100,000.
- 2004-present Principal Investigator. Nanjing University Overseas Center. National Flagship Language Initiative (NFLI). Funded by the National Security Education Program (NSEP).
- 2002-present Principal Investigator. National Flagship Language Center at Brigham Young University. Funded by the National Security Education Program (NSEP).

PROFESSIONAL SERVICES

- 2009-present Advisory Board Chair, U.S. Department of State, China Critical Language Scholarships Program. Administered by American Councils for International Education (CLS)
- 2003 President. Chinese Language Teachers Association
- 2002 Vice President. CLTA
- 1994-2000 Director. Cantonese Language Association

Curriculum Vitae
MICHAEL BUTSKO

EDUCATION

2008 The Ohio State University — B.A. Philosophy

APPOINTMENTS

2014 Web Developer, The Ohio State University, Center for Languages, Literatures and Cultures

2013 Web Developer, The Ohio State University, College of Arts and Sciences

2012 Web Platform Manager, The Ohio State University, College of Arts and Sciences

RECENT PROJECTS

- College of Arts and Sciences Website Platform and Infrastructure: 160+ Drupal sites on a common platform in use by departments, centers and research labs throughout the college.
- Advising Connect: University Advisor Notes and Appointments Application
- Taketori: Traditional Japanese annotated storybook web application
- Hindi e-Learning Site: Content delivery for online components of Hindi course

SKILLS & AREAS OF EXPERTISE

- Web Development with open source frameworks including Drupal & Ruby on Rails
- Full stack maintenance and deployment of LAMP (Linux, Apache MySQL, PHP), and Phusion Passenger based web applications
- Edge knowledge of securities best practices in systems administration and software development.

Curriculum Vitae
SUSAN CALVIN

EDUCATION

2014	National Consortium for Teaching about Asia
2007	Education Specialist Degree, Nova Southeastern University
2007	Planning Interactive Curriculum Connections Certificate Course
2006	Enhanced Elluminate Moderator Certificate Course
2004	Master of Education, Wilkes University
2001	A+ Training Continuing Professional Education Activity BCIU
2000	Supporting MS NT Server 4.0 Enterprise Technologies Continuing and Distance Education Course Penn State
1974	BA degree Biochemistry State University of New York at Potsdam

PROFESSIONAL EXPERIENCE

STARTALK grant (2012-2014)

- STARTALK-This highly competitive program is one of the National Security Language Initiatives. Designed to improve the teaching of critical world languages and to increase the number of students speaking this language, STARTALK incorporates a standard aligned curriculum, performance based assessments, and the use of comprehensible input for student learning. Calvin has served as the grant writer and the Project Director for this summer Chinese language program for three years.

Program administrator, Asian Studies Collaborative

- As Program Administrator for the Asian Studies Collaborative (ASC), Calvin is responsible for all aspects of program development. Beginning in 2008, this program provides support to school districts in the Eastern portion of Pennsylvania in the field of Chinese language and culture. Supported by an advisory board of experts in the field, the program has grown from two Chinese teachers to eleven teachers for the 2014 school year. Teachers are located either on-site in a classroom or teach via distance learning equipment. There are five state of the art distance learning labs that teachers use to offer instruction with codecs and whiteboard software or desktop videoconference programs. Calvin has been responsible for overseeing the delivery of instruction from the labs and has developed coursework in the Moodle learning management system to allow students access to course materials and assessments. Other aspects of the program include a language competition and cultural events. The ASC supports local cultural events such as library programs to build a framework that encompasses community members. A partnership with the non-profit group, World Artists Experiences, of Maryland allows the program to bring in visiting musicians, calligraphers, dancers, and experts from China.

Advisory board, Better Chinese iPad App development

- The ASC program incorporates materials from the Better Chinese publishing company. Calvin served on an advisory board for validation and testing of Chinese materials for online delivery. Calvin will be presenting in collaboration with Better Chinese, at the 2014 ACTFL Conference and at the Chinese Language Teachers Association International Symposium on Chinese Language Teaching and Learning

Eastern PA Chinese teacher group

- The Berks County Intermediate Unit joined with public and private schools in our region to provide yearly meetings and trainings for Chinese teachers. This informal group affords schools the ability to share resources and to stay current on world language pedagogy

Media library

- Calvin oversees the media library at the Berks County Intermediate Unit. This library includes Asian studies reference and cultural materials that are available to area schools via an online reservation system. This library includes access to a streaming video library.

Foreign Language Assistance Grant (FLAP)

- Calvin served as the Project Director for a three year FLAP grant (2009-2012) designed to promote Chinese language and cultural programming in area schools. This grant supported curriculum development, resource materials for the program, and financial support for school districts. The financial support allowed schools to begin pilot programs in Chinese language. Each year of this grant a conference on pertinent topics in Chinese language pedagogy was held at the Berks County Intermediate Unit.

MAGPI fellow/MAGPI mentor, University of Pennsylvania

- Calvin served as a fellow in 2008 and 2009 for MAGPI, the Internet2 office at the University of Pennsylvania. Working with a team of educators, Calvin co-produced a student program on “States of Matter”. As a MAGPI mentor, Calvin coached the international team in the development of a project with Afghanistan.

Distance learning

- Calvin has been responsible for videoconferencing support and program development at the BCIU since 2006. Programs cover a wide variety of topics including successful schools, the Iraqi soldiers’ project, virtual college visits, and internet safety for students. Currently the BCIU utilizes videoconference connections for Chinese language classes and for advisory board meetings. As school district connection capabilities change, Calvin researches new methods of delivery, including desktop conferencing and learning management systems.

PRESENTATIONS

2014	ACTFL Conference presentation
2014	Chinese Language Teachers Association International Symposium on Chinese Language Teaching and Learning
2013	Presented at the STARTALK Program with the lead instructor on our program
2012	Presented at the International Society for Technology in Education Conference on the Marcellus Shale statewide student project
2012	Spoke at the opening day program of the BCIU on our STARTALK Camp
2011	Presented at the International Society for Technology in Education Conference on Chinese language pedagogy via a distance learning platform

Curriculum Vitae
DONGLIN CHAI

EDUCATION

- 2013-present PhD student, Chinese Language Pedagogy, The Ohio State University
2012 M.A., Chinese Language Pedagogy, The Ohio State University
2010 B.A., Teaching Chinese as a Foreign Language (TCFL), Shanghai International Studies University
2008 Exchange student, Chinese, City University of Hong Kong

APPOINTMENTS

- 2014 Academic/Resident Director, Chinese Intensive Study Abroad Program, Office of International Affairs, The Ohio State University
2013-2014 Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University, OH
2013 Academic/Resident Director, The Ohio State University Department of East Asian Languages and Literatures – US Department of State Critical Language Scholarship Program China Institute in Xiamen
2012-2013 Chinese Lecturer, Department of East Asian Languages and Literatures, The Ohio State University
2011-2012 Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University, OH
2010-2011 Chinese Language Teacher, The Ohio State University K-12 program – Metro High School, OH
2010 Teaching Assistant, Chinese Intensive Study Abroad Program, Office of International Affairs, The Ohio State University
2009 Teaching Assistant, Columbia University Business Chinese and Internship Program in Shanghai

PROJECTS

- 2013 Pedagogical material (spoken): Tiyan Xiamen
2013 Study abroad material: The Committee System Handbook
2014 Pedagogical material (spoken): Tiyan Rizhi

PUBLICATIONS AND PRESENTATIONS

- 2014 Building Learners' Social Network in Chinese Study Abroad Programs: Student Committee System, CLTA–California 2014 Spring Conference, San Francisco, CA
2014 Managing Chinese Study Abroad Programs: Building Learners' Social Network and Enhancing US–Local Institution Partnership, 12th New York International Conference on Teaching Chinese (CLTA–Great New York), New York, NJ
2014 Developing Community–based Study Abroad Pedagogical Material: The Tiyan Rizhi Handbook, The First CLTA–International Symposium on Chinese Language Teaching and Learning (CLTA–ISCLTL), Bloomington, IN
2014 Prioritizing Study Abroad Experience: Bridging Classroom and Local Community, ACTFL (2014), San Antonio, TX

Curriculum Vitae
MARJORIE K. M. CHAN

EDUCATION

1985-1987 Post-Doctoral Fellow, University of California at Los Angeles
1985 PhD, University of Washington
1980 MA, University of British Columbia
1974 BA, University of British Columbia

PROFESSIONAL SERVICE

- Executive Secretary, International Association of Chinese Linguistics (1999-2000);
- President, Chinese Language Teachers Association (2001-2002; VP, 2000-2001; IPP, 2002-2003);
- Executive Board, Cantonese Language Association;
- Editorial Boards, Contemporary Chinese Linguistics, Journal of Chinese Language Teaching, Korea Journal of Chinese Language and Literature and Journal of the Chinese Language Teachers Association;
- Steering Committee Chair, North American Conference on Chinese Linguistics Committee;
- Website editor, Conference on Chinese Oral and Performing Literature (CHINOPERL). Website: chinoperl.osu.edu;
- National Screening Committee, Fulbright-Hays Program.

ACADEMIC SERVICES

- Director, Institute for Chinese Studies, East Asian Studies Center, Office of International Affairs;
- Associate Director, East Asian Studies Center, OIA;
- Research, Innovation and Commercialization Subcommittee of the ASC Faculty Advisory Council (FAC); Subcommittee on Strategic Planning;
- Member, Research Committee, Humanities International Committee;
- Member, Advisory Committee, National East Asian Languages Resource Center

COURSES TAUGHT

- Undergraduate courses: Elementary and Intermediate Modern Chinese; Traditional Chinese Culture; Chinese Opera; The Chinese Language: Description and Analysis
- Graduate courses: Introduction to Chinese Linguistics; History of the Chinese Language; Study of the Chinese Writing System; Chinese Phonology; Chinese Syntax; Chinese Dialects; Studies in Historical Chinese Phonology; Seminar in Chinese Linguistics (multiple times on different topics); Interdepartmental Seminar (with colleague in Linguistics)
- Faculty Supervision (and course development): Chinese Group Studies: Conversational Cantonese for Speakers of Mandarin Chinese (Autumn 2013; formal, dedicated course proposed in Spring 2014)
- Course taught at University of Washington as Instructor (during grad school): Phonology
- Courses taught at University of British Columbia as Lecturer (ABD): General introduction to linguistics; Introduction to Linguistics (for linguistics majors); a graduate seminar on

Tone; a graduate course on Phonology

SPECIALIZATION

- Chinese linguistics: synchronic and diachronic phonology; phonetics-phonology interface; dialectology.

PUBLICATIONS

- 2013 “‘Love you to the bone’ and other songs: Humour and *rusheng* rhymes in early Cantopop.” (with co-auth, Jocelyn Chey), in: *Humour in Chinese Life and Letters: Contemporary Approaches*. Volume Two, edited by Jessica Milner Davis and Jocelyn Chey. Hong Kong: Hong Kong University Press.
- 2010 “Liu Yi and the Dragon Princess: Cantonese opera adaptations of a Yuan Dynasty drama.” in: *Perspectives on Chinese Language and Culture*, edited by Ik-sang Eom, Shi-Chang Hsin, and Yea-Fen Chen. Taipei: Crane Publisher.
- 2010 “The perception of Mandarin Chinese tones and intonation by American learners.” (with co-auth, Chunsheng Yang) *Journal of the Chinese Language Teachers Association*.
- 2009 “Modality effects revisited: Iconicity in Chinese Sign Language (CSL).” (with co-auth, Wang Xu), in: *A Comparative Study of East Asian Sign Languages. Taiwan Sign Language and Beyond*, edited by James H-Y. Tai and Jane Tsay, Chia-Yi, Taiwan: The Taiwan Institute for the Humanities, National Chung Cheng University.
- 2005 “Towards a Pan-Mandarin system for prosodic transcription,” in *Prosodic Typology: The Phonology of Intonation and Phrasing*, co-auths. M. Beckman, et al, ed. S. Jun, Oxford University Press.

Career Publications: 9 edited volumes; 45 Articles and book chapters; 6 book reviews and reports

OUTREACH ACTIVITIES

- Keynote speaker (2011-2014 only): 16th International Conference on Yue Dialects (Hong Kong, December 2011); 25th North American Conference on Chinese Linguistics (University of Michigan, June 2013), 2nd Workshop on Innovations in Cantonese Linguistics (University of Chicago, March 2014).
- Organizing committee member, East Asian Psycholinguistics Colloquium (Ohio State University, October 2012); Co-chair, Workshop on Innovations in Cantonese Linguistics (Ohio State University, March 2012); Organizer, 20th North American Conference on Chinese Linguistics (OSU, April 2008); Organizer (with 1 colleague), Workshop on Interfaces and the Chinese Language (Summer 1993); Organizer (with 2 colleagues), Northeast Conference on Chinese Linguistics (OSU, May 1989); Organizer (with 2 colleagues), Third Ohio State University Conference on Chinese Linguistics (OSU, Spring 1988); Organizing committee member, Sixteenth International Conference on Sino-Tibetan Languages and Linguistics (University of Washington, Autumn 1983).
- External committee member of two M.A. theses (University of Hong Kong, 1999 & 2008). External committee member of 2 PhDs: Macquarie University (Sydney, Australia, 2004) and Hong Kong Polytechnical University (Hong Kong, 2013).

Curriculum Vitae
JAMES CHANG

EDUCATION

1979 Master Program in Management Engineering, New Jersey Institute of Technology
1977 M.S. Civil Engineering, Carnegie-Mellon University, (full fellowship)
1974 B.S. Civil engineering, National Taiwan University

EMPLOYMENT

Mr. James K. Chang is Founder/CEO of the COMWEB Technology Group and Founder/CEO of GKE (Global Knowledge Exchange). He has more than 25 years' experience in the start-up of technology-based ventures. In his current role, James Chang is responsible for the overall design and marketing of technology-based learning systems and is a pioneer in US and international educational technology implementation and strategies. He works personally with selected major educational institutions around the world. He is engaged in assisting China's power industry in the development of its Corporate University and Learning Support System. He is involved in many distance-learning programs around the world including the scheduled opening of a GKE Shanghai Learning Center to augment GKE's Beijing offices. He is the Co-founder of GKE Beijing, LearningDigital in Taiwan, and Schoolpia.net in Korea. He is a Board of Trustees member of CODE, a consortium of over 30, Eastern United States, higher education institutions.

James Chang pioneered COMWEB's "KnowledgeWEB" system. He is actively involved in multimedia classroom design projects in educational institutions around the world. Today there is an installed base of more than 3,000 COMWEB technology-based classrooms around the world. As CEO of COMWEB and GKE, James is involved in "re-engineering school" projects around the world. He has created a best-in-practice Learning Technology Architect Team (TAG) and a world-class caliber team of GKE Expert Consultants that has been actively serving the education community in re-engineering schools and corporate training for 21st Century lifelong learning environments. **James Chang is a frequently sought, national and international speaker on the subject of how to plan, design, and re-engineer the classroom and school for the 21st Century** as well as international educational strategies.

James Chang created GKE to provide innovative consulting, coordinated services, and powerful, strategic alliance capabilities to international, education technology ventures. GKE is both a company and an alliance. As Founder/CEO of GKE, James is responsible for developing strategic relationships with partners around the world and for shaping GKE's international corporate vision. Joint ventures include GKE/USA, GKE/Taiwan, GKE/Korea and GKE/China. GKE is rapidly developing into a Gateway to the Pacific Rim for the US "learning industry." James' educational vision includes a comprehensive "knowledge management and learning system, think-tank level consulting and international educational services alliances for the 21st Century."

To assist a visionary, international goal, James has created the GKE Foundation, and he serves as the GKE Foundation's President of the Board. The GKE Foundation is dedicated to the support of innovation in international education and the dissemination of educational opportunity and best practices for all learners.

OTHER EMPLOYMENT

1988-1993 Co-Founder and Director of DSET Corporation
1986-1988 Director of Business Development, Media Management Plus, Inc. – Information Publishing and software company servicing advertising and media company
1984-1986 Co-Founder/President Acquired by Media Management Plus in 1986 DiQT Corporation – Provider of PC-Based Workstation Company servicing industry specific applications.
1983-1985 Technology Management Consultant Servicing Venture Capital and Technology-based companies
1981-1983 Director of Business Development, Associated Technologies International – A CAD/CAE technology System company servicing Power industry worldwide
1981 Co-Founder/Executive Vice president – Acquired by Associated Technologies, Inc.
1979-1981 Advanced Engineering Consultants, Inc. – A CAD/CAE Computer analysis service company servicing Nuclear Power Industry
1977-1979 Project Engineer/Project Manager, Nuclear Power Services, Inc. –CAD/CAE servicing Nuclear Power industries
1974-1976 Project Engineer/Project Manager, Chinese Army Corp. of Engineering
1974 Interior Designer, Golden Design Inc. –Interior design Firm
1973 Internship for architectural design and model making, Tin-Hwa Architect, Inc.- Commercial & Residential Architectural Firm

SERVICES AND AFFILIATIONS

- National Board of Advisers, US DOE National East Language Resource Center (NEALRC) located at Ohio State University
- Board of Trustees - Consortium of Distance Education (CODE); Composed of 30 United States, higher education institutions
- Founder/CEO GKE/USA
- Founder/President of the Board GKE Foundation, Inc. USA
- Founder/CEO COMWEB Technology Group, Inc. USA
- Co-Founder/Director/Vice Chairman - GKE/Beijing Inc. (A member of GKE); GKE Shanghai, under current development;
- Co-Founder - Schoolpia.Net Inc. Korea (A Korean National Learning Portal and member of GKE)
- Co-Founder & Board Of Director, Learning Digital.com, Inc. Taiwan (Taiwan-based e-Learning Knowledge Management and Content Development Co, GKE member)
- Co-Founder & Board of Directors, Centrix Technologies, Inc. China (Digital Content Publishing and Distribution Company)

Curriculum Vitae
HANNING CHEN

EDUCATION

- 2003 M.A., Visual Communication Design, The Ohio State University
2001 M.Arch., Architecture, The Ohio State University
1999 B.Arch., Architecture, Tsinghua University, China

EMPLOYMENT

- 2003-present Systems Developer/Engineer, Foreign Language Center, The Ohio State University, Columbus, OH
- Collaborate with curriculum development team to work on systems design, development of multi-media materials of Chinese learning for k-16 in Ohio; ensure the materialization of the pedagogy objectives within different age groups, and ensure the usability of the products; develop frameworks and provide training for team members to utilize the frameworks in production; develop workflow management strategies; work on or provide consultation on design of other culture and language learning instructional products and websites; make suggestions concerning graphics and layout
- 2002-2003 Graduate Associate, Foreign Language Center, The Ohio State University, Columbus, OH
- Worked on educational software development, user interface design, interactivity design, and graphic design
- 2002 Graduate Assistant, East Asian Languages Resource Center, The Ohio State University, Columbus, OH
- Worked on web design, database maintenance, and web server maintenance.
- 2001-2002 Graduate Associate, ETS (Emerging Technology Studio), The Ohio State University, Columbus, OH
- Worked on website maintenance, graphic design, and user interface design.
- 2001 Assistant, Richard Alvord Architect, Boston, MA
- Worked on web design, drafting, 3D modeling and rendering
- 2000-2001 Teaching Assistant, Knowlton School of Architecture, The Ohio State University, Columbus, OH
- Introductions to Architectural Structures; Wood and Steel Structure; Structural Design in Architecture
- 1997 Intern Architect, H.S. Architectural and Interior Design, Beijing, China.
1996-1997 Intern Architect, Architectural Designing Institute of Tsinghua University, Beijing, China

TECHNICAL SKILLS

- Computer Systems: PC, Mac
- Programming Language: Java, JavaScript, HTML, VRML, ActionScript, PHP
- Word Processing: Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Adobe Acrobat
- Graphics: Adobe Photoshop, Adobe ImageReady, Adobe InDesign, Adobe Illustrator
- Web Design: Adobe Dreamweaver, Adobe Flash

Appendix I List of CVs

- Audio & Video: Sony Vegas, Sony SoundForge, iMovie, FinalCutPro

PROJECTS

Multimedia projects:

- *Chinese: Communicating in the Culture (CCC)*, a DVD-ROM based interactive multimedia software for beginning Chinese learner.
- *Chinese Out of the Box*, a complete set of materials designed for classroom use to help K-5 kids new to the language of Chinese.
- *Chuncao: Advanced Chinese Course Kit*, a complete multimedia suite of materials for intermediate Chinese learner based on the Chinese TV series *Spring Grass*.
- *Trans-pacific TV (TPTV)*, an online course using CCTV news video clips with synchronized subtitles.
- *Beauty in Memory*, an online course based on a graphic novel by renowned author Shuo Wang.
- *Chinese: Living in the Culture (CLC)*, an online course module about authentic Chinese food culture.
- *At Home In Japan*, an online course helping foreigners visiting Japan to overcome cultural differences.

Website design:

- Chinese Out of the Box (<http://chineseoutofthebox.org/>)
- Chinese CLASS Resources (<https://chineseclassestudies.osu.edu/>)
- Chinese Flagship K-12 Program (<http://k12chineseclassestudies.osu.edu/>)
- CCC Placement Test

Graphic design:

- Book cover design
- Website graphic design
- Promotional material design; New Year's card design, poster design, etc.

Video editing:

- Various video productions: promotional videos, teaching demos, etc.

Management and quality assurance:

- Computer Adaptive Vocabulary Assessment (CAVO)
- Chinese Computerized Adaptive Listening Comprehension Test (CCALT)
- East Asian Bookshelf
- Pathway to Spoken Korean

Book editing/publishing:

- *Chinese: Communicating in the Culture*, Performance Texts 1-4, Galal Walker & Yong Lang
- *The Historical Evolution of Chinese Languages and Scripts*, Zhou Youguang
- *The Pedagogy of Performing Another Culture*. Galal Walker
- *Individualized Instruction in East Asian Languages*. Etsuyo Yuasa

Appendix I
List of CVs

- *The Formulation of China's Education Policy from 1978 to 2007 – A Critical Policy Analysis*, Wen Wen
- *Teaching and Learning Korean as a Foreign Language*. Andrew Byon and Danielle O. Pyun

PRESENTATIONS

- 2014 *Using Games for ESL and Foreign Language Teaching*, Ohio Educational Technology Conference | OETC 2014
- 2012 *Educational games for Chinese*, Educational Technology Conference | eTech Ohio
- 2010 *Multimedia Based Pedagogical Material Development and Its Application in Classroom Instructions*, | The Sixth International Conference and Workshops on Technology And Chinese Language Teaching in the 21st Century, Columbus, Ohio, USA
- 2010 *Chinese Games*, | Games Based Learning Brown Bag Lunch Series, Digital Union, The Ohio State University

Curriculum Vitae
DIANE DAGEFOERDE

EDUCATION

- 1996 Master of Education, Computer Assisted Language Learning, The Ohio State University, Columbus, Ohio
- 1992 Bachelor of Arts, Spanish Literature and Culture. Participated in a study abroad program in Spain, B.A, Journalism, OSU

PROFESSIONAL EXPERIENCE

- 2010-present Chief Information Officer, College of Arts and Sciences, OSU
Lead technology strategy, planning, infrastructure, security, and operations support in the largest academic unit at OSU, encompassing more than 60 schools, departments, and centers; a \$270 million operating budget; and 16,500 undergraduate majors, 2,900 graduate students, and 2,200 faculty and staff in 64 buildings on the Columbus campus.
- 2005-2010 Director of Technology, Federation of the Colleges of the Arts and Sciences, OSU
Lead an umbrella organization that represented 5 independent colleges (Arts, Humanities, Biological Sciences, Math and Physical Sciences, Social and Behavioral Sciences)
- 2001-2005 Director of Academic Technology, College of Humanities
Led services, budget, staff, and daily operations for web and instructional technology facilities/operations within the college.
- 1997-2001 Associate Director of Research and Instructional Technology, College of Humanities, OSU
- 1996-1997 Program Manager and Lecturer, University of Nicosia, Cyprus

AREAS OF EXPERTISE

Strategic Planning	Network Infrastructure
IT Budgeting and Finance	IT Security
Customer Service	eLearning/Distance Learning
Project Management	Research IT
Change Leadership	Administrative and General IT
Capacity Planning	Application Development
Vendor Relationships	Data Analytics
Enterprise Systems	

PROFESSIONAL AFFILIATIONS

- 2012-present Member, Technology Business Management Council
- 2012-present Member, IT Issues Panel, Educause
- 2010-present Member, Gartner for IT Leaders, Gartner
- 2008-present Co-Chair, Liberal Arts and Sciences IT Directors, Committee on Institutional Cooperation

Curriculum Vitae
GARRY L. FOURMAN

EDUCATION

- 1997 PhD, German, The University of Cincinnati
1983 MA, German, The Ohio State University
1980 Zwischenprüfung, Linguistics, Marburg, Germany
1975-1977 Psychology Major, Manchester College

PROFESSIONAL AFFILIATIONS

- Modern Language Association (MLA).
- American Association of Teachers of German (AATG).
- American Council on the Teaching of Foreign Languages (ACTFL).
- Association of Departments of Foreign Languages (ADFL).
- Columbus Sister Cities International, INC (Board Member).
- College Board Advance Placement Program, German.
- International Society for the Study of Time (ISST).

ACADEMIC & ADMINISTRATIVE POSITIONS

- 1996-present Chair of Modern Languages Department, Columbus State Community College
1995-1996 Editor, *Focus on Literature*, University of Cincinnati
1988-1993 Instructor, Hanover College
1987-1988 Sabbatical Replacement, University of Nebraska at Kearney
1983-1985 Instructor, Murray State University

PUBLICATIONS

Dissertation

- 1997 *The Domains of Time in Thomas Mann's Der Zauberberg*. University of Cincinnati, UMI, 1997. 9732727.

Articles

- 1999 "Leadership into the Next Millennium: How Community Colleges are Transforming Higher Education." *Leadership Challenges: Forging the Path Ahead*. Proc. of the Eighth Annual International Conference for Chairs, Deans, and Other Organizational Leaders. Long Beach, California, 183-189.
- 1994 "Introducing Students to Literary Themes via Michael Ende's *Momo*." *Perspectives in Foreign Language Teaching* Vol. VIII. Proc. of the Eighteenth Annual Conference on the Teaching of Foreign Languages and Literatures. Youngstown State University, 43-54.
- 1992 "Culture, Grammar and Sounds: Competency in Context." *Perspectives in Foreign Language Teaching* Vol. VI. Proc. of the Sixteenth Annual Conference on the Teaching of Foreign Languages and Literatures. Youngstown State University, 91-97.
- 1991 "Write On! Writing Activities From the First Day through the Fourth Semester/Year." *Perspectives in Foreign Language Teaching* Vol. V. Proc. of the Fifteenth Annual Conference on the Teaching of Foreign Languages and

Appendix I
List of CVs

- Literatures. Youngstown State University, 104-110.
1990 “Motivating Students: The Foreign Language Teacher in the 1990s.” *Perspectives in Foreign Language Teaching* Vol. IV. Proc. of the Fourteenth Annual Conference on the Teaching of Foreign Languages and Literatures. Youngstown State University, 222-226.

PRESENTATIONS

- 2013 “German Programs at Community Colleges: Surviving and Thriving.” ACTFL, Orlando.
2013 “Structure and Communication.” 7th Annual WUSIEP Conference, Wuhan, P.R.C.
2012 “Career Opportunities in Two-Year Colleges.” MLA, Seattle.
2010 “Embracing the Challenges and Opportunities in Community College FL Programs.” ACTFL, Boston.
2008 “Navigating Student Transitions from an ESL Program to a First-Year Composition Program.” Two-Year College English Associate Regional Conference, Duluth.
2007 “This Riddle Called Time: From Ex Nihilo to Alethia.” Faculty Lecture Series. Columbus State Community College.
2006 “It Never Is What You Think It Is: Comments on Thomas Mann and *Death in Venice*.” Guest Lecture. Otterbein College.
2005 “Existential and Temporal Domains in *the Magic Mountain* and *Run Lola Run*.” The Thirtieth Annual Colloquium on Literature and Film: Imaginary Places in Literature and Film. West Virginia University.

GRANTS

- 2004-2005 Ohio Department of Education, (CSCC), provided funding to create two workshops for Even Start adult educators and parent educators incorporating the topic of cultural diversity. (\$5,000)
2001 Developmental Foundation, (CSCC), provided funding to send five faculty to Cuernavaca, Mexico for 10 days to establish professional contacts and collect material for classes. (\$10,000)

INSTITUTIONAL SERVICE

- 2013-present Enrollment Management Committee
2012-present Administrative Withdrawal Review Committee
2012-present Academic Calendar Committee
2009-2010 Mentoring program: 4 mentees
2008-2012 Administrative Withdrawal Committee
2007-2008 Employee Problem Solving Initiative Committee
2006-2007 Sustainable Development Committee
2006-2007 Workload Committee
2004-2005 Way-finding/Signage Committee
2003-2004 Task force to review the Academic Affairs Procedure Manual
2002-2005 Curriculum Committee Subcommittee for Instructional Council
2002-2003 Task Force to write bylaws for Instructional Council
2000-2002 Leadership Academy Planning Team (CSCC)

Curriculum Vitae
MASAYUKI ITOMITSU

EDUCATION

- 2009 Doctor of Philosophy in Japanese, The Ohio State University, Columbus, OH
1996 Master of Arts in Japanese, The Ohio State University, Columbus, OH
1994 Bachelor of Science in English, Northeast Missouri State University (currently Truman State University), Kirksville, MO
1992 Bachelor of Arts in English Language and Literature, University of the Ryukyus, Okinawa, Japan
1992 Certificate, Teaching Japanese as a Foreign Language, Exchange: Japan, Bryn Mawr, PA

CERTIFICATE

- 2011 ACTFL Oral Proficiency Interview (OPI) (full) Tester in Japanese, certified October 6

ACADEMIC EMPLOYMENTS

- 2011-present Director of Japanese Teacher Training, Visiting Assistant Professor, The ALLEX Foundation, Portland State University
2009-present Assistant Professor of Japanese, Linfield College, McMinnville, OR
2008-2009 Lecturer, Foreign Language Center, The Ohio State University, Columbus, OH
2006-2007 Assistant Professor of Japanese, Defense Language Institute Foreign Language Center, Monterey, CA
2002 Senior Instructor, Exchange: Japan Teacher Training Institute, Bryn Mawr College, Bryn Mawr, PA
Nine additional academic employments

PUBLICATIONS

- 2014 Noda, Mari, Masayuki Itomitsu, and Ginger Marcus. under review. *Japanese: The Written Language Part 1, Volume 2: Hiragana and Kanji 100* (Textbook and Workbook). Yale University Press
2013 Review of Intermediate Japanese: A Grammar and Workbook by Tsujioka, Takae & Shoko Hamano. *Modern Language Journal* 97:4, 1018–1019
2011 “Developing a Test of Pragmatic Knowledge for Learners of Japanese as a Foreign Language: How Testable is it?” *Journal of Assessment and Evaluation in Language Education*, 2: 26-34
2008 Noda, Mari and Masayuki Itomitsu. *Japanese: The Spoken Language Parts 2 & 3, Interactive DVD Program*. Yale University Press.
2008 Noda, Mari and Masayuki Itomitsu. *User’s Guide to Japanese: The Spoken Language Parts 2 & 3, Interactive DVD Program*. Yale University Press
2008 Eda, Sanae, Masayuki Itomitsu, and Mari Noda. Japanese Skills Test (J-SKIT) as an On-demand Placement Test: Validation Studies and Reliability Analysis. *Foreign Language Annals*, 41:2, 218-236
2008 Analysis of Speech Acts and Speech Events of Conversations in Japanese Language Textbooks. in Hasegawa, Atsushi, Shima Chiharu, and Junko Mori, eds. *Toward Advanced Japanese Language Proficiency, Proceedings of the 20th*

Annual Meeting of the Central Association of Teachers of Japanese, 105-118

PRESENTATIONS

- 2013 “Performance-based Approach: Learners as Actors, Classroom as a Stage”, Confederation in Oregon for Language Teaching (COFLT) conference, Southern Oregon University, October 12-13
- 2010 “Testing Pragmatic Knowledge of Learners of Japanese as a Foreign Language: How Testable is it?”, Association of Teachers of Japanese (ATJ) conference in Philadelphia, March 25
- 2008 “ILR scale, Technology, and Performance-Based Pedagogy,” Association for the Advancement of the Pedagogy of East Asian Languages (AAPEAL) meeting, The Ohio State University
- 2008 “Use of Technology in Japanese Language Programs,” “Online Resources for Developing Reading Skills in Japanese,” Teaching Japanese to Teens Workshop for secondary and post-secondary Japanese language instructors and program directors at University of Missouri-St. Louis
- 2008 “Analysis of Speech Acts and Speech Events of Conversations in Japanese Language Textbooks,” The Central Association of Teachers of Japanese (CATJ) conference at University of Wisconsin-Madison
- 2006 “Developing Reading Skills on the Web,” Japanese Pedagogy Workshop at University of Pittsburgh
- 2005 Murazumi and Itomitsu. “Computer-delivered and Interview Speaking Tests: Qualitative/Quantitative Analysis,” Midwest Association of Language Testers (MwALT) conference at Iowa State University
- 2004 “Performance-based Pedagogy: Assessment in the Classroom,” Japanese Pedagogy Workshop at University of Pittsburgh
- 2002 Noda, Mari, Masayuki Itomitsu, Ginger Marcus, and Misako Suzuki. “Performance-based Oral Assessment: Beyond Information Gap,” a full-day workshop at Northeast Conference (NECTFL), New York
- 2002 “Developing Japanese Skills Test: Theoretical Framework for a Standardized Proficiency Test,” DEALL Speaker Series #1 at The Ohio State University
- Five additional presentations and conferences.

GRANTS AND AWARDS

- 2012-2015 *Language in Motion in the Northwest* grant (Violeta Ramsay, co-leader; a joint proposal with Willamette University, Lewis & Clark College, and Pacific University), the Arthur Vining Davis Foundation, for AY 2012-13, 13-14, and 14-15. \$36,000
- 2006 The Tanakadate Award for an outstanding graduate student in Japanese, Department of East Asian Languages and Literatures, The Ohio State University

PROFESSIONAL SERVICES

- 2013-present Chair, SAT-II Subject Test in Japanese Committee, the College Board / Educational Testing Service (ETS)
- 2013-present President, Association of Teachers of Japanese in Oregon (ATJO)
- 2013-present Co-Director (with Violeta Ramsay), *Language in Motion: Linfield*

Curriculum Vitae
JUNQING JIA

EDUCATION

- 2012- Present Ph.D. student, Chinese language pedagogy, The Ohio State University
2010-2012 M.A., Chinese language pedagogy, The Ohio State University
2007-2010 M.A., Comparative Studies; minor in Comparative Poetics, Shanghai Normal University
2003-2007 B.A., Chinese language and literature; minor in English literature, Shanghai Normal University

SELECTED PUBLICATIONS

- 2010 Cross and Lotus: Interpretation of Nestorian Relics in Tang Dynasty. Graduate students' work collection of 2009, Journal of Shanghai Normal University
2010 Seeing Exposition from Inside, Shanghai Oriental Press
2010 Analysis of the Education System and Teaching Methods in Remote Areas of China. A collection of Guizhou field work reports by the Comparative Literature Center in Shanghai Normal University
2009 "Exploring Uniqueness in Daily Life: interview with the Dean of the School of Architecture at MIT". New China, New Architecture: 60 Architects in 60 Years. Jiangxi Science and Technology Press, China
2005 Junqing Jia and Ping Li. Reflection of Chinese Idols as Mass Culture Experience. A collection of symposium articles from the Urban Culture Research Center in Shanghai Normal University
2009 Junqing Jia and Xiaodong Xu. "Question life, Love life: An interview with Indian architect Shirish Beri." Designer & Designing magazine, Shanghai

ACADEMIC ACTIVITIES

- 2012 Speaker, Third International Conference on the Development and Assessment of Intercultural Competence. Gave a presentation on the topic of "Motivating Factors in a Study Abroad Program"
2012 Instructor, OSU SPEAC summer language Program. Taught intermediate level courses
2010 Instructor, OSU Chinese Flagship summer intensive language Program. Taught experimental 5th-level course to 10 students from five American universities
2008 Group Leader, Department of Comparative Literature, Shanghai Normal University. Managed the first Teaching Symposium on Comparative Literature Education of Six Chinese Normal Universities; the symposium included two e-conferences with Ohio State University's Department of East Asian Languages.
2008 Student Representative, Chinese Comparative Literature Association. Selected from a national pool (graduate students major in Comparative Literature in China) to represent at the Ninth Annual Meeting of Chinese Comparative Literature Association
2007-2008 English Proofread, Research center of comparative literature, Shanghai Normal University. Proofread translation of the book (Chapter two to five): Arts and Culture, Combined Volume, 2/E (written by Janetta Rebold Benton and Robert DiYanni, published by Prentice Hall in 2005)

Appendix I
List of CVs

- 2008 Field Researcher, Shanghai Normal University's summer fieldwork and teaching program. Conduct field study on religious relics in remote areas of China, focusing on widely used religious symbols and Christian missionaries' activities in China.
- 2004-2005 Chief Editor, Department of Chinese Language & Literature at Shanghai Normal University. Collected and edited academic works (32 pieces of works, including poetry, fiction and academic articles) by Chinese department undergraduates. The collection Garden of Herbs was distributed in the Department of Chinese Language and Literatures (500 copies)

WORK & TEACHING EXPERIENCE

- 2013-present Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University
- 2013, 2014 Resident Director, Critical Language Scholarship, Suzhou, China
- 2012-2013 Chinese language fellow, Department of Asian Studies, Williams College
- 2010-2012 Research/Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University

Curriculum Vitae
XIAOBIN JIAN

EDUCATION

- 1992 Ph.D., Chinese Literature, The Ohio State University
1987 M.A., Chinese Literature, The Ohio State University
1982 B.A., Chinese Literature, Jinan University

ADMINISTRATIVE POSITIONS

- 2013-present Director, China Institutes (four institutes in four locations in China, 120 students),
US State Department-Ohio State University Critical Languages Scholarship
Program
2007-present Director, China Capstone Year, Chinese Flagship Program, The Ohio State
University
1992-1998, 2002, 2004, 2007
Director, William and Mary in China, College of William and Mary,
1990-1998, 2002-2004, 2006-2007
Coordinator, Chinese Program, College of William and Mary

ACADEMIC POSITIONS

- 2012-present Associate Professor, Department of East Asian Languages and Literatures, The
Ohio State University
2008-2012 Visiting Associate Professor, Department of East Asian Languages and Literatures,
The Ohio State University
1996-2008 Associate Professor, Department of Modern Languages and Literatures, College of
William and Mary
1990-1996 Assistant Professor, Department of Modern Languages and Literatures, College of
William and Mary

PROFESSIONAL SERVICES

- 2013 Reviewer, *Global Debate through Chinese*, Georgetown University Press,
2012 Reviewer, *Chinese as a Global Language*, Cambridge University Press
2009-2012 Editorial Board Member, *A Series of Bilingual English-Chinese Humanities
Textbook*, Shanghai Education Press
2008-present Editorial Board Member, *Cowrie: A Chinese Journal for Comparative Literature
and Culture*, Shanghai Literature and Art Publication House

PUBLICATIONS

- 2011 *Fresh View: Guizhou Westbound*. Co-project designers, co-directors and
co-producers Xiaobin Jian and Zhang Xiaosong
2010 “‘Lao’ wenti xin silu,” (“‘Old’ Issue, New Thinking”) in Galal Walker ed. *The
Pedagogy of Performing Another Culture*, National East Asian Language Resource
Center, The Ohio State Foreign Language Publications and Hubei Education Press,
pp. vii-x.
2010 “Playing the Game of Interpersonal Communication in Chinese Culture: The
‘Rules’ and the Moves,” Xiaobin Jian and Eric Shepherd, in Galal Walker ed. *The
Pedagogy of Performing Another Culture*, National East Asian Language Resource

Appendix I
List of CVs

- Center, The Ohio State Foreign Language Publications and Hubei Education Press, pp. 96-143.
- 2010 Co-chief translators Sun Jingyao, Chen Nan. (Translation of *A History of World: Arts and Humanities* by Janetta Rebold Benton and Robert DiYanni), Shandong Pictorial Press. (622 pages)
- 2006 *Symbols and Rituals: An Illustrated Introduction to the Civilizations of the Guizhou Mountains* (English translation for Zhang Xiaoson's above book), Guizhou People's Publishing House.
- 2005 "Foreword", in Eric Shepherd's *Eat Shangdong: From Personal Experience to a Pedagogy of a Second Culture*. Columbus: Foreign Language Publications, National East Asian Languages Resource Center, The Ohio State University, pp xi-xii.
- 1996 *Spoken Cantonese: Presentation and Context. Kaleidoscope Volume IV.* (Co-authors Matthew Christensen, Roxana Sukyee Fung, and Xiaobin Jian.) Columbus: Ohio State University Foreign Language Publication. (220 pages)
- 1995 *Spoken Cantonese: Acquisition and Presentation. Kaleidoscope Volume III.* (Co-authors Matthew Christensen and Roxana Sukyee Fung, and Xiaobin Jian and King Szeto.) Columbus: Ohio State University Foreign Language Publication. (279 pages)
- 1995 *Spoken Cantonese: Performance and Acquisition. Kaleidoscope Volume II.* (co-authors Matthew B. Christensen and Xiaobin Jian) Columbus: Ohio State University Foreign Language Publication. (289 pages)
- 1994 *Spoken Cantonese: Context and Performance. Kaleidoscope Volume I.* (co-authors Xiaobin Jian and Matthew Christensen) Columbus: Ohio State University Foreign Language Publication. (310 pages)

PRESENTATIONS/TALKS/WORKSHOPS (in the last two years)

- 2013-2014 "Towards a Community-based Learning Model in Advanced Level Foreign Language Education," invited speaker, Foreign Language Learning Colloquium Series, Washington University at St. Louis, St Louis, MO.
- 2013-2014 "Top-down and Bottom-up: Curriculum Design and Material Development in Community-based Learning Model," workshop conducted in Foreign Language Learning Colloquium Series, Washington University at St. Louis, St Louis, MO.
- 2013 "Transformational Experience: Multilingual Persona and Cultural 3rd Space in the Era of Globalization," Shanghai Normal University, Shanghai, China.
- 2013 "Performed Culture as Transformational Experience," Sun Yat-sen University, Guangzhou, China.
- 2013 "Transforming from language learners to cross-cultural professionals: The case of Level-6 in OSU Qingdao Summer Intensive Program," presentation at Annual Convention of Modern Language Association, Boston, USA
- 2012 "'Story' in Intellectual Interpretation," co-presenter Galal Walker (jointly developed and conducted this bi-lingual presentation), Sichuan University, Chengdu, China.
- 2012 "Creating Chinese Language Learning Environments Abroad," co-presenter Galal Walker (jointly developed and conducted this bi-lingual workshop), workshop conducted at Institute of Global Chinese Teacher Education, East China Normal

Appendix I
List of CVs

- 2012 University, Shanghai, China.
“Developing Graduate Program in Teaching Chinese as a Foreign Language,”
co-presenter Galal Walker (jointly developed and conducted this bi-lingual
workshop), week-long workshop conducted at Hanban Training Program for
Developing Graduates Programs for Teachers of Chinese for Speakers of Other
Languages, Beijing Normal University, Beijing, China.
- 2012 “Chinese as a Global Language: Opportunities and Challenges,” Keynote Speech at
the International Conference on Overseas Chinese Education, Chungyuan
University, Taipei, Taiwan.

Curriculum Vitae
SAHIE KANG

EDUCATION

- 1983-1990 Ph.D. Linguistics, University of Florida,
1981-1982 M.A. Linguistics, State University of New York at Buffalo,
1978-1980 M.A. Korean Linguistics, Ewha Women's University, Seoul, Korea,
B.A. Major: Korean Language and Literature,
Minor: German Language and Literature,
1974-1978 Ewha Women's University, Seoul, Korea,

FIELDS OF SPECIALIZATION

Cross-cultural Communication, General Linguistics (Sociolinguistics, and Discourse Analysis), Korean Linguistics, Second Language Teaching/Learning and Assessment, Teacher Development and International Program Management

PROFESSIONAL EXPERIENCE

- 2013-present Dean, School of Applied Technologies and Education, Directorate of Continuing Education, Defense Language Institute Foreign Language Center (DLIFLC): oversees and manages Educational Technology Integrations and Academic Support programs for foreign language programs, faculty, students and leadership
2011 Distinguished Visiting Professor, College of Humanities, Ewha Women's University, Seoul, Korea
2009-2013 Dean, School of Resident Education Directorate of Continuing Education, DLIFLC: Manages 10 Intermediate and Advanced Language Departments and their Overseas Programs: Arabic, Chinese, Dari, Korean, Hebrew, Pashto, Persian, Spanish, Russian, and Russian Interpretation Program.
1998-present Full Professor, DLIFLC

PROFESSIONAL SERVICE

- 2012-present Advisor and Consultant, Assessment Project, American Council on International Language Education for 5 Flagship Program Languages
2012-present Oversight Committee, Standard Based Curriculum Development Project, AATK's National College level Curriculum Development Project
2012-2015 Chair, Korean Special Interest Group, American Council on Teachers of Foreign Languages (ACTFL)
2002-present Official Tester and Master Trainer for American Council on Teachers of Foreign Languages (ACTFL) OPI (Oral Proficiency Interview)

PUBLICATIONS

Books

- 2012 *Standards for Foreign Language Learning in the 21st Century-Produced Exclusively for American Association of Teachers of Korean*, Co-authored with Y. Cho, S. Cho and et al, by ACTFL, Allen Press Inc.
2005 *History of Korean Language Education*. Co-authored with K. Minn, H. Cho, and S. You, International Association of Korean Language Education
1999 *Korean Language in America*. Vol 4, (Editor) American Association of Teachers of

Appendix I
List of CVs

1998 Korean
Korean Language in America. Vol 3,(Editor) American Association of Teachers of Korean

Articles

2014 “Advanced Course Design for Reaching Level 3 and Above,” forthcoming, *Dialog on Language Instruction*, Vol. 24
2013 “The Effect of Study Abroad Program on Socio Linguistic Acquisition,” *Studies in Korean Linguistics and Language Pedagogy*, Korea University Press
2013 “Curricular Design for Content Based Advanced North Korean Dialect Materials: Pedagogical Principles and Practical Issues,” *Special Flagship Publication*, University of Hawaii at Manoa & AATK
2012 “Sociolinguistic Transfer and Cross Cultural Misunderstanding in KFL classrooms,” *Proceedings of 3rd Annual Conference of International Association of Korean Applied Linguistics*
2010 “Getting to Higher Levels: Course Design (Curriculum Development) for Level 3 and Above,” *Proceedings of annual Coalition of Distinguished Language Center Conference*, Linthicum, Maryland

PRESENTATIONS AND WORKSHOP FACILITATION (selected)

2014 “Selecting Teaching Materials for Standard Based Curriculum: Based on ILR/ACTFL Text Typology,” 19th Annual Conference of AATK, Boston University, Boston, MA

WORKSHOP AND TRAINING PARTICIPATION (selected)

2012 “Principles of Writing Assessment,” American Council on International Education, Washington D.C.
2012 “ACTFL OPI Trainers’ Norming Workshop,” Philadelphia
2009 “Seven Habits for Effective People,” Leadership Training, Franklin Covey
2009 “Dealing Effectively with Unacceptable Employee Behavior.” Skill Path Seminars, “OPIc Training,” by ACTFL, Monterey Plaza Hotel
2008 “Executive Coaching,” by Brian Warren and Rolanda Klapatch, leadership training, Partners for Performance

IN-SCHOOL (DLI) SERVICES

2013 Chair, Annual Merit Pay Board for Directorate of Language Science and Technology Board member, Associate Professor Rank Advancement Board Chair, Selection Panel for three LTDs for Extension Program
2012 Chair, Accreditation Steering Committee, Upper Level College Credits by American Council on Education

HONORS

2011 Civilian Medal for Outstanding Achievement, DLI
2010 National Order/Decoration for Cultural Merit for Outstanding Contribution to Korean Language Education Overseas, President of Korea, MyungBak Lee.

Curriculum Vitae
HIROAKI KAWAMURA

EDUCATION

- 2002 THE OHIO STATE UNIVERSITY, Columbus, OH
Ph.D., Cultural Anthropology
- 1995 UNIVERSITY OF IDAHO, Moscow, ID
M.A., Cultural Anthropology
- 1993 LEWIS-CLARK STATE COLLEGE, Lewiston, ID
B.A., General Studies (Social Science Concentration)
- 1991 BRYN MAWR COLLEGE: Exchange: Japan - Summer Japanese Language
Pedagogical Training Institute, Bryn Mawr College, PA
- 1988 DOKKYO UNIVERSITY, Soka, Saitama, Japan
B.A., English

PROFESSIONAL EXPERIENCE

Teaching experience

- 2004-present Associate Professor of Japanese, The University of Findlay, OH.
- 1998-2004 Assistant Professor of Japanese, The University of Findlay, OH.
- 1995-1998 Graduate Research Associate, Program Evaluation Team, Foreign Language Center, The Ohio State University, OH.

Administrative experiences

- 2011-present Director, Internationalization of K-12 Education in Hancock County
- 2007-present Director, Rakuno Gakuen University Animal Science Study Tour Program
- 2007-present Director, Viet Nam Faculty Exchange Program
- 2006-present Chair, Department of Language and Culture (Foreign Languages, TESOL [Teaching English to Speakers of Other Languages], IELP [Intensive English Language Program])
- 2004-present Director, Genki-Kids Japanese Language and Culture Program
- 2004-2006, 2011-present
President, Ohio Association for Teachers of Japanese (OATJ)
- 2003-present Director/Co-Director, UF-KAKE Bridge Program/UF-KAKE Ambassador Program
- 2001-2005 Vice Chair, Executive Board, OSET (Ohio Saitama English Teaching Program (executive board member since 1999).
- 2000-2006 Director, Undergraduate Language and Culture Area (Foreign Languages), The University of Findlay, OH
- 2000-2003 Director, International Studies Program, The University of Findlay, OH

Selected list of additional professional experiences

- 2013 Member, AdvancED Evaluation Team for Findlay High School
- 2009, 2012 Reader, Critical Language Scholarship (US Department of State)
- 2007-2010 An Editorial Board Member, The Open Sociological Journal
- 2006-present Reader, Association of Teachers of Japanese, Bridge Scholarship Committee

GRANTS AND AWARDS

Appendix I List of CVs

- “Japan beyond Automobile: Integration of Japan into K-12 Curriculum in Hancock County.” UF Department of Education, Fulbright-Hays Group Projects Abroad Program, 2014-2015 [\$70,000]
- “Japan beyond Automobile: Integration of Japan into K-12 Curriculum in Hancock County.” Martha Holding Jennings, 2014-2015 [\$9,950]
- “Analysis of Contemporary Japanese Culture from the Viewpoint of Human-Animal Relationship.” The Japan Foundation, Japan-America Collegiate Exchange Program, 2013 [\$56,000]
- “Japanese Oral Tradition: Rakugo.” The Japan Foundation Center for Global Partnership, Education Grant, 2011 [\$5,000]
- “Internationalization in K-12 Education in Hancock County.” The Community Foundation Grant, 2011-2014 [\$36,200]
- “Kyosei: Relationships of Co-Existence in Contemporary Japanese Society.” ASIANetwork Freeman Student/Faculty Fellowship Grant, 2011 [\$24,000]
- “Japanese Oral Tradition in Ohio and Michigan: Rakugo and Katsuben.” The Japan Foundation Center for Global Partnership, Education Grant, 2010 [\$5,000]
- Japan Outreach Initiative (JOI), The Japan Foundation, Center for Global Partnership & The Laurasian Institution, 2009-2011 [\$1,000 + a full-time staff position for two years, i.e., stipend, accommodation and local/international transportation]
- “Japanese Culture in Northwest Ohio.” The Japan Foundation Center for Global Partnership, Education Grant, 2007 [\$5,000]
- ASIANetwork Vietnamese Faculty Exchange grant, 2006/2007 [\$4,800 + a full-time scholar for five months, i.e., stipend, accommodation and local/international transportation]
- Hamako Itoh Chaplin Award in Japanese Language Pedagogy (Association for Asian Studies), 2002
- Leslie White Award, Cultural Anthropology (The Central States Anthropological Society), 1999
- The Jacobs Research Funds (Whatcom Museum Society, Washington), 1998

PUBLICATIONS

- “International Education as Intercultural Communication: Using Intercultural Development Inventory (IDI) as a Framework of Reference.” A chapter in *Impact of Internationalization on Japanese Higher Education*. John Mock, Hiroaki Kawamura and Naeko Naganuma, eds. Sense Publisher, Boston. 2014 (forthcoming).
- Home Stay: Performance Training for Learners of Language and Culture. A chapter in *Use of Everyday Japanese and Proficiency: Toward Broader Communication Skill Development*, Bonjin-sha, Japan. May, 2012.
- “Participant Observation for Language Learners: A Performance-Based Approach to Language Learning During Study Abroad.” *Japanese Language and Literature* 41, 2: 333-350, 2007.
- “Ethnographic Approach to Program Evaluation.” (2006). In *Evaluating Foreign Language Programs: Content, Context, and Change*. Diane W. Birckbichler, ed. Pathways to Advanced Skills series, Vol. X. National Foreign Language Resource Center, The Ohio State University, Columbus, OH.

Appendix I
List of CVs

- “Focus Group” and “Data Collection.” (2006). With Jean-Louis P. Dassier and Kelly M. Costner. In *Evaluating Foreign Language Programs: Content, Context, and Change*. Diane W. Birckbichler, ed. Pathways to Advanced Skills series, Vol. X. National Foreign Language Resource Center, The Ohio State University, Columbus, OH.
- “Symbolism, Politics, and Environment: Hunting, Fishing, and Gathering Practices among Contemporary Nez Perce Indians in Idaho, USA.” *Agriculture and Human Values* 21: 157-169, 2004.

PRESENTATIONS

- Short Study Abroad: How to Begin, How to Sustain and How to Make it Work? Paper presented at *Annual Meeting of ASIANetwork*, Chicago, April 12, 2014.
- Going Beyond “Fluent Fool”: Maximizing Cultural Gain during Study Abroad for Japanese Advanced Learners. Paper presented at *The Annual Meeting of Modern Language Association*, Boston, January 4, 2013.
- Circulation of Knowledge in Virtual Space: Importing and Exporting Higher Education through Online Education in the Pacific Rim. Paper presented at *The Annual Meeting of American Anthropological Association*, New Orleans, November 16, 2010.
- Home Stay: Performance Training for Learners of Language and Culture. Invited presentation at *The Proficiency Symposium*, Hakodate, Japan, July 18, 2010.
- International Education in Japan: Observation from the US. Paper presented at *The Annual Meeting of American Anthropological Association*, Philadelphia, December 3, 2009.
- Performance and Power during Study Abroad: Acting in Bourdieu's “Field.” Paper presented at *Princeton Japanese Pedagogy Forum*, Princeton, May 3, 2009.
- Coaching of Study Abroad Learners through “Stories.” With Mari Noda. Paper presented at the panel entitled “Enriching the Asian Experience: An Integrated Approach to Maximize Linguistic and Cultural Gain through Experiential Learning” (organizer & chair). *Annual Meeting of Association for Asian Studies*, Atlanta, April 4, 2008.

Curriculum Vitae
CHUANREN KE

EDUCATION

- 1992 Ph.D., Linguistics, Department of Linguistics, Indiana University at Bloomington
1985 M.A., Applied Linguistics, Department of Linguistics, Indiana University at Bloomington

CERTIFICATIONS

- 2000-present Certified ACTFL Oral Proficiency Interview (OPI) Tester Trainer
1992-present Certified ACTFL Oral Proficiency Interview (OPI) Tester of Chinese

ACADEMIC EMPLOYMENTS

- 2008-present Zijiang Scholar/Zijiang Chair Professor, East China Normal University
2007 Visiting professor, Beijing Language and Culture University Center for the Studies of Chinese as a Second Language
2007-present Professor, Chinese & Chinese Applied Linguistics, Department of Asian Languages and Literature, The University of Iowa
2007-present Professor, Second Language Acquisition, Foreign Language Acquisition, Research, and Education (FLARE) The University of Iowa
2006-present Director, The Confucius Institute at The University of Iowa
2005-2008 Director, The University of Iowa Center for Asian and Pacific Studies
2001-2004 Chair, Department of Asian Languages and Literature, The University of Iowa

PUBLICATIONS

- 2012 Chuanren Ke, Yi-Tzu Huang, and Jia Zhu. (*Teaching Chinese as a second language: Speaking acquisition and instruction*), Peking University Press.
2011 Chuanren Ke and Audrey Li. "Chinese as a foreign language in the US." *Journal of Chinese Linguistics*. 39:1, 177-238
2010 Dai Chen & Chuanren Ke. *From Form-Focused to Task-Based CFL Instruction*. The Ohio State University Foreign Language Publications.
2009 *Teaching Chinese as a second language: Listening acquisition and instruction*, Peking University Press.
2007 Helen Shen and Chuanren Ke. "Radical awareness and word acquisition among non-native learners of Chinese." *Modern Language Journal*, 91:1, 97-111.
2006 "Directions for research in teaching Chinese as a foreign language for the 21st century: A proposal." *Chinese Teaching in the World*, 75:4, 89-97.
2006 "A Model of Formative Task-based Language Assessment for Chinese as a Foreign Language." *Language Assessment Quarterly*, 3:2, 207-227.
2005 Chuanren Ke & Zizi Zhang. "Chinese Computerized Adaptive Listening Comprehension Test" (CCALT). Web-based version. Published by the Ohio State University Foreign Language Publications. <http://ccalt.com>.

GRANTS AND AWARDS

- 2010 Support from Chinese Language Council International (Hanban) for The Confucius Institute at the University of Iowa (\$500,000)
2010 National Foreign Language Center STARTALK grant (\$99, 947) titled

Appendix I
List of CVs

- “STARTALK: Summer Intensive Chinese Program for Iowa Junior and Senior High School Students”
- 2008 Henry Luce Foundation grant (\$230,000) titled “Second Language Acquisition of Chinese: Progress Trajectories and Effects of Learning Context”
- 2008 Freeman Foundation Undergraduate Asian Studies Initiative II (\$400,000)
- 2008 Freeman Foundation Program for Teaching East Asia (\$90,000)
- 2007 Council for International Educational Exchange (\$9,000) awarded for pilot study titled “Chinese language learning trajectories and effects of learning context”

Curriculum Vitae
MYUNGJIN KIM

EDUCATION

- 1999 Ph.D. English, The University of Minnesota
1987 M.A. English, Seoul National University
1985 B.A. English, Seoul National University

ADMINISTRATIVE EXPERIENCE

- 2011-present Dean, International Education Center, Yonsei University Wonju Campus
Provide strategic leadership and direction in developing international relationship.
Make all international agreements
Develop and provide English courses to all students
Develop and provide Korean Language courses to all foreign students
Recruit international students
- 2009-2010 Chair, Department of English, Yonsei University Wonju Campus
2006-2007 Chair, Graduate School of English Education, Yonsei University Wonju

ACADEMIC EXPERIENCE

- 2005 Associate Professor(Tenured), Yonsei University Wonju Campus
2001 Assistant Professor, Yonsei University Wonju Campus
2000 Visiting Professor, Seoul National University

PROFESSIONAL ACTIVITIES

A member of committee of examiners

- 2004-present TEPS(Test of English Proficiency developed by Seoul National University)
2013-present NEAT(National English Ability Test)

A member of board of editors

- 2007-present English Literature
2007-2012 Scholars of English Studies in Korea
2003-present British and American Fiction

Curriculum Vitae
STEVEN KNICELY

EDUCATION

- 1992 Juris Doctor, the Ohio State University
1987 MA, Chinese Literature, the Ohio State University
1981-1984 Non-degree program in Chinese as a Second Language, Mandarin Training Center,
National Taiwan Normal University
1980 MA, Slavic Linguistics and Russian Literature, the Ohio State University
1978 BA, Russian and English, James Madison University, VA

APPOINTMENTS

- 1994-present Academic Program Specialist, Chinese, Department of East Asian Languages and
Literatures (DEALL), the Ohio State University
1992-1994 Instructor of English as a Second Language, Capital University and Ohio
Dominican University, OH
1987-1989 Instructor of Chinese, DEALL, the Ohio State University
1985-1987 Graduate Teaching Associate, DEALL, the Ohio State University
1978-1980 Graduate Teaching Associate, Russian, Department of Slavic and East European
Languages and Literatures, the Ohio State University

PROJECTS

- 2012-present Collaborative Articulated Assessment Project, Chinese, Department of East Asian
Languages and Literatures, the Ohio State University
1988-1989 Chinese Language Materials Development Project, Department of East Asian
Languages and Literatures, the Ohio State University

COURSES TAUGHT

- 1994-present First-, Second- and Third-level Chinese language courses, Department of East
Asian Languages and Literatures, The Ohio State University
1992-1994 English as a Second Language, Capital University, Ohio Dominican University,
OH
1987-1989 Second-Level Chinese Language, DEALL, the Ohio State University
1985-1987 East Asian Culture, Department of East Asian Languages and Literatures, the Ohio
State University
1978-1980 Introductory- and intermediate-level Russian language, Department of Slavic and
East European Languages and Literatures, the Ohio State University

PROFESSIONAL CERTIFICATIONS

- 2010-present Full certification by ACTFL to conduct and rate Oral Proficiency Interviews in
Mandarin

GRANTS AND AWARDS

- 1990-1991 Title VI FLAS Fellowship for Law and Japanese Language, East Asian Studies
Center, the Ohio State University
1991-1992 Title VI FLAS Fellowship for Law and Japanese Language, East Asian Studies
Center, the Ohio State University

Curriculum Vitae
JOHN T. KUZMIK

SUMMARY

Mr. Kuzmik is on the Advisory Board of the NEALRC. He is also the partner-in-charge of Baker Botts LLP's Beijing and Hong Kong offices, and the Department Chair of the firm's Global Projects Department in Hong Kong and Beijing. Resident in China since 1989, he leads the firm's China practice. Mr. Kuzmik has more than two decades of experience advising multinational corporations, state-owned enterprises, developers, commercial and investment banks and private equity funds on investment and financing strategies and structures. He is familiar with the field of East Asian languages, and has a lot of international experience with Chinese, Japanese and Korean markets. He advises NEALRC on its overall operations with a focus on business and legal aspects.

EDUCATION

1987 J.D., University of Michigan Law School
1984 B.A., linguistics, The Ohio State University

AWARDS

2001-present Named a "leading individual, foreign firms" in the China section of The Asia Pacific Legal 500, Asia's leading independent legal directory, since 2001, where he has been described as "one of the best-known and highly rated China experts," "a leader in the field of banking and finance for Hong Kong," and "among the best-known PRC law practitioners in the world"
2007 Recognized as a leading practitioner by Chambers Asia in the categories Asiawide: Projects, Infrastructure & Energy; China: Corporate/M&A, Hong Kong-based Experts; and Hong Kong: Corporate/M&A
2002-2010 Listed in Chambers Global

COURT ADMISSIONS AND AFFILIATIONS

- Law Society of Hong Kong, Registered Foreign Lawyer
- District of Columbia Bar
- Ohio State Bar

PUBLICATIONS

Contributor to a number of books, including *Bank of America's Guide to Telecommunications*; *The China Financial Manual*; *Dispute Resolution in the PRC* and *Life and Death of a Joint Venture in China*
Author of numerous articles for leading Asian and international publications, including Tax Notes International, China Direct Investor, China Tax Review, and Hong Kong Lawyer
Consulting editor on both the first and second editions of the *China Investment Manual (Asia Law & Practice)*.
1997 Co-author, *PRC Joint Ventures: Drafting and Negotiating Contracts, Asia Law & Practice*, Euromoney Press

Curriculum Vitae
YONG LANG

EDUCATION

- 1998 Ph.D., Foreign/Second Language Education, The Ohio State University
1989 M.A., Lancaster University, Lancaster, England, Language Studies
1986 M.A., Huazhong University of Science and Technology, English
Composition/Rhetoric
1982 B.A., Huazhong University of Science and Technology, English

ACADEMIC EMPLOYMENTS

- 2011-present Professor, English Dept. at the University of Texas - Pan American
2006-2010 Associate Professor, English Dept. at the University of Texas - Pan American
2001-2006 Assistant Professor, English Dept. at the University of Texas - Pan American
1999-2001 Lecturer/Program Evaluator Foreign Language Center at Ohio State University
1992-1993 Associate Professor Department of Foreign Languages, Huazhong University of
Science and Technology
1986-1992 Assistant Professor Department of Foreign Languages, Huazhong University of
Science and Technology

PRESENTATIONS

- 2010 Multimedia Based Pedagogical Material Development and Its Application in
Classroom Instructions. *The 6th International Conference and Workshops on
Technology and Chinese Language Teaching in the 21st Century*. Columbus, Ohio
2007 Building bridges: Chinese language program planning, design, and implementation
at a Hispanic serving institution. *ACTFL 2007: Bridging Cultures through
Languages*. San Antonio, Texas
2007 Writing as performance: A pragmatic approach. *The 17th International Conference
on Pragmatics & Language Learning*. Honolulu, Hawaii
2004 Prosodic and semantic constraints on the formation of antonymous compounds in
Chinese. *The 33rd Annual Meeting of the Linguistic Association of the Southwest*.
New Orleans, Louisiana

Forty-seven additional presentations at conferences and workshops

PUBLICATIONS

- 2010 *Grammar and the Chinese ESL Learner: A Longitudinal Study on the Acquisition
of the English Article System*. Amherst, NY: Cambria Press.
2009 *Formulaic language: Pushing the boundaries* by Alison Wray. Reviewed in *The
Modern Language Journal*, 93 (4), 649-650.
2008 Motifs in the formation of antonymous compounds in Chinese. *Southwest Journal
of Linguistics*, 27 (2), 43-64.
2007 Co-author; *Chinese: Communicating in the Culture (Performance Text Four)*.
Columbus, Ohio: The Ohio State University Foreign Language Publications.
2006 Co-author; *Chinese: Communicating in the Culture (Performance Text Three)*.
Columbus, Ohio: The Ohio State University Foreign Language Publications.
2005 Co-author; *Chinese: Communicating in the Culture (Performance Text Two)*.
Columbus, Ohio: The Ohio State University Foreign Language Publications.

Appendix I
List of CVs

2004 Co-author; *Chinese: Communicating in the Culture (Performance Text One)*.
Columbus, Ohio: The Ohio State University Foreign Language Publications.
Eighty additional publications in books, book reviews, journals, evaluations, articles, translation
work, and audiovisual media

GRANTS AND AWARDS

2013-2014 Distinguished Overseas Professor, Hengyang Normal University
2009 Certificate of Appreciation for Presentation, The UTPA Office of International
Programs
2009-present Guest Professor, Huazhong University of Science and Technology
2009-present Guest Professor, Hengyang Normal University
2006 Certificate of Appreciation for an Excellent Voluntary Service, The Chinese
Students and Scholars Association in the Rio Grande Valley
2002 Provost's Global Excellence Award the UTPA Center for International Studies
Twenty-six additional awards and grants for academic contributions

SERVICES AND AFFILIATIONS

2009-2010 Peer Mentor New Faculty Support Program, UTPA English Department
2009 Book Manuscript Reviewer, Cambria Press
2008-2009 Member of Grants & Guest Lecturers Committee, UTPA English Department
1986-1988 Director of English Program, Department of Foreign Languages, Huazhong
University of Science and Technology
ACTFL (The American Council on the Teaching of Foreign Languages)
AAAL (The American Association for Applied Linguistics)
TESOL (Teaching English to Speakers of Other Languages)
IAICS (The International Association for Intercultural Communication Studies)
LASSO (The Linguistic Association of the Southwest)
CRS (China Rhetoric Society)
CTS (China Translators Association)
Fifty-four additional roles in professional and community positions

Curriculum Vitae
LUCY C. LEE

EDUCATION

- 1987 Ed. S., Bilingual Education, Seton Hall University, New Jersey
1976 M. Ed., Special Education, University of Texas at Austin, Texas
1974 BA, English Literature, Soochow University, Taiwan

CERTIFICATION

New Jersey State Certification of Teaching Chinese Language

ACADEMIC EMPLOYMENTS

- 2009 Adjunct Faculty, Methods of Teaching Chinese, William Paterson University, NJ
2006-present Instructor, summer intensive methods course at the World Language Institute, Rutgers University
2007-present Instructor, Practicum Course in Chinese Education, Graduate School of Education, Rutgers University, NJ
1997-1999 Adjunct Faculty, Drew University, Madison, NJ
1993-present Assessment Specialist (part-time), Educational Testing Service, Princeton, NJ
1990-present Chinese Teacher, Livingston High School, Livingston, NJ
1988-1992 Chinese Teacher, Ridgewood High School, Ridgewood, NJ
1986-1999 Adjunct Faculty, Seton Hall University, South Orange, NJ

PRESENTATIONS

- 2008 “Standards-based Curriculum and Instruction,” a college-level 40 hours course offered to teacher candidates in Taiwan via video-conferencing
2008 Keynote presentation at the Conference of Texas Chinese Language Teachers Association (CLTA-Texas), Dallas, TX
2007 “How to begin and sustain a successful Chinese program,” CLASS Roundtable for school administrators, ACTFL Convention, San Antonio, TX
2006 “CLASS Professional Standards,” Teacher-to-Teacher Foreign Language Workshops at Los Angeles and Washington, DC, US State Department of Education Teacher-to-Teacher Initiative
2005 “How to Design Thematic Units,” US-China Conference on Teaching Chinese as a Second Language, Beijing, China
2004 “Assessment in Chinese Language,” CLTA-GNY Annual Conference, Rutgers University, NJ
Twenty-two additional selected presentations

MATERIALS DEVELOPMENT

- 2007 *CLASS Professional Standards for K-12 Chinese Language Teachers*. Chinese Language Association of Secondary-Elementary Schools, Foreign Language Publications, The Ohio State University.
2000 “Standards for K-12 Chinese Language Learning,” New Waves-Educational Research & Development, No. 4, Vol. 5 (December 2000), pp. 44-46.
1999 “Chinese Seven-Piece Puzzle and Let’s Play Jianzi,” Teacher to Teacher - Model Lessons for K-8 Foreign Language, 1999, National Textbook Company, pp.

Appendix I
List of CVs

- 120-129.
1996 “CLASS Chinese Standards Project,” CLASS Journal, No. 2 (1996), pp.16-17.
1994 “The Current Development of the College Board SAT II Chinese Language Test,”
Journal of the World of Chinese Language, 73 (1994), pp. 1-9.

GRANTS AND AWARDS

- 2006-2007 Teacher Training Corps, Teacher-to-Teacher Initiative, US State Department of Education
1999 Teacher Leader, World Language Standards Professional Development Institute, Fairleigh Dickinson University, Madison, New Jersey
1998 Summer Institute Fellow, Center for Language Education and Research, Michigan State University
1997 Summer Institute Fellow, National K-12 Foreign Language Resource Center, Iowa State University
1996 Summer Institute Fellow, National Language Resource Center, San Diego State University
Nine additional fellowships and awards

SERVICES AND AFFILIATIONS

- 2009 Chinese Teachers Roundtable in New Jersey, funded by the World Languages Institute and the Graduate School of Education, Rutgers University, NJ
2008 Teacher Trainer, ACC-CLASS Fulbright Summer Institute in China, Hamilton College, NY
2008 Program Director, CLASS Summer Study Abroad Program for K-12 Chinese teachers, Beijing Language and Culture University, China
2008 Teacher Trainer, Wisconsin’s Critical Language Fellows Project, Wisconsin Department of Public Instruction, Madison, WI
2006-present Teacher Trainer, Rutgers University, World Languages Institute Summer Program for Chinese Language Teachers
2006-present Curriculum Writer, Ohio K-4 Mandarin Curriculum funded by the DOE FLAP Program, Ohio, Department of Education, Columbus, OH
2006-present AP Chinese Consultant, the College Board, NY
2001-present Task Force, Standards Revision Committee, Department of Education, State of New Jersey project on the Chinese Language Field Initiative funded by Luce Foundation
2000-present Board of Directors, Foreign Language Educators of New Jersey (FLENJ)
1996-present Board of Directors, National Standards for Foreign Language Collaborative Project (ACTFL)
Twenty-three additional professional affiliations and services

Curriculum Vitae
CONG LI

EDUCATION

- 2012-present Ph.D. student, Chinese Language Pedagogy, The Ohio State University
2012 M.A., teaching Chinese as foreign language, Shanghai International Studies University
Thesis: “Performed Culture in elementary Chinese classes: Based on the practice in elementary Chinese classes of Shanghai International Studies University”
Awarded scholarship for 50% of tuition for the first year and 100% for the second year, mainly for outstanding academic performance and active participation in activities
2010 B.A., teaching Chinese as foreign language, Shanghai International Studies University (SHISU)
Awarded university Academic Excellence scholarship every semester
Thesis: “Chinese slang and an individual case study of teaching slang in China”

APPOINTMENTS

- 2014 Resident Director of CLS summer program in Suzhou Dushuhu site
2014 Teaching Assistant in DEALL, OSU. Teaching students who choose Individualized Instruction track
2013 Teaching Assistant in DEALL, OSU. Teaching students who choose Individualized Instruction track

PROJECTS

- 2014 Assisting Junqing Jia in Game Point System, mainly contributing ideas and suggestions.

PUBLICATIONS AND PRESENTATIONS

- 2014 Enhancing US-host institution relationship in a study abroad program: The role of resident director, the 12th New York International Conference on Teaching Chinese, New York

GRANTS AND AWARDS

- 2012 Graduate Fellowship, Ohio State University

Curriculum Vitae
MINRU LI

EDUCATION

- 1996 Ph.D., Chinese literature and culture, The Ohio State University
1990 M.A., Chinese literature and culture, The Ohio State University
1982 M.A., World literature, Chinese Department, Sichuan University

ACADEMIC EMPLOYMENTS

- 2001-present Assistant Director, National East Asian Languages Resource Center, The Ohio State University
1997-1998 Visiting Scholar, Department of East Asian Languages and Civilizations, Harvard University
1997-present Guest Professor, School of Foreign Students Education, Wuhan University
1995-2001 Lecturer (tenured), School of Asian Studies, Auckland University, New Zealand
1985-1986 Visiting Scholar, Department of Comparative Literatures, Yale University
1982-1985 Lecturer, Department of Chinese Languages and Literatures, Wuhan University

PRESENTATIONS

- 2013 “CAVO and Innovation in Building and Assessing Vocabulary Knowledge,” ACTFL
2010 Organizer, The Sixth International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century, The Ohio State University, Columbus, OH
2009 “Fifteen Years on the Pathways to Advanced Skills,” co-author with Galal Walker, Title VI 50th Anniversary Conference in D.C.
2008 “Standard Reporting System on East Asian Language Programs,” co-author with Galal Walker at ACTFL
2007 “Performed Culture in the Beginning Chinese Classroom.” at ACTFL
2006 “Beyond Interpretation: A Performance-oriented Approach towards Teaching of Chinese Literature” at ACTFL
2006-present Manager of a dozen projects, including “EAL2share,” “Orient Yourself,” “East Asian Bookshelf,” “Chinese CLASS Resources,” and “CCALT,” etc.

Managing editor of the *Pathways to Advanced Skills Series*

- 2013 *Individualized Instruction in East Asian Languages*. Etsuyo Yuasa ed. Pathways series, no. 14, Columbus, Foreign Language Publications
2012 *Teaching and Learning Korean as a Foreign Language*. Pyun, ed. Pathways series, no. 13, Columbus, Foreign Language Publications
2010 *The Pedagogy of Performing Another Culture*. Galal Walker, ed. Pathways series, no. 12. Columbus, Foreign Language Publications
2006 *NFLC Guide for Basic Chinese Language Programs*. Second Edition. Cornelius Kubler, editor. Pathways series no. 3. Columbus, Foreign Language Publications.
2006 *Performed Culture: An Approach to East Asian Language Pedagogy*. Matthew Christensen and J. Paul Warnick. Pathways series no. 11. Columbus, Foreign Language Publications.
2006 *Evaluating Foreign Language Programs: Content, Context, Change*. Diane W.

Appendix I
List of CVs

- Birckbichler, editor. Pathways series no. 10. Columbus, Foreign Language Publications.
- 2005 *Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture*. Eric Shepherd. Pathways series no. 9. Columbus, Foreign Language Publications.
- 2003 *The Historical Evolution of Chinese Languages and Scripts*. Zhou Youguang, trans. Zhang Liqing. Pathways series no. 8. Columbus: Foreign Language Publications.
- 2002 *Advances in Japanese Language Pedagogy*. Hiroshi Nara, editor. Pathways series no. 7. Columbus: Foreign Language Publications.
- 2002 *Difficult Characters Interdisciplinary Studies of Chinese and Japanese Writing*, Mary Erbaugh, editor. Pathways series no. 6. Columbus: Foreign Language Publications.

SERVICES AND AFFILIATIONS

- 2010 Executive Vice Chair, Organizing Committee, Ohio Chinese Festival event
- 2006 Program Organizer, Conference of The Chinese Schools Association in the United States
- 2004-present Program Coordinator, Wuhan Summer Intensive English Program
- 2001-2010 Fundraising Officer, The Asian Festival Organizing Committee

Curriculum Vitae
YU-LAN LIN

EDUCATION

- 1982 Ed.D, Boston University, Boston, MA
Reading and Language Development
- 1978 M.Ed., Boston State College, Boston, MA
Bilingual/Multicultural Studies
- 1971 B.A., National Cheng-Chi University, Taipei, Taiwan
Oriental Languages and Cultures

ACADEMIC EMPLOYMENTS

- 1997-2010 Senior Program Director of World Languages Program, Boston Public Schools,
Boston, MA
- 1983-1997 World Languages Department Chairperson - Muriel S. Snowden International
School at Copley, Boston, MA
- 1981-1983 Bilingual Teacher (Chinese) - Harvard Kent Elementary School, Boston, MA
- 1981-1983 Bilingual Teacher (Chinese) - Josiah Quincy Elementary School, Boston, MA

PRESENTATIONS

- 2001-2009 Presented on varied topics during 13 different conferences including; ACTFL,
MaFLA, NCLC, AP, and CDAC in locations around the United States and the
World, including; Beijing, Taipei, Chicago, New York, Washington D.C., Utah,
and Ohio

MATERIAL DEVELOPMENT

- 2007 Lucy C. Lee, Yu-Lan Lin, Chih-Wen Su. "CLASS Professional Standards for K-12
Chinese Language Teachers." *National East Asian Language Resource Center*.
Print.

GRANTS AND AWARDS

- 2010 Northeast Conference on the Teaching of Foreign Languages Nelson Brooks
- 2004 Massachusetts Foreign Language Association's Distinguished Service Award
recipient
- 1984 National Association for Asian and Pacific American Education Distinguished
Scholar Award, The National Advisory Council on Bilingual Education

SERVICES AND AFFILIATIONS

- 2008-2009 Curriculum Development and Assessment Committee of the College Board
- 2007-2008 National Board for Professional Teaching Standards World Languages Committee
- 2005-2010 Executive Director of Chinese Language Association of Secondary- Elementary
Schools (CLASS)
- 2005-2009 Board of Director on the American Council on the Teaching of Foreign Languages
(ACTFL)
- 2005-2006 Content Advisor of the College Board
- 2005 Audit Team for Hong Kong International School
- 2004-2005 AP Chinese Task Force Committee of the College Board

Appendix I
List of CVs

2004 Bangkok Concordia International School Foreign Language Consultant, Thailand
2004 Fulbright Group Project Program Administrator, China
2002-2003 President of Chinese Language Association of Secondary-Elementary Schools (CLASS)
2002 Fulbright Group Project Program Director, China
2001-2005 Board of Director of the Northeast Conference on the Teaching of Foreign Languages (NECTFL)
2001-2003 Chinese Language Field Initiative Committee member
2001-2007 Board of Director of Massachusetts Foundation for the Humanities (MFH)
2000-2001 President of Massachusetts Foreign Language Association (MaFLA)
2000-2003 Interstate New Teacher Assessment and Support Consortium Committee (INTASC)
2000 ACTFL Conference Local Committee Conference Chair (ACTFL) - American Council on the Teaching of Foreign Languages Convention - Boston, MA
1999-2000 Foreign Language National Assessment of Educational Progress (NAEP) Committee
1999-2000 Massachusetts Delegate for Spanish Visiting Teacher Pilot Program - Madrid, Spain
1999 Hong Kong International School Foreign Language Curriculum Consultant - Hong Kong
1998-2010 National Standards in Foreign Language Education Collaborative Project
1998-1999 Foreign Language Framework Review Committee member - The Commonwealth of Massachusetts Department of Education, MA
1996-1999 Board of Director, Second Vice President, First Vice President - Massachusetts Foreign Language Association, MA
1995-1998 Assessment Advisory Committee member - The Commonwealth of Massachusetts Department of Education, MA
1995-1996 Assessment Development Committee member - The Commonwealth of Massachusetts Department of Education, MA

Curriculum Vitae
SUJAN MANANDHAR

EDUCATION

- 2008 MS, Information Architecture Knowledge Management (IAKM), Kent State University
- 2000 MBA, Business Administration (MBA), Kent State University
- 1996 BS, Business Administration, Slippery Rock University, Slippery Rock - Pennsylvania

EMPLOYMENT

- 2008-present Distance Learning Manager, Center for Languages, Literatures and Cultures (CLLC), The Ohio State University, Columbus, OH
- Lead and coordinate all distance learning efforts with the various language departments.
 - Manage all technology facilities in World Media and Culture Center
 - Lead major projects with faculty and language departments to evaluate, choose, and create multimedia material and instructional technology
 - Coordinate all technology workshops and training for all faculty, staff, GTAs of language departments
 - Lead all marketing efforts of the department including events, social media, and public relations.
- 2006-2008 Educational Technology Assistant - Kent State University, Kent, Ohio
- Research, update, and maintain educational technology and instructions for classroom use.
 - Develop basic instruction on educational software and train faculty, staff, and students.
 - Lead all graduate assistants in coordination of classroom technology and faculty technology projects.
- 2003-2005 Marketing Associate, Kent State University, Kent, Ohio
- Analyzed universities' marketing and recruiting policies that helped determine Kent State's advertising and marketing strategy.
 - Researched and interpreted university website traffic for usability, accessibility, and content in order to direct and enhance flow.
- 2000-2001 Database Marketing Manager, Embedded Planet, Cleveland, OH Managed web-based tech support system and online collaboration system
- Trained in-house sales and engineering staff, and customer's and partner's representatives to use web-based support system
 - Conducted customer and competitive analysis for product development and venture capital attainment
 - Responsible for all media management and advertising material for the company
- 1999 Data Managing Associate, International Power Devices, Boston, MA
- Clarified, edited, and prepared financial data for summarization, data analysis, and reports.
 - Managed and reorganized company databases for easy updating and maintenance for future users.

Appendix I List of CVs

- 1997-1999 Marketing Department Assistant, Kent State University, Kent, OH
- Assisted professors with high-level research, conducting classes, and meetings.
 - Researched student-buying behavior to improve customer service.
- 1991-1993 Assistant Manager, New Deepak Restaurant, Kathmandu
- Managed employees, inventory, and hired and trained new staff.
 - Researched market expansion and target markets and developed target advertisements.

SKILLS

- Software Languages: Perl, CGI, PHP, ASP.Net.
- Office: MS Office, Corel WordPerfect Office, Google docs.
- Graphics: MS FrontPage, Adobe Creative Suite, Hometown.
- Multi-media: Podcasting, Image editing, Video editing, Adobe Acrobat, Create auto-run product demo CDs
- Database: MS Access, Oracle (Intermediate), SQL, MySQL
- Other software: Zope Content Management, Serena TeamTrack (Process Mgmt.), ACT (CRM)
- Other: Videoconferencing management, Classroom management, Database design, HTML and Web Pages, E-commerce research
- Languages: Hindi, Nepali, French (Basic)

AWARDS AND ACTIVITIES

- Workshops/Papers: SLOAN Conference (Orlando)- 2010, INOVATE (Columbus) – 2012, ETech Ohio (Columbus) – 2013.
- Professional Membership: Association for Educational Communications and Technology (AECT), Association for Foreign Language Professionals, EDUCAUSE, Foreign Language Multimedia Network, Knowledge Management Association (KMA), Ohio Higher Ed
- Director: University Market Research Readings, 1995 - 1996
- Member: Editorial Board of the Management Magazine, 1995-96, Graduate Management Association 1997-99, International Students Advisory Committee, 1995-96, Mu Kappa Tau, National Honorary Marketing Fraternity, 1996-Present.
- Advisor of student group “Namaste Bollywood” at Ohio State University.

Curriculum Vitae
GLENN A. MARTÍNEZ

EDUCATION

- 2011 MPH Social and Behavioral Health. School of Rural Public Health. Texas A&M Health Science Center. Concentration: Border Health
- 2000 PhD Hispanic Linguistics. The University of Massachusetts at Amherst. Amherst, Massachusetts. Dissertation Title: *Topics in the Historical Sociolinguistics of Tejano Spanish, 1791-1910: Morphosyntactic and Lexical Aspects*. Directed by Juan C. Zamora.
- 1996 MA Spanish Linguistics. The University of Houston. Houston, Texas. Thesis title: *Sobre la variación lingüística en la frontera norte de México*. Directed by Manuel J. Gutiérrez.
- 1994 BA Spanish. The University of Texas – Pan American. Edinburg, Texas.

PROFESSIONAL EXPERIENCE

- 2013-present Professor of Hispanic Linguistics and Chair of the Department of Spanish and Portuguese, The Ohio State University
- 2004-2013 Professor of Spanish Linguistics, Department of Modern Languages and Literature
Research Fellow, South Texas Border Health Disparities Center
Assistant Dean, College of Arts and Humanities
Chair, Department of Modern Languages and Literature, The University of Texas Pan American
- 2002- 2004 Assistant Professor and Director of the Spanish for Heritage Learners Program. Department of Spanish and Portuguese. The University of Arizona. Tucson, Arizona.
Assistant Professor. Department of Modern Languages. University of Texas at Brownsville. Brownsville, Texas.

AWARDS AND GRANTS

- 2011 Finalist for outstanding program to increase opportunities and achievement among Latino students at the Baccalaureate level. *Examples of Excelencia*. Excelencia in Education. Washington, DC.
- 2009 Co-Principal Investigator. Pathways to the Professoriate: A Model of Collaborative Doctoral Education. Fund for the Improvement of Post-Secondary Education – Special Focus Competition. United States Department of Education (with Nicolás Kanellos). \$292,974.
- 2007 Principal Investigator. Medical Spanish for Heritage Learners: Advanced Language Skills for Quality Health Care. Fund for the Improvement of Post-Secondary Education – Comprehensive Program. United States Department of Education. \$442,000.
- 2006 Principal Investigator. Integrating Latin American Studies into the University Mission. Undergraduate International Studies and Foreign Language Program. United States Department of Education. (with Ethan Sharp) \$165,000

PUBLICATIONS

Books

Appendix I
List of CVs

2006 Mexican Americans and Language: Del dicho al hecho. Tucson: The University of Arizona Press.

Edited collections

- 2014 Language and Borders, International Perspectives. A special issue of *The International Journal of the Sociology of Language*.
- 2008 *Recovering the US Hispanic Linguistic Heritage*. Houston: Arte Público Press. (Co-Editors, Alejandra Balestra and Maria Irene Moyna)
- 2003 Border Talk: Language issues on the U.S.-Mexico border. A special issue of *Rio Bravo: A Journal of Borderlands*.

Chapters in scholarly books and monographs

- Forthcoming Spanish in the Health Professions. In M. Lacorte (Ed.) *The Routledge Handbook of Hispanic Applied Linguistics*. New York: Routledge.
- 2014 Azucarao: Tato Laviera and the poetics of health promotion. In W. Luis and S. Alvarez (Eds.) *The AmeRícan Poet: Essays on the Work of Tato Laviera*. New York: CENTRO Press, pp. 172-182.
- 2013 Public health and the politics of Spanish in early 20th century Texas. In J. Del Valle (Ed.) *A Political History of Spanish: The Making of a Language*. Cambridge: Cambridge University Press, pp. 293-304.
- 2013 Política e ideología del lenguaje en la atención sanitaria para hispanohablantes en los Estados Unidos. In D. Dumitrescu (Ed.) *El español en los Estados Unidos ¿E pluribus unum?* New York: Academia Norteamericana de la Lengua Española, pp. 233-250.
- 2012 Policy and Planning Research for Spanish as a Heritage Language. In M. Fairclough and S. Beaudrie, (Eds.) *Spanish as a Heritage Language: State of the Science*. Washington DC: Georgetown University Press, pp 61-78.
- 2010 Language and Power in Healthcare: Towards a theory of language barriers among linguistic minorities in the United States. In J. Watzke, P. Chamness Miller & M. Mantero, (Eds.). *Readings in Language Studies Volume 2: Language and Power*. Saint Louis: International Society for Language Studies, pp. 59-74.
- 2010 Medical Spanish for Heritage Learners: A Prescription to Improve the Health of Spanish-Speaking Communities. S. Rivera-Mills and J. Trujillo, eds. *Building Communities and Making Connections*. Newcastle Upon Tyne: Cambridge Scholars Publishing, pp. 2-15.
- 2010 Documenting the Past, Envisioning the Future: The Historical Sociolinguistics of Spanish in the U.S. Southwest. S. Rivera-Mills and D. Villa, eds. *Spanish of the Southwest: A Language in Transition*. Madrid: Iberoamericana, pp. 17-24.

Refereed journal articles

- 2013 Innovative approaches to promote a culturally competent and diverse health care workforce at a Hispanic Serving Institution. *Academic Medicine* 88: 12 (with Suad Ghaddar, John Ronnau, and Shawn Saladin)

Sixteen additional articles

Curriculum Vitae
PATRICK MCALOON

EDUCATION

- 2008 Ph.D., Chinese Language Pedagogy, The Ohio State University.
2003 M.A., The Ohio State University
1998 B.A., East Asian Studies, College of William and Mary

ACADEMIC EMPLOYMENTS

- 2008-present Assistant Director, Chinese Flagship Program, The Ohio State University
2007 Interpreter, China Securities Association industry site visits, Columbus, Ohio
2006 Interpreter, Heilongjiang Dairy delegation visit to Ohio, Indiana, Wisconsin
2004 Interpreter, Ohio Dominican University American Business & Culture program for Chinese businesspeople
2004 Interpreter, Hubei Swine delegation visit to Ohio
2003-2007 Coordinator for Sinotron Corporation
2003-2006 Instructor, Chinese course for graduate business students, Ohio State University
2003 Facilitated “Evaluating Basic Chinese Materials,” OSU Chinese Flagship K12 Professional Development for Teachers of Chinese Language
2001-present International business communications consultant for SinoConnect

PRESENTATIONS

- 2009 “Teaching Non-Roman Scripts: A Performance-based Pedagogy Perspective,” William Paterson University Teaching Asia conference
2009 “Defining and Identifying Professional-level Chinese Ability,” CIBER annual business language teaching conference
2008 “Why We Teach: Training Two Kinds of Global Business Leaders,” CIBER annual business in language teaching conference
2008 “Ohio State Chinese Language Flagship Program Learner Assessment: Principles & Practice,” Cleveland State University
2004-2005 Faculty lecturer, Cross-Cultural Communication course, Ohio Dominican University LEAD program
2004 Guest panelist, Beijing Television talk show “Common Ground”
2004 Contestant, China Central Television’s nationally broadcast game show “Supermarket Superstar”
2004 “Cases in Foreign Language Instruction, a Chinese example,” Faculty Development in Business
2004 Chinese Bridge International Chinese Proficiency competition (awarded first prize).

MATERIAL DEVELOPMENT

- 2008 Facilitated “Evaluating Basic Chinese Materials”, OSU Chinese Flagship K12 Professional Development for Teachers of Chinese Language
2005 Co-author, “*Mold Makers Facing Continued Challenge*”, *Plastics News*.
2003 Wrote, co-directed, co-produced video “Introduction to Chinese Individualized Instruction at the Ohio State University”

Curriculum Vitae
CORA C. MUÑOZ

EDUCATION

- 1995 Ph.D. in Counselor Education, The Ohio State University
1980 Post-Masters Study in Clinical Specialty (Psychiatric Mental Health Nursing) City University of New York, Hunter College, New York, New York
1976 Masters of Arts in Nursing Education, Columbia University, Teacher's College New York, New York
1969 Bachelor of Science in Nursing, St. Paul University, College of Nursing, Manila, Philippines

PROFESSIONAL EXPERIENCE

- 2012-present Adjunct Faculty, Mt. Carmel College of Nursing, Columbus, Ohio
2011-present Professor Emeritus/Adjunct Professor, Capital University
2002-2011 Professor, Capital University, Columbus, Ohio, College of Natural Science,
1995-2001 Associate Professor, School of Nursing, Capital University Columbus, Ohio
1995-1996 Adjunct Faculty, Counselor Education, The Ohio State University, Columbus, OH
1983-1995 Assistant Professor, Riverside School of Nursing, Ohio Wesleyan University

HONORS AND AWARDS

- 2014 Point of Light Community Service Award for exceptional service to the community in Central Ohio
2013 Fulbright Scholarship Global Health Boromrajonani College of Nursing, Chang Mai, Thailand
2012 Asian American Leaders Award – Leaders and Legends- Grapevine Columbus
2011 Kaleidoscope Award for Outstanding Leader – Multiethnic Advocacy for Cultural Competency Columbus, Ohio
2010 Appointed by Governor Ted Strickland to the 1st Governor's Advisory Council on Asian American and Pacific Islanders. Chairperson - Health Issues and Health Care System.
2009 Appointed by Mayor Mike Coleman to the 2012 Bicentennial Committee on Health & Human Services
2008 Recognition Award from the Ohio Commission on Minority Health for Service rendered as the Governor appointed Commissioner
2002 Outstanding Leadership Award: Ohio Civil Rights Commission for outstanding and Caring community activist in the state of Ohio and for noteworthy and exemplary involvement in the community
1997 Outstanding Filipino-American Award. Selected as one of twenty Filipinos in the US & Canada recognized for inspirational & dynamic leadership

SCHOLARSHIP

Research

- 2012-present Munoz, C & Sankarappa, M, Breast Health Education and Screening for Asian Women. (Grant from Komen for the Cure, Columbus Affiliate)
2006 Munoz, C & Katsuyama, R., Asian and Southeast Asian Physical and Mental

Appendix I
List of CVs

- Health Status and Acculturation Level. Research Core five year project for the development of Minority Health & health Disparities Exploratory Research Centers of Excellence
- 2004 Munoz, C. Dobroka, C. & Mohammad, S. Evaluating the Outcomes of a Multidisciplinary Course in Cultural Competence.
- 2002 Munoz C, Serafica F. The role of Social Organizations in Filipino Immigrants Adaptation and Ethnic Socialization.

PUBLICATIONS

- 2014 Cultural Competency.in Fitzpatrick, *Encyclopedia of Nursing Education*
- 2013 Filipino Heritage in Purnell, L. Culture and health Care
- 2012 with Kim, S., Riker, S. & Sankarappa, M. Breast Health Screenings and Education. *Journal of the Philippine Nurses Association.*
- 2010 Eubanks, R, McFarland,M, Mixer, S. Munoz, C., Paquiao, D & Wenger, F. Cross Cultural Communication In Core Curriculum for Transcultural Nursing and Health Care, Douglas, M & Paquiao, D (Eds). *Journal of Transcultural Nursing*. 21;1
- 2009 with DoBroka, C. & Mohammad, S. The Development of multidisciplinary course in cultural competence for Nursing and Human Service Professions. *Journal of Nursing Education.* <http://www.journalofnursingeducation.com/advanced.asp>
- 2005 with Luckmann, J. *Transcultural Communication in Nursing.* Clifton Park: NY: Thomson Delmar Publishing Inc.

SELECTED GRANTS

- 2014 Asian Festival Health Screenings and Education. Ohio Commission on Minority Health grant awarded (\$25,000)
- 2012-2014 Sankarappa, M, & Munoz, C. B Free Columbus. Hepatitis B screenings and education for Asians and Africans in Columbus, Ohio. Funded by CDC to the Ohio Asian American Health Coalition (173,000 per year)
- 2008-2012 Munoz, C. & Sankarappa, M. Breast Health Education and Screenings for Asian Women (BHESAW) , a grant for continuing the project Komen for Cure, Columbus Affiliate (Total award \$ 222,000)

BOARD MEMBERSHIP

- 2012-present President, Ohio Asian American Health Coalition
- 2011-present Board of Trustees of the Columbus Sister Cities International
- 2011-2012 Vice President, Ohio Asian American Health Coalition
- 2009-present Board Chair, Asian Festival
- 2000-present The Ohio Commission on Minority Health

AREAS OF EXPERTISE & TRAINING

- | | |
|--|-----------------------------|
| Psychiatric Mental Health Nursing | Nursing Education |
| Transcultural Nursing | Transcultural Communication |
| Cultural Competency Curriculum | Teaching Strategies |
| International Health Counselor Education | Curriculum Development |

Curriculum Vitae

MARI NODA

EDUCATION

- 1990 Ph.D., Linguistics, Cornell University, Ithaca, NY
1981 M.A., Linguistics, Cornell University, Ithaca, NY
1975 B.S., Food and Nutrition, Cornell University, Ithaca, NY

ACADEMIC EMPLOYMENTS

- 2009-present Professor of Japanese, The Ohio State University, Columbus, OH
2008-2009 Visiting Associate Professor, Columbia University, New York, NY, and Director of Language Program at Kyoto Consortium for Japan Studies, Kyoto, Japan
2004-2013 Chair, Department of East Asian Languages and Literatures, The Ohio State University, Columbus OH
1997-2009 Associate Professor of Japanese, The Ohio State University, Columbus, OH
1990-1996 Assistant Professor of Japanese, The Ohio State University, Columbus, OH
1987-1990 Instructor, Portland State University, Portland, OR
1987-1993 Director of Language Program, Japan Study Program, Great Lakes College Association (GLCA) and The Associated Colleges of the Midwest (ACM) in Conjunction with International Division of Waseda, University, Japan
1986-1987 Director of Japanese Program, Corporate Japanese Business and Society, Obirin College, Machida, Japan
1986-1987 Lecturer, Japan Women's University, Tokyo, Japan
1981-1983 Research Fellow, National Language Research Institute, Tokyo, Japan
1976-1978 Lecturer, Cornell University, Ithaca, NY

GRANTS

- 2012-2016 Department of State Critical Language Scholarship Institutes in China, Japan, Korea, and Indonesia, collaboration with Ohio University, co-PI with Galal Walker
2009 Co-PI, Hyogo Prefecture Overseas Research Network for research on Study Abroad Students' Role in Multi-cultural Community Building, collaboration with Himeji Dokkyo University, co-PI with Hiroshi Okuda
2008-2010 STARTALK (National Security Agency) for Chinese Immersion Summer Day Camps for Ohio Students, collaboration with OSU K-12 Chinese Flagship program
2008-2010 STARTALK (National Security Agency) for Chinese Program Enhancement Project, collaboration with OSU K-12 Chinese Flagship program
2006-2009 State of Ohio grant for Alternative Licensure Program in Chinese and Japanese, collaboration with Franklin County Educational Service Center and OSU College of Education and Human Ecology, co-PI with Diane Birckbichler and Charles Hancock
2008 Spencer and Teagle Foundations for Writing in a Second Language: A Critical Skill for the 21st Century, Systematic Improvement in Undergraduate Education at Research Universities
2000-2008 National East Asian Language Resource Center (OSU) SPEAC fellowships and program support
2005-2007 SBC Grant (through OSU Foreign Language Center) continuation grant for development of *Japanese: The Spoken Language Parts 2 and 3 Multimedia Edition*

SELECTED PUBLICATIONS

Books

- 2006 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Written Language Part 1 Volume 1, Katakana*. New Haven: Yale University Press.
- 2006 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Written Language Part 1 Volume 1, Workbook*. New Haven: Yale University Press.
- 2002 Nara, Hiroshi and Mari Noda. *Acts of Reading: Exploring Connections in Pedagogy of Japanese*. Honolulu: University of Hawaii Press.
- 2002 Christensen, Matthew B. and Mari Noda. *A Performance-based Pedagogy for Communicating in Cultures: Training Teachers for East Asian languages*. Columbus, OH: National East Asian Language Resource Center at The Ohio State University.
- 1998 *Faculty Guide to Japanese: The Spoken Language Multimedia Collection*. New Haven: Yale University Press.
1998. *User's Guide to Japanese: The Spoken Language Interactive CD-ROM Program*. New Haven: Yale University Press.
- 1993 J. Marshall Unger, Fred Lorish, Mari Noda and Yasuko Wada. *A Framework for Introductory Japanese Language Curriculum in American High Schools and Colleges*. Washington, DC: National Foreign Language Center.
- 1990 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Spoken Language Part 3*. New Haven: Yale University Press.
- 1990 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Spoken Language Part 3 Supplement*. New Haven: Yale University Press.
- 1989 *Coast to Coast: Japanese Teacher's Manual*. London, New York, Tokyo: Longman.
- 1988 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Spoken Language Part 2 Supplement*. New Haven: Yale University Press.
- 1988 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Spoken Language Part 2*. New Haven: Yale University Press.
- 1987 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Spoken Language Part 1 Supplement*. New Haven: Yale University Press.
- 1987 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Spoken Language Part 1*. New Haven: Yale University Press.

Articles

- 2014 (to appear) "It's delicious!: How Japanese speakers describe food at a social event," in Polly Szatrowski (Ed.) *Experiencing food through verbal and nonverbal behavior across languages*. Amsterdam: John Benjamins, pp. 79–102.
- 2013 "Material development for individualized instruction," in Etsuyo Yuasa (Ed.) *Individualized instruction in East Asian languages, Pathways to advanced skills series, Volume 14*. Columbus, OH: National East Asian Language Resource Center, the Ohio State University, pp. 129–156.
- 2012 "Japanese language and culture in the global communities". In T. Hongo (Ed.) *Proceedings of the International Symposium on Japanese Language and Culture in the Global Communities*, Tokyo University of Agriculture and Technology, International Center, Tokyo, pp. 4–18 & 61–72.

Appendix I
List of CVs

- 2012 Fukai, Miyuki and Mari Noda. Creativity in community involvement projects in study abroad programs. *Japanese Language Education and Creativity: Recent theories and practices. The occasional papers of the Association of Teachers of Japanese*, No. 11, 42–60.
- 2010 Walker, Galal and Mari Noda. Remembering the future: Compiling knowledge of another culture. In Galal Walker (Ed.) *The pedagogy of performing another culture. Pathways to advanced skills* series, Vol. XII. NEALRC, Columbus, OH and Hubei Education Press, Hubei, China, pp. 21–50. (Originally published in 2000, the article appeared in 2010 with a translation in Chinese.)
- 2009 Language Learning Environment for Advanced Learners, in Hasegawa, Atsushi, Shima Chiharu, and Junko Mori (Eds.) *Toward Advanced Japanese Language Proficiency, Proceedings of the 20th Annual Meeting of the Central Association of Teachers of Japanese*, 3–14.
- 2008 Sanae Eda, Masayuki Itomitsu, and Mari Noda. “Japanese Skills Test (SJKIT) as an on-demand placement test: Validation studies and reliability analysis,” *Foreign Language Annals* Vol. 41, no. 2, 218–236.
- 2007 *Performed culture: Cataloguing culture gains during study abroad*, *Japanese Language and Literature* Vol. 41, No. 2 (a special issue on Study Abroad, Marcus, Ginger, ed.), 297–314.
- 2006 Kawamura, Hiroaki and Mari Noda. “Learning What and Where: Context of Cultural Learning during Study Abroad,” in Mayumi Oka (ed.), *Proceedings of the 18th Meeting of the Central Association of Teachers of Japanese*: 191–207.

PRESENTATIONS AND LECTURES

- 2013 “Performed Culture: Considerations for Language Teachers and Learners.” Guizhou Normal University, Guiyang, China, June 28, 2013.
- 2013 “Performed Culture: Going beyond Communication” Washington University in St. Louis, lecture series of the Department of East Asian Languages and Literatures, St. Louis, MO, January 2013.
- 2012 “Language Pedagogy in the US: Focusing on the ‘Performed Culture Approach’ ”. Professional Seminar, Eastern Japan Chinese Language Teachers Association and The University of Japan College of Law International Exchange Center, Tokyo, October 2012.
- 2012 “Development Potential of Japanese Language and Culture in the US”. International Symposium on Japanese Language and Culture in the Global Communities, Tokyo University of Agriculture and Technology, International Center, Tokyo, March 2012.
- 2012 “Beyond Academia” ADFL Pre-conference Workshop for Job Seekers, Modern Language Association, Seattle, WA, January 2012.
- 2011 “Expressing Taste and Distaste: Describing Food at Social Events” International Pragmatics Association, Manchester, UK, July 2011.
- 2011 “Recommendations on Recommendation Letter Preparation” ADFL Pre-conference Workshop for Job Seekers, Modern Language Association, Los Angeles, LA, January, 2011.
- 2010 “New Curricular Directions: Update on East Asian languages” Association of Departments of Foreign Languages Seminar East, Rochester, NY, June 2010.

Appendix I
List of CVs

- 2010 “Performing culture” Cornell University East Asian Language Pedagogy Workshop, June 19, 2010.
- 2010 “The teacher as a producer: Why being a native speaker isn’t enough” Cornell University East Asian Language Pedagogy Workshop, June 19, 2010.
- 2010 “Assessing student performance, K-16, Beginning to Advanced,” University of Pittsburgh Chinese and Japanese Pedagogy Workshop, April 10, 2010.
- 2010 “Remembering Eleanor Harz Jordan: Voices from Japanese Language and Japanese Studies,” Roundtable discussion. Association for Asian Studies, Philadelphia, March 2010.
- 2010 Fukai, Miyuki and Mari Noda. “Community Involvement Project in a study abroad program and creativity.” Association of Teachers of Japanese, Philadelphia, PA
- 2009 “Cultural immersion and isolation: What study abroad curriculum can offer.” Association of Teachers of Japanese, Chicago, IL
- 2008 Kawamura, Hiroaki and Mari Noda. “Coaching of Study Abroad Learners through ‘Stories’.” Association for Asian Studies, Atlanta, GA
- 2006 Kawamura, Hiroaki and Noda, Mari. “Master of Your Domain: Where Do You Learn to Be in Japan?” International Conference of Japanese Language Education, New York, NY
- 2006 Kawamura, Hiroaki and Mari Noda. “Learning What and Where: Context of Cultural Learning during Study Abroad,” Annual Meeting of the Central Association for Teachers of Japanese, Ann Arbor, MI
- 2005 “Constructing Study Abroad Experiences.” University of Pittsburgh Japanese Pedagogy Workshop. Pittsburgh, PA
- 2005 “Study Abroad: Icing on the Cake for Advanced Skills?” Georgetown University Roundtable, Georgetown, VA
- 2005 “Japanese for American Study Abroad Students.” University of Tokushima, Tokushima, Japan
- 2004 “Performance-based Teacher Training in East Asian Languages.” Annual Meeting of Association for Asian Studies, San Diego, CA

Computer-Assisted Learning Materials:

- 2008 Noda, Mari and Masayuki Itomitsu. *Japanese: The Spoken Language Parts 2/3 DVD Program and User’s Guide*. New Haven: Yale University Press.
- 2006 Itomitsu, Masayuki and Mari Noda. 2006. *Japanese: The Written Language Part 1, Volume 1 Katakana* (Yale University Press)
<http://deall.osu.edu/projects/JSL_JWL/JWL/katakana/>.
- 1998 *Japanese: The Spoken Language Interactive CD-ROM Program*. New Haven: Yale University Press.

Curriculum Vitae
HIROSHI OKUDA

EDUCATION

2007 Ph.D. (Chinese) Nankai University, PRC
1986 M.A. (Chinese) Osaka University of Foreign Languages
1980 B.A. (Chinese) Kyoto Sangyo University

EMPLOYMENT

2005-present Adjunct Professor, Guangdong University of Technology
1988 Invited Professor, Ehime University
1987-present Professor of Chinese, Himeji Dokkyo University
1982-1987 Instructor (part-time), Nagoya Women's University
1980-1981 Instructor (part-time), Osaka University of Foreign Languages

MAJOR PUBLICATIONS

1997 Chugokujin no hi-gengo komyunikeesyon "Chinese Non-verbal Communication,"
Tokyo: Toho Shoten.
More than 40 articles on Chinese language, non-verbal communication, and Chinese language pedagogy.

SERVICES

2011-present Director of International Exchange Center, Himeji Dokkyo University
2010-2012 Director of Libraries, Himeji Dokkyo University
2009-2010 Director of Admissions and Career Services, Himeji Dokkyo University
1999-2008 Member, Board of Directors, Japan Organization of the International Chinese Language Teaching Association
1997-2000 Chair, Western Japan Chinese Association HSK Committee
1987-1995 Professor of Chinese, Himeji City Life-long Learning Program

MEMBERSHIP

- Member, Chinese Language Association of Japan
- Member, China Association of Japan
- International Chinese Language Teaching Association

Curriculum Vitae
CHAN E. PARK

EDUCATION

- 1995 Ph.D., University of Hawaii, East Asian Languages and Literatures
Korean Language and Literature
1978 M.A., University of Hawaii, Drama and Theatre
1973 B.A., *cum laude*, Sogang Jesuit University, English Literature

ACADEMIC EMPLOYMENTS

- 2005-present Director, The Ohio State University-Korean Studies Initiative
1999-2000 Postdoctoral Fellow, Center for Korean Studies, University of California Berkeley
1999-2000 Visiting Professor, Department of East Asian Languages and Cultures, University of California Berkeley
1995-present Associate Professor of Korean Language and Literature, Department of East Asian Languages and Literatures, The Ohio State University
1993-1995 Lecturer, Korean Language, University of Hawai'i at Manoa
1993 Instructor, English as a Second Language Program, Mid-Pacific Institute
1993 Instructor, International Baccalaureate Program, Korean Language and Literature, Mid-Pacific Institute
Nine additional academic appointments

PRESENTATIONS

- 2009 Workshop on Teaching Korean Language and Culture in America, Busan
University of Foreign Studies Graduate Program in Korean Studies
2006 "Research in Asian American Studies & Within Asian American Communities," in
APAC (Asian Pacific American Caucus of Graduate and Professional Students)
"Coloring the Academy," annual panel discussion
2000 "Task-Based Teaching of Culture," Plenary talk at the 5th Annual American
Association of Teachers of Korean, UCLA
1999 "Korean Language and Culture Studies in the U.S. Today," in "Workshop on
Performative Perspectives for East Asian Language Pedagogy," The Ohio State
University
1997 "The Function and the Goal of Teaching Korean Language and Culture in
America," The All Ohio Korean-American Community School Teachers Seminar;
"Korean Traditional Culture in the Classrooms," Proceedings of the 3rd Advisory
Members' Colloquium for Committee for SAT II Korean, Columbus, OH
1997 "Issues and Approaches in Teaching the Korean Performance Tradition in the
Context of East Asian Studies," Proceedings of the 2nd AATK Conference.
Three hundred additional presentations and publications

MATERIAL DEVELOPMENT

- Forthcoming *Thorns, Flowers, Songs: Ku Sang Modern Korean Poetry Series, Bi-lingual
performance and discourse on modern Korean poetry*, The Ohio State University
National East Asian Language Resource Center.
2006 *Haeoe han 'gukhak taehak munhak kyojae kaebal yôn 'gu* (A Study of Korean
literature material development in universities offering Korean studies program

Appendix I
List of CVs

- abroad). Korea Literature Translation Institute. Seoul: Hanhak munhwa.
2005 *Unit III* of Korean Individualized Instruction material, the OSU National East Asian Language Center, primary researcher and editor, Fall 2003-Winter 2005
2004 *Readings in Modern Korean Literature*, KLEAR Textbooks in Korean Language (co-contributor), University of Hawaii Press

GRANTS AND AWARDS

- 2009 Ku Sang Poetry Translation and Publication project jointly granted from OSU-NEARC, Ku Sang Memorial Association with Yongdeungpo District Mayor's Office
2009 Korean Literature Translation Institute Korean Literature Essay Contest Grant
2008; 2009 National Center for Korean Traditional Performing Arts Korean Music Workshop Grant
2008-2009 Grants for Research and Creative Activity in the Arts and Humanities
2006 Republic of Korea Civil Merit Medal of Honor (Kuk-min-po-jang)
2000 Outstanding Artist Award, Korean American Women Artists & Writers Association
Eight additional grants and awards

SERVICES AND AFFILIATIONS

- 2009 Founder, the OSU-Sogang University Exchange Program, 2009
2008 Renewal, the OSU-Soonchunhyang University Exchange Program
2008 DEALL Chair Review Committee member
2007-present Vice President (& Acting President), International Society for Korean Studies-North America
2006-present Director, Korean Studies Initiative, East Asian Studies Center, The Ohio State University
2006-2008 Chair, Committee on Korean Studies under North East Asia Council, Association for Asian Studie
2006-2007 Executive officer and Coordinator, Association for Asian Studies Center for Korean Studies Distinguished Lecture Series
2006-2007 Committee member, International Society for Korean Studies-North America
2005-present Committee member for East Asian Interdisciplinary Master's Degree Program
2005-2008 Committee member, the OSU Interdisciplinary East Asian Master's Degree Program
2005-2006 Acting Director, Korean Studies Initiative, East Asian Studies Center, The Ohio State University
2005 Committee member, OSU East Asian Studies Center Title IV Grant Proposal
2000-present Academic Advisor to OSU Korean Student Association
1999 Chair, Association for American Teachers of Korean (AATK) Teacher Training Workshop and Main Conference, The Ohio State University
Eighty-five additional services and affiliations

Curriculum Vitae
DANIELLE OOYOUNG PYUN

EDUCATION

- 2003 Ph.D., Foreign and Second Language Education, The Ohio State University
1997 M.A., Korean Studies, Ewha University, Seoul, Korea
1995 B.A., English Linguistics and Pedagogy, Ewha University, Seoul, Korea

ACADEMIC EMPLOYMENTS

- 2012-present Associate Professor, Department of East Asian Languages and Literatures
The Ohio State University
2006-2012 Assistant Professor, Department of East Asian Languages and Literatures, The
Ohio State University
2004-2006 Lecturer, Department of East Asian Languages and Literatures, The Ohio State
University
2001-2004 Lecturer, Department of East Asian Languages and Civilizations, The University of
Chicago
1998-1999 Principal Instructor, East Asian Summer Language Institute, Indiana University

SELECTED PUBLICATIONS

Books

- 2012 Andrew S. Byon and Danielle O. Pyun. (Eds.). *Teaching and Learning Korean as a
Foreign Language: A Collection of Empirical Studies*. Columbus, OH: National
East Asian Languages Resource Center, The Ohio State University.
2009 Co-author with Inseok Kim. *Colloquial Korean: The Complete Course for
Beginners*. Routledge: London and New York.
2007 Galal Walker, Chan Park and Danielle O. Pyun (Eds.) (2007). *Pathway to Korean:
Beginning Spoken Korean from Zero*.

Refereed Journal Articles

- 2013 D. O. Pyun, M. K. Chung, and H. J. Choi. KFL learners' acquisition of Korean
locative particles: A corpus-based contrastive interlanguage analysis. *Language
Information*, 17, 23-46.
2013 Attitudes toward task-based language learning: A study of college Korean learners.
Foreign Language Annals, 46(1), 108-121.
2013 Y-S Kang and Danielle O. Pyun*. Mediation strategies in L2 writing processes: A
case study of two Korean language learners. *Language, Culture and Curriculum*,
26(1), 52-67. (*equal authorship)
2012 Wynne Wong and Danielle O. Pyun. The effects of sentence writing on second
language French and Korean lexical retention. *The Canadian Modern Language
Review*, 68(2), 164-189.
2011 Danielle O. Pyun and Angela Lee-Smith. Reducing Korean heritage-learners'
orthographic errors: The contribution of on-line and in-class dictation and
form-focused instruction. *Language, Culture and Curriculum*, 24(2), 141-158.
2011 S. Y. Song and Danielle. O. Pyun. Teaching and learning pragmatics in L2 Korean:
Past, present, and future directions. *Journal of the National Council of Less
Commonly Taught Languages*, 10, 141-167.

Appendix I List of CVs

- 2011 Angela Lee-Smith and Danielle O. Pyun. An analysis of the Test of Proficiency in Korean (TOPIK) focusing on beginning-level vocabulary and grammar items. *Journal of Korean Language Education*, 22(4), 1-26.
- 2009 A Corpus-based Analysis of Korean ‘Yes’ Words *yey*, *ney*, and *ung*: A Pedagogical Perspective. *The Korean Language in America*, 14, 25-46.
- 2007 Pedagogical Application of Corpora: A Speech Act Analysis of Responses to Thanks in Korean. *Journal of Korean Language Education*, 18(2), 135-154.

Refereed Book Chapters

- 2013 Individualized Korean language instruction for a mixed class of heritage and nonheritage learners. In E. Yuasa (Ed.), *Individualized Instruction in East Asian languages*. Columbus, OH: Foreign Language Publications, The Ohio State University, 61-94.
- 2012 An investigation into students’ perceptions of small group work: A case of the L2 Korean classroom. In A. Byon and D. Pyun (Eds.), *Teaching and Learning Korean as a Foreign Language: A Collection of Empirical Studies*. Columbus, OH: Foreign Language Publications, The Ohio State University.
- 2012 Danielle O. Pyun and Jaewoo Shim. Learner attitudes towards performance based assessments in the L2 Korean classroom. In A. Byon and D. Pyun (Eds.), *Teaching and Learning Korean as a Foreign Language: A Collection of Empirical Studies*. Columbus, OH: Foreign Language Publications, The Ohio State University.

PRESENTATIONS

- 2008 “Curricular models for heritage Korean learners in U.S. Colleges,” the 18th International Conference on Korean Language Education, Seoul, Korea
- 2007 “Persuasion Strategies in Newspaper Editorials: Contrastive rhetoric between Korean and English,” the 3rd Biennial Conference on Intercultural Rhetoric and Discourse
- 2007 “Out-of-school Literacy Practices in L2 Learning: A case study of highly successful Korean language learners” (co-presented with Eunjo Lee), the 12th American Association of Teachers of Korean Annual Conference

Five additional presentations at workshops and conferences

PROFESSIONAL ACTIVITIES

Professional societies

- Public Relations Officer (2013-present), ACTFL Korean SIG (Special Interest Group)
- Board of Directors (2008-2011), AATK (American Association for Teachers of Korean)
- Member, ACTFL (American Council on Teaching Foreign Languages)
- Member, IAKLE (International Association for Korean Language Education)
- Member, AATK (American Association for Teachers of Korean)

Manuscript/proposal reviewer

- Manuscript reviewer for the Journal, Bilingual Research Journal
- Manuscript reviewer for the Journal, Foreign Language Annals
- Manuscript reviewer for the Journal, Language, Culture and Curriculum
- Manuscript reviewer for the Journal, Korean Language in America

Curriculum Vitae
DAVID TAI

EDUCATION

MS in Computer Science, the State University of New York

PROFESSION

An accomplished retired software engineer and project manager in the areas of aerospace, data communications and information technology

SERVICES

- 2013-present President of National Council of Associations of Chinese Language Schools (NCACLS)
- 2010-2013 Vice President, Board Member and Long Term Planning Committee member, NCACLS
NCACLS is a national liaison organization for Chinese schools established in 1994 with 14 member associations across the U.S. continent and Hawaii, serving 800 member schools with a total student enrollment exceeding 120,000.
- 2010-2011 President of Southern California Council of Chinese Schools (SCCCS). Serve SCCCS in teacher training conference and student academic events for years.
- 2010-present Camp Director for SCCCS Chinese Culture Youth Summer Camp numerous times
2010 Chief Investigator and provided on-site oversight of both teacher and student programs' activities for the 2010 SCCCS STARTALK Program.
- 2010 Leading person in negotiating facility contracts, planning curriculum together with Instructional Leads, arranging site visits, providing technology guidance, writing final reports, and organizing SCCCS Expo & Presentation at NFLC STARTALK Fall Conference.
- 1997-2013 School Principal, Assistant Principal, Board Chair, Board Member, and President of Parents Association for the South Bay Chinese Culture Association which operates a heritage South Bay Chinese School of Language and Culture in Rancho Palos Verdes, California.
- 1998-present Executive Director for the Southern California Council of Chinese Schools (SCCCS)

Mr. Tai also ensured that teachers implement their teaching based on their lesson plans. He provided feedback to teachers on the effectiveness of their teaching.

In addition, he supervised the safety of students on-site at all time. Finally, he communicated with parents and was their point of contact while their children are at the camp. With his strong administrative background and past experience, Mr. Tai will ensure the ultimate success of our program.

Curriculum Vitae

DALI TAN

EDUCATION

- 1997 Ph. D., Comparative Literature, University of Maryland, College Park
1985 M.A., English and American Literature, Liaoning University, China
1982 B.A., English, Heilongjiang University, China

ACADEMIC EMPLOYMENT

- 2001-2009 Director of the six-week Landon-in-China summer cultural exploration and language immersion program
1999-present Teacher of Chinese, Landon School, Bethesda, Maryland
1999, 2003 Chinese Language and Culture Instructor, Foreign Service Institute
1996-1999 Lecturer, Department of Asian Languages, UMCP
1995-1996 Lecturer, Comparative Literature Program, UMCP
1993-1998 Teacher of Chinese, St. Catherine's School, Richmond, Virginia

PRESENTATIONS

- 2009 Pre-Convention Workshop Co-Presenter: "Developing a Standards-Based Chinese Program: Meeting the Needs of All Students"
2009 "Teaching Chinese to American Students Using Strategies That Work" American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA
2009 "We Are All in This Together—Towards a Standards-based and Articulated K-16 Chinese Curriculum" presentation at a panel entitled "Maximizing Chinese Language Capacity: The Challenges for K16 Articulation," Annual Northeast Conference on the Teaching of Foreign Languages, New York City
2009 Co-instructed with Helena Curtain at a seven day training workshop for Chinese heritage school teachers, Rockville, Maryland
2009 "Summer Study in China Programs: Two Different Road Maps for Success" National Chinese Language Conference, Chicago, IL
2008-2009 Workshop presenter: AP Chinese One-day workshops, Atlanta, Georgia
2008 Lead Consultant: Rice University AP Chinese Summer Institute, Houston, TX
2008 Invited Speaker, National Chinese Language Conference, Washington, D.C
2008 "Teaching Chinese Proverbs-- Integrating the Study of Culture with Language Instruction," ACTFL, Orlando, Florida
2007 "Beyond Cultural Products and Practice – Teaching cultural perspectives using excerpted authentic materials" presented at Annual Convention of the ACTFL, San Antonio
2006 Pre-Convention workshop presenter: AP Chinese One-day workshop, ACTFL, Nashville, TN
2005 Pre-Convention workshop Co-presenter: "Learning Chinese Language and Cultural Perspectives through Home Stay Immersion Language Programs," in conference "All Aboard! Classes without Borders, Embark on a New Journey!" ACTFL, Baltimore, Maryland
1996 Keynote speaker, "Women Are like Teabags ..." Virginia American Association of University Women's 71st Annual Convention, Richmond, Virginia
1995 Speaker, "Women in Today's China," Virginia Commonwealth University

Appendix I
List of CVs

Summer Seminar Series, Richmond, Virginia

Twenty-three additional presentations at conferences and workshops

MATERIAL DEVELOPMENT

2008 “Study Abroad in China: Transformation of Students’ Perspectives on the World and Themselves,” *Study Abroad in the Chinese Context*, Peking University Press, 267-281.

2007 “AP Chinese Special Focus in Chinese: Reading Lu Xun’s Short Story through a Variety of Scaffolding Activities.”

Twenty-three additional published works

GRANTS AND AWARDS

2003 The Presidential Scholars Program Teacher Recognition Award by the U.S. Department of Education

1995 Eleanor Roosevelt Fund for Women and Girls of the American Association of University Women Educational Foundation

Six additional grants and awards

SERVICES AND AFFILIATIONS

2009-present President of Chinese Language Teachers Association-National Capital Region CLTA-NCR

2009-present ETS Chinese Praxis II Development Committee Member

2008-2009 Chinese Language Association of Secondary-Elementary Schools (CLASS) Immediate Past President, Dec.

2007-2008 President CLASS

2007-2009 STARTALK Taskforce for Curriculum Development, National Foreign Language Center at the University of Maryland

Member, American Council on the Teaching of Foreign Languages

Member, Northeast Conference on the Teaching of Foreign Languages

Member, Greater Washington Association of Teachers of Foreign Languages

Eighteen additional affiliations

Curriculum Vitae
AI TERADA

EDUCATION

- 2004 M.A. East Asian Languages and Literatures, The Ohio State University, OH
Area of Focus: Japanese Language Pedagogy
- 2002 B.A. Foreign languages, Kansai Gaidai University, Hirakata, Japan
Area of Focus: English and American Language

APPOINTMENTS

- 2004-present Lecturer, Department of East Asian Languages and Literatures, The Ohio State University, OH
- 2013-2014 Academic Director, The U.S. Department of State Critical Language Scholarship Program Japan Institute at Himeji Dokkyo University, Himeji, Japan

PUBLICATIONS AND PRESENTATIONS

- 2014 Creativity: Study Abroad Program and Newsletter Production. Kyoushoku katei kenkyuu Vol. 24 231-244, Himeji Dokkyo University.

COURSES TAUGHT

- 2004-2014 Level 1 Japanese: Regular Classroom Track, Individualized Instruction Track, Intensive Classroom Track
Level 2 Japanese: Regular Classroom Track, Individualized Instruction Track, Intensive Classroom Track
Level 3 Japanese: Regular Classroom Track, Intensive Classroom Track
Level 4 Japanese: Regular Classroom Track, Intensive Classroom Track
Level 5 Japanese: Regular Classroom Track, Individualized Instruction Track
- 2013 Japanese Language and Culture
- 2012 Teacher Training Japanese: Practicum in East Asian Languages

PREFESSIONAL SERVICES

- 2005-2014 Student Organization Advisor, Graduate Students of East Asian Languages & Literatures, The Ohio State University

Curriculum Vitae
RICHARD TORRANCE

EDUCATION

- 1989 Ph.D., Yale University, East Asian Languages and Literatures
1985 M.Phil., Yale University, East Asian Languages and Literatures
1984 M.A., Yale University, East Asian Languages and Literatures
1980 B.A., University of Washington, Asian Languages and Literature, *Cum laude*

ACADEMIC EMPLOYMENTS

- 2012-present Professor, Department of East Asian Languages and Literatures, The Ohio State University
2010-2011 Associate Chair, Department of East Asian Languages and Literatures, The Ohio State University
2008-2009 Acting Chair, Department of East Asian Languages and Literatures, The Ohio State University
2005-2008, 2009-present Director, Institute for Japanese Studies, The Ohio State University
2005-2008, 2009-present Associate Director, East Asian Studies Center, The Ohio State University
1996-2012 Associate Professor, Department of East Asian Languages and Literatures, The Ohio State University
1989-1996 Assistant Professor, Department of East Asian Languages and Literatures, The Ohio State University

PRESENTATIONS

- 2010 Conducted seminar on Tokuda Shūsei and early twentieth century Japanese narrative, University of California, Berkeley, invited
2010 Organized panel “New Approaches to Japanese Modernism: In Memory of William Tyler.” Presented paper: “Takeda Rintarō and Japanese Modernism.” Chaired sessions “The Paradoxes of Education in Japan” and “Embodied Japan: Language and Ritual Performance in the Modern Period.” 59th Annual Meeting of the Midwest Conference on Asian Affairs, Columbus, OH, peer reviewed
2010 “Take Your Pick, Samurai for the Present,” University of Kentucky, Lexington, invited
2010 “Live Action Adaptations of Manga and Anime,” AnimePunch, Columbus Anime Convention, Columbus, OH, invited
2010 Discussant for panel, “Putting the Provinces at the Center: Representing the Countryside in Modern Japan,” Association for Asian Studies Annual Meeting, Philadelphia, peer reviewed
2008 “Japanese Romanticism in the 1930s,” presented in the panel “Japanese Romanticism,” The 2008 International Conference on Romanticism, Oakland University Rochester, MI, peer reviewed
Thirty-five additional presentations at workshops and conferences

PUBLICATIONS

Books

Appendix I
List of CVs

- 2001 Tokuda Shūsei, *Rough Living*, trans. and intro., (Honolulu: University of Hawai'i Press,)
1994 *The Fiction of Tokuda Shūsei and the Emergence of Japan's New Middle Class* (Seattle: University of Washington Press). Selected as an Outstanding Academic Book of 1995 by Choice

Translations

- 2008 Trans., Takeda Rintarō, "Japan's Three Penny Opera," in William Tyler, ed., *Modanizumu: Modernist Fiction from Japan, 1913-1938* (Honolulu: University of Hawai'i Press, 2008), pp. 463-481.
2008 Trans., Takeda Rintarō, "Kamagasaki," in William Tyler, ed., *Modanizumu: Modernist Fiction from Japan*, 1913-1938 (Honolulu: University of Hawai'i Press), pp. 483-500.
2005 Trans., Masamune Hakuchō, "Clay doll," in J. Thomas Rimer and Van C. Gessel, eds., *The Columbia Anthology of Modern Japanese Literature: From Restoration to Occupation, 1868-1945* (New York: Columbia University Press), pp. 168-206.
2005 Trans., Tokuda Shūsei, "The Town Dance Hall," in J. Thomas Rimer and Van C. Gessel, eds., *The Columbia Anthology of Modern Japanese Literature: From Restoration to Occupation, 1868-1945* (New York: Columbia University Press), pp. 265-274.

Journal articles

- 2012 "Literary Accounts of the Decline of Senba," *Monumenta Nipponica*, 67:1:87-131.
2005 "The nature of violence in Fukasaku Kinji's *Jingi naki tatakai*" (War without a code of honor), *Japan Forum*, 17 (3): 389-406.
2005 "Literacy and Literature in Osaka, 1890-1940," *The Journal of Japanese Studies*, 31:1, pp. 27-60.

Published seven additional journal articles

Chapters in books

- 2012 "Japanese Literature," in Timothy Gall and Susan Gall, eds., *The Lincoln Library of Essential Information: 44th edition* (Cleveland: Lincoln Library Press), pp. 402-404.
2010 "Japanese Romanticism in the 1930s," in Christopher Clason and Robert Anderson, eds. *Literary and Poetic Representations of Work and Labor in Europe and Asia During the Romantic Era: Charting a Motif Across Boundaries of Culture, Place, and Time* (Lewiston, N.Y.: Edwin Mellen Press), pp. 249-258.
2009 "The People's Library: 'The Spirit of Prose Literature' vs. Fascism," in *The Culture of Japanese Fascism*, ed. Alan Tansman (Durham, NC: Duke University Press), pp. 56-79.

Published eight additional chapters in books, and three additional abstracts

Book reviews

- 2010 David Stahl, and Mark Williams, eds., *Imag(in)ing the War in Japan: Representing and Responding to Trauma in Postwar Literature and Film*, in *Monumenta Nipponica*, 65: 2, pp. 435-439.

Published twelve additional book reviews

GRANTS AND AWARDS

- 2014-2015 Nichibunken Fellow, Kyoto, Japan
- 2012 Association for Asian Studies: Northeast Asia Council (NEAC) Grant
\$3,000 received in funding for the 2012 AJLS conference on rhetoric and region:
The Local Determinants of Literary Expression.
Japan Foundation Grant
\$2,000 received in funding for the 2012 AJLS Conference on Rhetoric and Region:
The Local Determinants of Literary Expression.
Office of International Affairs (OIA) Grant
\$4,000 received in funding for the 2012 AJLS Conference on rhetoric and region:
The Local Determinants of Literary Expression.
Japan Foundation Center for Global Partnership
\$5,000 received for the Cherry Tree initiative project.
Japan Foundation Center for Global Partnership, received, \$120,000 over three
year.
- 2000 Publication Subvention, College of Humanities Research Committee, Ohio
State University
- 1999 Japan Foundation Research Fellowship at Osaka University
- 1993-1994 Fulbright Senior Scholar Award
- 1993 Publication Subvention, College of Humanities Research Committee, The Ohio
State University
- 1993 Principal Investigator "Japanese Language Study Abroad" The Japan Foundation
- 1987-1989 East Asia Prize Fellowship, Yale University
- 1986-1987 Japan Foundation Fellowship
- 1985-1986 Fulbright-Hays Training Fellowship
- 1982-1985 Sumitomo and NDFL (Title VI) Fellowships, Yale University
- 1980-1982 NDFL (Title VI) Fellowship, University of Washington
- 1980 Japan-America Award, Japan-America Friendship Society (Seattle)

SERVICES AND AFFILIATIONS

- 2012-2013 Chair, Modern Japanese Literature Search Committee
- 2012 Annual Meeting of the Association for Japanese Literary Studies Program Chair
- 2008 DEALL Chair Review Committee
- 2008 Phyllis Krumm Memorial International Scholarship Selection Committee
- Affiliated with and served in fifty-two additional organizations and committees

Curriculum Vitae
ABHIJIT VARDE

EDUCATION

- 2005 Ph.D. in Art Education, The Ohio State University, Columbus OH
1997 M.A. in Industrial Design, The Ohio State University, Columbus OH
1993 Bachelor of Fine Arts: with honors and distinction in documentary and commercial photography. The Academy of Art College, San Francisco CA
1984 B.Sc./Certificate in Nautical Sciences. LBS Nautical College Bombay, India

RELEVANT WORK EXPERIENCE

- Assistant Director for Technology, Center for Languages, Literatures, and Cultures (CLLC), OSU Columbus OH
- Collaborating with faculty toward developing Chinese and Japanese language and culture learning software to be delivered on DVD-ROM.
- Project lead for “Major Media”, in which curriculum research, and development is undertaken and a language and culture specific course in the new media is co-taught to graduate students in the humanities and a select group of high school teachers from Central Ohio.
- Instructional Designer and project lead for an on-line language placement test in French, German and Spanish entitled CAAP (The Collaborative Articulation and Assessment Project). Instructional Designer and project lead for a fully web delivered undergraduate introductory course on East Asia under development entitled “East Asian Humanities”.
- Instructional Designer and project lead for fully web delivered video performance based undergraduate/graduate intermediate to advanced level course in spoken Chinese under development entitled “Making Your Case Like a Native Chinese”.
- Exhibition design, planning and curating for the Academy of Art San Francisco, Creativity Explored San Francisco and College of Humanities, OSU, Columbus OH.
- Graphic Design and Documentary Photography for Zia Cosmetics San Francisco CA

PUBLICATIONS

Books:

- 1996 Contributed to In Black and White: What has independence meant for women in India?, Published by Point of View : Bombay , India.
1996 “Daughters of Maharashtra: Women who are building maharashtra”, Published by Kalnirnay Publications: Bombay India.

Periodicals:

- 1997 Journal of Multi-cultural and Cross Cultural Studies in Art Education; Times of India; India Today; Ekta; Maharashtra Times; Dharmayug
1996 Graphis Photographer’s Forum
1995 Photo Design Annual
1995 Photo District News
1994 Graphis Photo Design Annual
1993 Communication Arts Photo Design Annual

Digital publications:

- Making Your Case Like a Native Chinese prototype: DVD based video performance software for undergraduate/graduate intermediate to advanced level course in spoken Chinese
- Chinese Communicating in the Culture: DVD based software for learning Chinese language and culture; Disc 1 of 3.
- Japanese Spoken Language Prototype: DVD based software for learning Japanese language and culture
- CAAP language placement test in French, German and Spanish: Online placement testing tool developed to assist high school students transitioning from high school to higher education.
- Prototype of Ideas of India web-site: Web-based course on the history, culture and civilization of India
- Center for Folklore Studies Web-site: Informational web site highlighting the center's faculty, students, courses and other opportunities.
- Foreign Language Center Web-site: Informational web site highlighting the center's faculty, students, courses, other opportunities, and the on-line showcase of the Foreign Language Center projects.
- Department of French and Italian Web-site: Informational web site highlighting the departments faculty students, courses and other opportunities.
- MultiCAT: Computer-delivered networkable multimedia computer-adaptive proficiency test in French, German, and Spanish;
- Rover and Co-Pilot: Prototype of a portable computer and an integrated software operating system developed. Paper and a 10 minute video presented in at The Ohio State University, Department of Design as part of a design project sponsored by Apple Computer.

PROFESSIONAL SKILL SET

Design:

- Information visualization, design and data modelling;
- Graphic User Interface research, design and production for applications development on web browsers, stand-alone software, and applications developed with multimedia development tools such as Macromedia Authorware and Director;
- Graphic design including identity, logo development, and branding; page layout for books, brochures, data forms, annual reports, letter heads, name cards, greetings cards and a variety of promotional product such as magnets, tote bags, and mugs.
- Instructional design and curriculum planning in the arts, cultural studies and humanities across all forms of media delivery including, video, audio, animation, and interactive multimedia.

Curriculum Vitae
JIANFEN WANG

EDUCATION

- 2011-present Ph.D. student, Chinese pedagogy, The Ohio State University
2011 MA, TESOL, The Ohio State University
2003 BA, English language and literature, Beijing Language and Culture University

APPOINTMENTS

- 2014 Resident Director, Critical Language Scholarship (CLS) Hangzhou Institute
2013 Graduate Research Assistant, Department of East Asian Languages and Literatures, The Ohio State University, OH
2013 Resident Director, Critical Language Scholarship (CLS) Chengdu Institute
2012 Graduate Research Assistant, Department of East Asian Languages and Literatures, The Ohio State University, OH
2012 Chinese instructor, The Ohio State University Chinese Flagship Qingdao Summer
2011 Graduate Research Assistant, Department of East Asian Languages and Literatures, The Ohio State University, OH
2011 Chinese lecturer, The Ohio State University SPEAC Qingdao Summer

PROJECTS

- 2013 Perform Hangzhou (A community-based spoken curriculum for study-abroad program);
Selected Readings from the Internet (A reading/ composition curriculum based on news reports and commentaries for intermediate-high Chinese language learners);
Teacher's Guide for the Classroom in Study-abroad Language Programs.
2012 Kanshangqu Henmei Learner's Guide (A reading/composition curriculum based on a Chinese graphic novel);
Perform Chengdu (A community-based spoken curriculum for study-abroad program).

PUBLICATIONS AND PRESENTATIONS

- 2013 "Helping Intermediate Learners Learn with a Chinese Graphic Novel", presentation at ACTFL Annual Convention. Orlando, FL.
2013 "Using Rhymes to Create a Supportive Environment for Performing Chinese Culture", presentation at the 11TH International Conference on Chinese Language Pedagogy. Chengdu, China.
2012 "Chinese Modal Auxiliaries néng and huì: In Search of a Solution for Learners' Confusion", presentation at the 24th North American Conference on Chinese Linguistics (NACCL). San Francisco, CA.
2012 "Advanced Skills and the Delivery of East Asian Language Study Abroad Programs", presentation at the 15th annual conference of National Council of Less Commonly Taught Languages (NCOLCTL). Madison, WI.

PROFESSIONAL SERVICES

- 2014 Teacher leader, Critical Language Scholarship (CLS) Hangzhou Institute
2013 Teacher leader, Critical Language Scholarship (CLS) Chengdu Institute

Appendix I
List of CVs

- 2012 Chinese language instructor, Gahanna-Jefferson Publish Schools
2010 Chinese language instructor, The College of Wooster
2007-2010 Research fellow, Beijing Institute of Education (Dongcheng District)
2003-2010 English instructor & Student Counselor, Beijing No. 1 Middle School

GRANTS AND AWARDS

- 2012 NCOTCL grant for accommodation to qualifying graduate students at 2012 conference
2010 National East Asian Language Resource Center Scholarship for SPEAC
2010 The Ohio State University Special Scholarship for Satisfactory Academic Progress (SAP)
2008 Key member of the teaching stuff of Beijing No.1 Middle School
2007 2nd prize in the Lesson Plan Contest organized by Beijing Institute of Educational Research
2007 2nd prize in the Courseware Contest organized by Beijing Institute of Educational Research

Curriculum Vitae
SHENGMING YANG

EDUCATION

- 2004-2010 Doctoral Studies, British & American Literature Northeast Normal University, Changchun, China
- 1994-1997 Graduate Studies, Economics and Management Party School of Central Committee of CPC, Beijing, China
- 1973-1976 Undergraduate Studies, English Language & Literature Guizhou University, Guiyang, China

EXPERIENCE

- 2010-2012 Visiting Professor, Ohio State University, USA
- 2008-2013 Deputy Director, International Affairs Committee, Guizhou Province, Committee of the Chinese People's Political Consultative Conference
- 2007-2009 Director and Chief Representative, China National Tourism Office, New Delhi, India
- 2006-present Tourism Expert, United Nations World Tourism Organization Panel of Tourism Experts
- 2003-present President, Guizhou Tourism Association
- 1990-2008 Director, General Guizhou Province Tourism Administration
- 1989-1990 Director of Operations American China Tours, Inc., Atlanta, GA, USA
- 1987-1990 Deputy Director, Guizhou Province Tourism Administration
- 1984-1988 General Manager, China International Travel Service, Guizhou Branch & China Travel Service, Guizhou Province

PUBLICATION

- 2010 *Research of Sustainable Tourism Resources of Guizhou Ethnic Groups and Folklore Culture, Exploration and Testimony*, Part One, Guizhou Science and Technology Publishing House
- 2010 *Looking for Asamu on the Silk Road*, Shan Hua
- 2010 *China's Best Kept Secret*, India-China Chronicle
- 2010 *Research into the Sustainable Use of Guizhou Cultural Tourism Resources*, Parisheelan, a Research Journal
- 2009 *Enrich the Village Folks, Bring Joy to the World - Exploring Village Tourism in Guizhou*, Guizhou Literature and History Data, Special Edition - Recollection of 30 Years of Reform in Guizhou, Part Two, Guizhou People's Publishing House
- 2009 *Linking the Sea and Mountain - Direct Air Route Opened Up Between Guizhou and Hong Kong*, Guizhou Literature and History Data, Special Edition - Recollection of 30 Years of Reform in Guizhou, Part One, Guizhou People's Publishing House
- 2008 *The Encyclopedia of Guizhou Tourism*, Encyclopedia of China Publishing House
- 2008 *Witnessing Thirty Years in Guizhou Tourism*, Contemporary Guizhou
- 2008 *Shortcut going Global for Tourism in Southeast Guizhou*, Contemporary Guizhou
- 2007 *First Steps - Pursuing and Practicing in Guizhou Tourism*, Guizhou People's Publishing House
- 2006 *Selected Poems of Guizhou Tourism*, Guizhou People's Publishing House
- 2006 *Village Tourism - Promoting Human Development*, Guizhou People's Publishing

Appendix I
List of CVs

- 2005 House
Village Tourism - Anti-poverty Strategies in Practice, Guizhou People's Publishing House
- 2002 Final Report of the Tourism Development Master Plan to the People's Government of Guizhou Province.

PROJECT

- 2007 Deputy Leader and Project Office Director, Received loan from World Bank for Guizhou Cultural and Natural Heritage Protection and Development Project, \$60,000,000.
- 2003 Project Director. Received gift grant of 500,000 (in New Zealand dollar) from New Zealand government to be used on planning of Bala River exemplary tourist district in the Miao minority group region in Guizhou.
- 2002 Project Director and Group Leader of Experts Team. Received loan from World Bank for Guizhou Province to propel local cultural heritage protection and improve its tourist infrastructure, \$360,000.

AWARD

- 2006 China Tourism Honorary Award, special award from vice-premier of The State Council
- 1982 National Advanced Worker in Tourism, special award from vice-premier of The State Council

Curriculum Vitae
ETSUYO YUASA

EDUCATION

- 1998 Ph.D. in Linguistic. The University of Chicago, Chicago, Illinois
1998 B.A. in British and American Literatures. Showa Women's University, Tokyo, Japan

ACADEMIC EMPLOYMENT

- 2005-present Associate Professor in Japanese. Department of East Asian Languages and Literatures. The Ohio State University
1998-2005 Assistant Professor in Japanese. OSU
1998-present Director of the Japanese Individualized Instruction Program. OSU

RESEARCH

Publications - books

- 2013 *Individualized Instruction for East Asian Languages*. (edited volume) Columbus, OH: Foreign language Publication.
2011 *Pragmatics and Autoleixcal Grammar: In Honors of Jerry Sadock*. Edited with Tista Bagchi and Katherine P. Beals. Amsterdam: John Benjamins. *Modularity in Language: Constructional and Categorical Mismatch in Syntax and Semantics*. Berlin: Mouton de Gruyter.

Publications - selected journal articles, chapters, and reviews

- 2013 "Meeting Diverse Needs: Individualized Instruction for Introductory and Advanced Japanese." In *Individualized Instruction for East Asian Languages*, Etsuyo Yuasa (ed.), Columbus, OH: Foreign language Publication.
2013 "Introduction." In *Individualized Instruction for East Asian Languages*., Etsuyo Yuasa (ed.), Columbus, OH: Foreign language Publication.
2011 "Introduction." In *Pragmatics and Autoleixcal Grammar: In Honors of Jerry Sadock*, Etsuyo Yuasa, Tista Bagchi and Katherine P. Beals (eds.), Amsterdam: John Benjamins.
2009 "Conflicting parts of speech categorization and the autonomy of syntax and semantics." The Sixteenth Princeton Japanese Pedagogy Forum Proceedings, 63-74.
2008 Review of Kazuhiro Teruya, *A Systemic Functional Grammar of Japanese*. *Japanese Language and Literature* 42 (2), 516-523.
2008 "From the core to the periphery: the tense system in Japanese." *Japanese Language and Literature* 42 (2), 495-510.
2008 "An Autolexical account of variation in grammatical relations." *The Proceedings of the 41st Annual Meeting of Chicago Linguistics*, 285-299.
2008 "A Multi-modular approach to gradual change in grammaticalization" with Elaine Francis. *Journal of Linguistics* 44:45-86.
2005 "Japanese Individualized Instruction Program: Goals and Practice." *Sekai-no Nihongo-Kyooiku* (Japanese-Language Education Around the Globe, Japan Foundation) 15: 193-206.
2005 "Pseudo-independent clause: constructional mismatch in syntax and semantics."

Appendix I
List of CVs

- 2005 *Language Sciences* 27: 531-550.
“Exceptions in grammar.” *Linguistics and Japanese Language Education IV*, pp.199-210. Tokyo: Kuroshio.
- 2005 “Independence in subordinate clauses: Analysis of nonrestrictive relative clauses in English and Japanese.” In Francis, Elaine, Salikoko S. Mufwene, and Rebecca S. Wheeler, eds., *Polymorphous Linguistics: Jim McCawley’s legacy*, pp. 135-160. Cambridge, MA: MIT Press.

SELECTED SERVICE

Service to regional and national organizations

- 2010 Fulbright National Screening Committee (Japan/Korea)
2008 Fulbright National Screening Committee (Japan/Korea)
2000-2004 Treasurer for the Ohio Association of Teachers of Japanese

Conference organization

- 2008 Conference organizer for the Pragmatics, Grammatical Interfaces, and Jerry Sadock Conference, University of Chicago
2005 Conference organizer of the 17th Central Association of Teachers of Japanese Conference

University service

- 2013-present East Asian Studies Center Director, Office of International Affairs
2012-present Language Program Director, DEALL, Language Program Director, DEALL
2007-2008 Language Program Director, DEALL
2005-2007 Graduate Studies Director, DEALL, Undergraduate Studies Director, DEALL
1998-present Individualized Instruction Program Director, DEALL

Curriculum Vitae
ZHINI ZENG

EDUCATION

- 2011-present Ph.D. student, Chinese Pedagogy, The Ohio State University, OH
2009-2011 M.A., Chinese Pedagogy, The Ohio State University, OH
2005-2009 B.A., Teaching Chinese as a Foreign Language, Shanghai International Studies University, Shanghai, China

APPOINTMENTS

- 2010-present Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University, OH
2014 Resident Director of Critical Language Scholarship (Guangzhou), Department of East Asian Languages and Literatures, The Ohio State University, OH
2012-2013 Resident Director of Chinese Flagship Summer Program (Qingdao), Department of East Asian Languages and Literatures, The Ohio State University, OH
2009-2010 Research Assistant, The National East Asian Languages Resource Center, The Ohio State University, OH

PROJECTS

- 2013-2014 *Perform Guangzhou*, Material Development Project for the 2014 Critical Language Scholarship
2013-2014 Chinese Discourse on Sino-American Relation, Material Development Project for the 2014 Critical Language Scholarship
2013 Georgia Tech Critical Language Song Project Review
2012-2013 *Perform Chengdu*, Material Development Project for the 2013 Critical Language Scholarship
2009-2011 *Chinese: Living in the Culture*, Material Development Project nominated by Wuhan University Base for International promotion of Chinese

PUBLICATIONS AND PRESENTATIONS

- 2013 *Integrating Chinese Novel into Advanced CFL Writing Instruction*. Paper presented at the 2013 Annual Meeting of Chinese Language Teachers Association. Orlando, FL
2012 *An integration of ACT and FACT in college-level beginning Chinese class: The “communicating in Chinese culture” experience*. Paper presented at the 2012 Annual Meeting of Chinese Language Teachers Association. Philadelphia, PA
2012 *From Learning Chinese to Learning in Chinese: Advanced Skills and the Delivery of Chinese Study Abroad Programs*. Paper presented at the 2012 National Conference of Less Commonly Taught Language. Madison, WI
2011 *Situated Learning: Identifying Oneself with a Domain Community during Study Abroad*. Paper presented at the 9th International Conference Language Pedagogy, Beijing, China. Paper published in *Proceedings of The 9th International Conference Language Pedagogy: 257-272*. Minzu University of China
2011 *Second-Culture Worldview Construction: Culture Gains during Study Abroad*. Paper presented at the 60th Annual Midwest Conference on Asian Affairs. St. Paul, MN

Appendix I
List of CVs

- 2011 *Construct the Self: The Acquisition of Sociolinguistic Competence within the Study Abroad Context*. Paper presented at the 10th Annual East-West Center International Graduate Student Conference on the Asia Pacific Region. Honolulu, HI
- 2010 Translation. *Playing the Game of Interpersonal Communication in Chinese Culture: The “Rules” and the Moves*. [Zhini Zeng & Xiaobin Jian] In Galal Walker (eds.) *The Pedagogy of Performing Another Culture*: 96-143, Hubei Education Press.
- 2010 *Performance-based Intermediate-level Material Design: Chinese: Living in the Culture*. Paper co-presented at the 6th International Conference on Technology and Chinese, Columbus, OH. Paper published in *Proceedings of the 6th International Conference and Workshops on Technology and Chinese Language Teaching*: 145-153. National East Asian Languages Resource Center at The Ohio State University.

GRANTS AND AWARDS

- 2012 Cheng & Tsui Professional Development Award for Teachers of Chinese

Curriculum Vitae
SPRING LC ZHANG

EDUCATION

- 1988-1993 BS., Journalism School, Shanghai Fu Dan University
1980-1988 MD., Chinese No. 2 Military Medical University

PROFESSIONAL EXPERIENCE

- 2013-present Principal, Ohio Chinese School (OCS), Worthington, OH 43085
<http://www.ohiochineseschool.org/index.html>
2006-2013 Director and Principal, New Jersey Sunshine Education Cultural Center and Chinese School
2005-present Journalist and reporter, US China Press, New Jersey
2005-present Columnist for Education Column, Chinese News Net, Chinese Education Net, US China Press, Chinese TV Net.
2002-2004 Principal, Troy Chinese School, Michigan
1996-2002 General Manager, International ICON-European and Asian Management Co.
1993-1996 President Assistant and General Manager, MeiFu Enterprise LLC, USA.

ACHIEVEMENT AND EXPERTISE

- Set up and established up to seven Chinese schools: develop teaching plans, curricula, assessment, select and write textbooks for different age groups of oversea Chinese. Textbooks are comprehensive of language learning, culture introduction, Chinese history and geography.
- Funded a new Education Center: expand the services from just language learning, to also culture exchange and communication center.
- Investigated the developmental progress of oversea Chinese children on their education, physically, mentally and psychological challenges they are encountering on daily basis at western cultural environment.
- Participated in assessment of human resource in business settings, international marketing, finance management and sale planning.

PUBLICATION

- Special Article: *What do Chinese families lay emphasis on when choosing summer camps*, <http://www.nawomen.com/viewthread.php?tid=11650>
- *New Jersey summer camp survey*, <http://news.sinovision.net/portal.php?mod=view&aid=177551>
- *It's summer camp season - choose wisely*, <http://174.37.215.191/weekly/nj-pa/47504-2014-04-11-15-49-29.html>
- Special Column on *Overseas Chinese Language and Culture Education Online*
- *Being a Chinese school principal in New Jersey: tired but happy*, http://www.hwjyw.com/info/content/2011/05/04/17654_2.shtml
- *Chinese-style education competes with Western-style – How to choose to make your children successful*, <http://www.hwjyw.com/content/2011/04/20/17116.shtml>
- *Chinese teacher qualification in the US pays more attention to professionalism and cultural cultivation*, <http://www.hwjyw.com/info/content/2010/04/21/5799.shtml>

Curriculum Vitae
XIN ZHANG

EDUCATION

- 2012-present PhD student, Chinese Language Pedagogy, The Ohio State University
2012 MA, Chinese Language Pedagogy, The Ohio State University
2010 BA, Teaching Chinese as Foreign Language, Shanghai International Studies University
2010 Minor, New Media Art Design, Donghua University

TEACHER TRAINING

- 2011 SPEAC teacher training Chinese program, The Ohio State University

APPOINTMENTS

- 2010-present Graduate Research Associate, Department of East Asian Languages and Literatures, OSU
- Taught five different levels of distance Chinese Individualized Instruction (CHN 101.51-511.51)
 - Assisted in developing K-12 teaching plan for mandarin textbook Chinese: Communicating in the Culture VOL.II
 - Taught graduate-level Chinese course CHN 770 Literary Language in Chinese
 - Taught beginning level adult learner (college professor) and developed individualized teaching plan
 - Developing intermediate level Chinese pedagogical materials Access China
 - Developing curriculum and materials for advanced level Critical Language Scholarship program
- 2014 Resident Director, Chinese Language Flagship Summer Program in Suzhou
2013 Resident and Academic Director, Critical Language Scholarship China in Qingdao, China
2011-2012 Teaching Associate, Gahanna School District Chinese program, Ohio
- Assisted with curriculum and material development for K12 Chinese program in the district
 - Provided support for research, assessment and instructional materials documentation
- 2010-2011 Distance Mandarin Instructor, Metro High School, Ohio
- Taught first year Chinese class for Dover High School and Heath High School using
 - Videoconferencing on daily bases.
 - Designed classroom activities and teaching props that are appropriate to high school-level
 - Chinese learners to facilitate students' in-class performance.

PROJECTS

- 2014 Developing pedagogical materials for the CLS China program including functional reading and writing
Perform Guangzhou

Appendix I
List of CVs

- Point of View, Perspective, Presentation: Chinese Discourse on Sino-American Relation
- 2014 Researching on Resident Director's Role in Enhancing US-Host Institute Relation
- 2013 Conducted formative and summative review of Critical Language Song Project (clsp.gatech.edu)
- 2012 Developed prototype for an interactive multimedia material for learning Chinese idioms: How to Sound Intelligent in Chinese: Using Chinese Idioms as working professionals

PRESENTATIONS

- 2014 "Establishing and Enhancing US-host institution partnership in Study Abroad Programs", Panel Chair, CLTA-GNY 2014 International Conference, NYU
- 201 "A Study of Language Perception and Evaluation: How Do Native Chinese Speaker Evaluate Four-character Chinese Idioms In Speech", 2nd DEALL Research Round Table, OSU
- 2013 "Pedagogical material design: 4-character Chinese idiom as cultural performances", 2013 CLTA/ACTFL Annual Meeting, Orange County Convention Center Orland, Florida

Curriculum Vitae
LIXING ZOU

EDUCATION

- 2001 Ph.D in Economic Policy, American University
1997 MA in International Affair, Columbia University, New York
1995 Ph.D in Economic, People University in China

EXPERIENCE

- Researcher and Vice-President at Research Institute of China Development Bank
- Senior Research Fellow and Division Chief, Research Office of the State Council, China. Wrote and edited the State Council leader's speeches and official notes; Focused on Chinese finance reform, social insurance reform, and Hi-tech Economic Zone;
- Drafted several national economic policies, including fiscal management of extra-budgetary and off-budgetary funds, rural health insurance system, and strategy of rapidly developing Hi-tech industry.
- Professor at China Center for Modernization Institute.
- Member of The World Economic Forum on Global Agenda Council, Achievements with China Development Bank (CDB)
- Vice-President at China Association for Social & Economic System Analysis Research.

2007-present

- In charge of organizing the development of financial theories and strategies, reforms, macro-economy and planning at China Development Bank Institute
- Drafted the "Strategic plan of Wenchuan earthquake zone reconstruction," initiated by The President and Prime Minister
- Provided the Board and senior management with meaningful insights into bank strategy and management
- Wrote "CDB field of business development, strategic social planning framework"
- Senior financial adviser for the construction of the Olympic Stadium for the 2008 Olympic Games, Shanghai 2010 Expo and other key projects financed by CDB
- Drafted The "The Democratic Republic of Congo (DRC) economic and social development Master Plan (2011-2050)" for The Congolese Government
- In charge of organizing "The Power Development Cooperation Plan in Southern Africa";
- In charge of organizing the "Strategic plan of the Chinese-Latin American Economic and Trade"

2003-2007

- In charge of CDB Investment Authority responsible for mortgage security,
- Financial and investment adviser for "Hi-tech development fund".
- Drafted the plan and polices of mortgage- backed securities in China

Experience abroad (outside of China)

- Economic policy adviser for World Bank
- Senior analyst and fund manager at ValuEngine Inc., a U.S asset management company, Responsible for management of U.S Benchmark portfolios and Asia fund's stock portfolio.

Appendix I
List of CVs

- Participated in a research project exploring Federal-States-Local Fiscal Relation and Their Impact on Economic Growth in the United States, built data bank on the fiscal activities of different levels of Government in the United States.
- Worked on spatial statistical model, generalized linear models and multilevel data analysis. Conducted the background studies and economic finance analysis

AWARDS & HONORS

- Fellowships received From The World Bank
- Superior Researcher Award from The Policy Research Office of the State Council, China
- Special Award from China Development Bank, China
- The First Research Award from China Development Bank

MAJOR PUBLICATIONS

Author of more than 6 books and 30 articles including:

- 2014 *China's Base: County-Level Economy and Society* (Chinese)
- 2014 *China's Rise: Development-oriented Finance and Sustainable Development*
(English)
- 2013 *Building the Credit Market Constitute the Fourth Driver for Economic
Development; The Research of Development Financial Institution under
Commercial Framework in China; Strategic thinking on further promoting the
development of the Chinese-US Economic and trade relation* (Center for
International relation of United State)
- 2013 *Development-oriented Finance and Sustainable Development In China* (Chinese)
- 2009 *Lessons from Development of US: Mechanism of Financial Imperialism* (Chinese)
- 2002 *How Does The Fed Run The Economy-----The New Economy And The New
Challenges*, the FirstPublish. Inc., the U.S.,
- 1995 *Chinese Economic Policy and Development in an Era of Change*, Chinese Ging
Dao Press
- 1993 *Principle of the Socialist Market Economy*, Chinese Hua Wen Press
- 1985 *Decision Making Theory*, Chinese Jan Gong Press

**The Ohio State University
National East Asian Languages Resource Center**

A List of Letters of Support (2014-2018)

Arranged Alphabetically

1. Berks County Intermediate Unit (Asian Studies Collaborative, Office of Innovation and Information Technology)
2. China National Tourism Administration
3. Chinese Language Association of Secondary-Elementary Schools
4. Chinese School Association in the United States
5. Columbus State Community College
6. Defense Language Institute Foreign Language Center
7. Gahanna-Jefferson School District, Columbus OH
8. Himeji Dokkyo University, Dr. Hiroshi Okuda, Director of International Exchange Center
9. National Council of Associations of Chinese Language Schools
10. Ohio Asian American Health Coalition
11. Ohio Department of Education
12. University of Texas-Pan American (an MSI university), Dr. Yong Lang, Department of English

From: Sue Calvin [redacted]
Date: Mon, May 26, 2014 at 7:03 PM
Subject: BCIU involvement in Title VI
To: Galal Walker [redacted]

Hi Galal,

The Asian Studies Collaborative at the Berks County Intermediate Unit, located in Reading Pennsylvania is pleased to be included in the Ohio State University Title VI proposal. As a program established to support the introduction and expansion of K-12 instruction in Mandarin language and culture, we are focused on initiatives such as data driven decision making, clear proficiency goals for high school students as they matriculate into college level language programs, and constant reviewing of language pedagogy and the materials and assessments that support and drive language learning.

We currently offer two methodologies of Chinese language teaching, either on-site instruction or videoconference instruction. We support our teaching with a Learning Management System structured on the Moodle platform. This year several schools have participated in an iPad pilot program. Our program extends across the Eastern region of Pennsylvania. We will have 11 Chinese teachers in our region for the 2014/15 school year teaching in K-12 schools, and a professor of Chinese language at Alvernia University.

This is our third year of being funded for a STARTALK grant for Chinese language learning. This year's grant, Gateway to China: Language Learning through Performing Arts, will allow 60 students to participate in an immersive language program based on Peking Opera. Students will be taught by seven language teachers plus three experts in Chinese Opera.

Our program is supported by an advisory board of experts including, Dr. Galal Walker (Ohio State University), Michele Heryford, (Director of the University of Pittsburgh Confucius Institute), Dr. David Kenley, Director of the Center for Global Understanding and Peacemaking and Professor of History (Elizabethtown College), Dr. Gabriela Appel, (Associate Director Center for Advanced Language Proficiency Education and Research, Senior Lecturer Department of Applied Linguistics), Kun Shi, (Director of the University of South Florida Confucius Institute), Kevin Murphy, (CEO and Board member, Berks County Community Foundation) and Greg Palmer (Director of MAGPI at the University of Pennsylvania).

Susan Calvin 孔淑珍

Program Administrator Asian Studies Collaborative
Office of Innovation and Information Technology
Berks County Intermediate Unit

www.berksiu.org/asc

[redacted]

[redacted]-work

[redacted]-cell



中华人民共和国国家旅游局

Professor Galal Walker
Director
National East Asian Languages Resource Center
The Ohio State University


Columbus, OH 43210

June 24, 2014

Dear Professor Walker,

I am writing this letter to endorse the joint project between Dr. Shengming Yang and the National East Asian Languages Resource Center at the Ohio State University.

As you know, tourism in China as an emerging industry has attracted special attention in the world over the past 10 years. Although there are many books to introduce Chinese attracts, there is none of bilingual version regarding policy making, management, and history from the cross-cultural perspective to train advanced level students of Chinese to communicate with experts in this field. Thus it is an urgent and significant task to produce bilingual learning materials for both the advanced level learners of Chinese and the Chinese students who want to learn English in the domain of tourism. It will be a mutual beneficial and international project to both countries and their peoples.

Dr. Shengming Yang is a very experienced administrator in the field of Chinese tourism, and is a record keeper of being Director of Tourism Bureau in Guizhou Province for 19 years. In addition, she earned her BA in English and PhD in British and American literatures. With her rich experiences and solid academic background, she is a perfect candidate to conduct the join project on the Chinese side.

As a National language resource center, NEALRC's mission is to conduct collaborative projects designed to increase the nation's capacity to produce Americans with advanced proficiency in East Asian languages and has contributed many initiatives to reach the above goal. The collaboration of the two sides will

中华人民共和国国家旅游局

come out with a significant and influential product, which is not only useful to the American students and administrators who want to learn Chinese language and culture in the domain of tourism but also to the Chinese all over the world.

In my understanding, Dr. Yang will be responsible to the content of the materials; while NEALRC will offer guidance in pedagogical approach and your advanced level students will help Dr. Yang translate the materials into English or from English into Chinese. This project is very feasible and badly needed to the field.

Both your Center and Dr. Yang have my highest and strongest support. I am confident in the success of the joint project and will do my best to make it happen. I look forward to its success and tremendous impact on the field of tourism and cultural exchanges between China and the US, two most important countries in the world.

Sincerely,

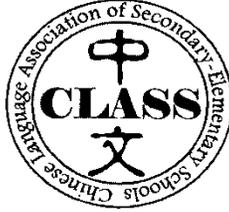
Yili Du



Vice Chairperson

China National Tourism Administration

 Beijing 100740



Chinese Language Association of Secondary-Elementary Schools
全美中小学中文教师协会

Professor Galal Walker
Director, National East Asian Languages Resource Center
The Ohio State University

[Redacted]
[Redacted]
Columbus, OH 43210

June 11, 2014

Dear Dr. Walker,

I am writing this letter of support on behalf of the Chinese Language Association of Secondary-Elementary Schools (CLASS) for the National East Asian Languages Resource Center at the Ohio State University (NEALRC) on its application to the Department of Education Language Resource Center Grant (2014-2018).

NEALRC and CLASS have been collaborating for over 20 years. During this period, you have supported CLASS in so many ways; you have granted numerous professional development opportunities, held leadership retreats, and built material resources, to name a few. For all of these, CLASS is deeply grateful to the Center and to you.

I am excited to learn that NEALRC is now applying for a DOE Language Resource Center grant to support the National Chinese Language and Culture Coalition (NCLCC), a new initiative, of which CLASS is a member organization. The mission of NCLCC matches that of NEALRC, both organizations create collaborative projects designed to increase the nation's capacity to produce young Americans with advanced proficiency in Chinese. I am looking forward to having CLASS once again collaborate with NEALRC to engage in joint projects initiated by NCLCC with two other national Chinese organizations (NCACLS and CSAUS) in the years 2014-2018 to meet our commonly held goals. CLASS enthusiastically supports your efforts for this grant and I thank you deeply for including CLASS in your grant proposal. I wish you all the success in this endeavor.

Sincerely,

Yu-Lan Lin [Redacted]

CLASS, Executive Director



全美中文学校协会

Chinese School Association in the United States

7259 E. Cortez Road, Scottsdale, AZ 85260, U.S.A.

www.csaus.net ☆ 708-316-8816 ☆ he@csaus.net

Professor Galal Walker
Director, National East Asian Languages Resource Center
The Ohio State University
100 Hagerty Hall
1775 S. College Rd
Columbus, OH 43210

June 8th, 2014

Dear Dr. Galal Walker,

We are writing to you to express our fully support to the National East Asian Languages Resource Center at The Ohio State University (NEALRC) for its application to Department of Education Language Resource Center Grant (2014-2018). As we have known since 1994 that as a National language resource center, NEALRC's mission is to conduct collaborative projects designed to increase the nation's capacity to produce Americans with advanced proficiency in East Asian languages, especially Chinese.

CSAUS and NEALRC will collaborate in the next cycle (2014 - 2018) on the National Chinese Language and Culture Coalition (NCLCC) and related joint projects initiated by NCLCC. In the NCLCC, NEALRC plays the role as a facilitator that permits the three organizations to exercise their leadership in meeting commonly held goals.

CSAUS was Established in 1994, CSAUS currently consists of more than 400 member schools over 43 states, with over 100,000 students and 5,000 teachers. CSAUS is a IRS 501(C)(3) non-profit organization. Its mission is to promote Chinese language and culture education, to help young generation to preserve and appreciate Chinese heritage, to improve mutual understanding and friendship between Chinese-Americans and people with other cultural backgrounds, to facilitate educational and cultural exchanges between the United States and China. CSAUS and NEALRC have long collaborative history that dates back to the 1990s. You has been invited as an Adviser to CSAUS since then. You have attended our conferences, delivered excellent speeches, and offered your suggestions toward our various development projects.

We are looking forward collaborate and work hard with NCLCC in related joint projects.

Sincerely,

Mary Shuai

President of CSAUS



June 24, 2014

Galal Walker, Director
The National East Asian Languages Resource Center (NEALRC)
The Ohio State University
[REDACTED]
Columbus, OH 43210

Dear Dr. Walker:

I am writing this letter in support of the NEALRC application. Over the last few years our department has collaborated with your programs to assure that the content and outcomes of the beginning Chinese and Japanese programs approximate your standards so that students completing our first or second semester courses can continue the language seamlessly in your programs.

Since many students begin their college studies at Columbus State Community College and continue at The Ohio State University, it is in the students' best interests for us to work together on their beginning language skills. During the next four years, I hope we can continue to strengthen our collaboration as our department expands its online offerings of languages. In that time frame, we would like to move some of our Chinese and Japanese offerings to a blended format. For these efforts to be successful, collaboration with your program is essential.

Sincerely,

[REDACTED]

Dr. Garry Fourman
Chair of Modern Languages
Columbus State Community College

[REDACTED] Columbus, Ohio 43216-1609
www.csc.edu



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
AND PRESIDIO OF MONTEREY
MONTEREY, CALIFORNIA 93944

July 7, 2014

Professor Galal Walker
Director, National East Asian Languages Resource Center
The Ohio State University
[Redacted]
[Redacted]
Columbus, OH 43210

Dear Dr. Walker,

It is my great pleasure to write this letter in support of the Department of Education Language Resource Center Grant Proposal (2014-2018) being submitted by the National East Asian Language Resource Center (NEALRC) at The Ohio State University.

I have been well aware of NEALRC's mission and contributions in conducting collaborative projects designed to increase the nation's capacity to produce Americans with advanced proficiency in East Asian languages. As a Professor of Korean at the Federal Government Institute, I have been impressed by the quality of increased Korean related publications of NEALRC for the past years. To name a few, "Pathway to Spoken Korean" authored by Pyun, "Songs of Thorns and Flowers: Bilingual Performance and Discourse of Modern Korean Poetry" series, and "Teaching and Learning Korean as a Foreign Language" edited by Byon and Pyun are one of the recent publications that draw substantial attentions from Korean language education community.

Currently, Korean language education is an emerging field and the growth rate of Korean enrollments in the nation during the last decade is over 40% (MLA enrollment database 2009) although the number of students studying Korean lags behind learners of other East Asian languages. As mentioned in the proposal for "Advanced Korean Book Project," the annual percentage growth in Korean enrollments at OSU (average 15%) alone exceeds them. It is obvious that increased interests and desires in learning Korean language and its culture in K-16 institutes are observed and documented nationwide, and the demand to gain more advanced professional level Korean is evident. At the same time, the needs of achieving superior-level proficiency in critical languages including Korean for the nation's security have been emphasized and enhanced in the government since National Security Language Initiative was introduced in 2008. Yet, it is hard to find any textbooks and instructional materials to augment such Advanced level Korean teaching and learning in professional setting.

Consequently, I am willing to participate in the Advanced Korean Book Project with Professor Pyun especially because these books will make a huge contribution to Korean language community to escalate its teaching paradigm to higher and more conceptual levels. Additionally,

I am extremely pleased to work with Dr. Pyun who had made significant academic contributions in the field of Korean language education for the past years.

As such, I strongly support the NEALRC's proposal for the Korean Advanced Book Project, which will definitely improve the ability of young Americans in this oscillating global community of 21st century to communicate through Korean language and culture in order to strengthen the competitiveness of the United States and contribute to National Security as well as global harmony. The project will be viewed as significant milestone in the field not only in the Academia but also in the government.

As a professional working in the government, I also would like to express my gratitude and interest in collaborating with NEALRC at Ohio State University to further promote Advanced Korean language teaching and learning on a national level. I would highly appreciate and encourage your full consideration of the Advanced Korean Book Project proposal for the grant during the upcoming 2014-2018 funding cycle.

Sincerely,

A rectangular box with a red border, used to redact the signature of the sender.

Sahie Kang, Ph.D.
Professor of Korean and Dean
School of Resident Education
Intermediate/Advanced/DTRA programs
Directorate of Continuing Education
Defense Language Institute Foreign Language Center



Gahanna. - Jefferson Public Schools

[REDACTED] Gahanna, OH 43230

[REDACTED] • Fax [REDACTED]

June 16, 2014

Profession Galal Walker,
Director National East Asian Languages Resource Center
The Ohio State University

[REDACTED]
Columbus, OH 43210

Dear Dr. Walker,

As the superintendent of the Gahanna-Jefferson School District, I welcome the opportunity to collaborate with The Ohio State University National East Asian Languages Resource Center. For the past seven academic years the Gahanna-Jefferson Public School District has worked closely with the National East Asian Languages Resource Center at The Ohio State University as we initiated and grown a Mandarin Chinese Language program at the high school, middle school, and elementary levels. Currently we have over 162 high school and middle school students enrolled in five different levels of Chinese and over 370 students participating in our elementary program. The National East Asian Languages Resource Center at The Ohio State University has supported our program with curriculum writing, professional development, teacher recruitment, and developing a formal partnership with a "sister" school in Kunming, China.

We fully expect this partnership to continue to grow as we develop a systematic K-16 methodology to build competency and provide a program that will allow students to obtain a superior level of proficiency in Mandarin Chinese by college graduation. Collaborating with the National East Asian Languages Resource Center is another step in our efforts to enhance the program for our students and to establish a continuum of Chinese studies beginning at an early age through post-secondary studies.

We appreciate the progressive approach of The Ohio State University National East Asian Languages Resource Center and look forward to expanding opportunities for our students. Please let us know how we can be of further assistance.

Sincerely,

[REDACTED]
Francis Scrucci, Superintendent



Himeji Dokkyo University

[REDACTED], 670-8524, Japan

Phone: [REDACTED] Fax: [REDACTED]

HP: <http://www.himeji-du.ac.jp>

Dear Professor Walker,

I should like to accept your invitation to serve on the Advisory Board of the National East Asian Languages Resource Center. I believe that our past experience working together on Chinese and Japanese projects will permit me to contribute to the work of your Center.

You explain that the restrictions on funds will probably prohibit my traveling to the campus of the Ohio State University to participate in meetings, but I do agree to participate in video conferences concerning the projects and the direction of your Center's growth.

I look forward to working with you and your team at the NEALRC.

Sincerely,

Himeji Dokkyo University

[REDACTED]
Hiroshi Okuda

Director, International Exchange Center

Himeji Dokkyo University



全美中文學校聯合總會

National Council of Associations of Chinese Language Schools

www.ncacls.net

Dr. Galal Walker
Director, National East Asian Languages Resource Center
The Ohio State University



Columbus, OH 43210

Dear Dr. Walker,

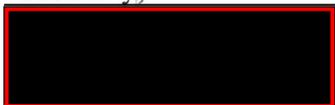
This letter is to confirm our participation to the National East Asian Languages Resource Center at The Ohio State University (NEALRC) for its application for Department of Education Language Resource Center Grant (2014-2018).

We, the National Council of Associations of Chinese Language Schools (NCACLS) strongly support NEALRC's mission of conducting collaborative projects designed to increase the nation's capacity to produce Americans with advanced proficiency in Chinese language and culture.

NCACLS will collaborate with NEALRC in the next cycle (2014 - 2018) on the National Chinese Language and Culture Coalition (NCLCC) and related joint projects initiated by NCLCC.

With the long collaborative history that dates back to the 1990s as you have been often invited to attend our meetings, to deliver speeches and offer valuable suggestions, we are very positive that our collaboration will be very productive and fruitful in meeting our commonly held goals.

Sincerely,



David Tai
President
National Council of Associations of Chinese Language Schools



Officers

Ron Katsuyama
ronkatsuyama@gmail.com
[Redacted]

Vice-President:
Cora Munoz
[Redacted]

Treasurer:
Tom Lun-nap Chung
[Redacted]

Executive Committee

Organizational Members:

- Arlene DeSelva(ACA)
Cincinnati
- Yung-Chen Lu (ACSC)
Columbus
- Greg Hargett (AACS)
Columbus
- Ron Katsuyama (AAC)
Dayton
- Cora Munoz (AFC)
Columbus
- Michael Byun (ASIA, Inc)
Akron/Cleveland
- Hewen Slak (CAGT)
Toledo
- Thomas Phommasathith (LMAA)
Columbus

Individual Members:

- May Chen
Akron
- Tom Lun-nap Chung
Cincinnati
- Madhav Bhatta
Kent
- Mieko Smith
Akron

Executive Director:

Manju Sankarappa
[Redacted]
[Redacted]
[Redacted]

Ohio Asian American Coalition

[Redacted]
[Redacted]
Columbus, Ohio 43202
[Redacted]
[Redacted]
e-mail: [Redacted]
[Redacted]

website: www.oahcoalition.org
EIN#: [Redacted]

Professor Galal Walker, Director
National East Asian Languages Resource Center
The Ohio State University
[Redacted]
[Redacted]
Columbus, OH 43210

June 22, 2014

Dear Professor Walker,

It is my pleasure to write this letter of support, on behalf of the Ohio Asian American Health Coalition (OAAHC), to the National East Asian Languages Resource Center (NEALRC) at the Ohio State University on its application for the Department of Education Language Resource Center Grant (2014-2018).

OAAHC is an alliance of communities and individuals focused on the health and well-being of Ohio’s Asian American population, with the vision to improve the quality of life of Ohio Asian American and Pacific Islanders through community research, education and advocacy. As a National language resource center, NEALRC’s mission is to conduct collaborative projects designed to increase the nation’s capacity to produce Americans with advanced proficiency in East Asian languages. Thus it is mutually beneficial for us to collaborate in the joint project to produce a bilingual manual on “Navigating the Health Care System in the US for Asians.” This product will not only meet the urgent needs to serve the minority group but also help the American students of East Asian languages improve their proficiency in the domain of health care.

In this joint project, OAAHC is responsible for producing the content and NEALRC will offer the pedagogical approach and help translate the content into East Asian languages or from East Asian languages into English. In participating in the project, the advanced level students of East Asian languages will learn how to communicate with the native speakers of these languages in the health care domain. Both sides will disseminate the product in the State of Ohio and in the US. The final product will be helpful not only to the Asian Americans in the state of Ohio, but also to the Asians in the whole country.

I am very enthusiastic about the success of this joint project and we look forward to working with you.

Sincerely,

[Redacted Signature]

Manju Sankarappa, Executive Director
Ohio Asian American Health Coalition



Department of Education

John R. Kasich, Governor
Dr. Richard A. Ross, Superintendent of Public Instruction

June 25, 2014

Professor Galal Walker
Director, National East Asian Languages Resource Center
The Ohio State University
Columbus, OH 43210

Dear Dr. Walker,

On behalf of the Ohio Department of Education (ODE), it gives me pleasure to write this letter in support of the U.S. Department of Education Language Resource Center (LRC) grant proposal being submitted by the National East Asian Language Resource Center (NEALRC) at The Ohio State University.

First, the ODE would like to call attention to the strong and very positive working relationship that it has had with the NEALRC for many years. Our collaborative efforts have contributed to the significant increase in the number of K-12 students learning Chinese in Ohio. During the period from 2006 until the most recent academic year, the total of K-12 Chinese language learners has increased from around 400 students to nearly 15,000. Clearly, this is an example of the NEALRC's mission, which is to conduct collaborative projects designed to increase the nation's capacity to produce Americans with advanced proficiency in East Asian languages, at work.

The ODE is particularly pleased to note the NEALRC's ongoing work to support and help strengthen Chinese language learning in the United States in partnership with three nationally-known organizations that this LRC helped to found:

- 1. CLASS (Chinese Language Association of Secondary-elementary Schools);
2. NCACLS (National Council of Associations of Chinese Language Schools); and
3. CSAUS (Chinese School Association in the United States).

Chinese language educators at all levels and in all types of schools have become better networked at the national level thanks to the networking and collaboration that have been afforded to them through the creation of these associations.

We are aware of the NEALRC's proposal to oversee the creation of a fourth national organization - the National Chinese Language and Culture Coalition (NCLCC). The proposed mission of this group, which is to improve the ability of young people in the 21st century to communicate through Chinese language and culture in order to strengthen the competitiveness of the United States and contribute to global harmony, is viewed as being extremely worthy by the ODE. We would call the LRC Selection Committee's attention to this LRC's strong, past record of creating effective national organizations, and we strongly support this aspect of the NEALRC's proposal as we encourage committee members to seriously consider its many positive merits.

Finally, the ODE is pleased to highlight the NEALRC's expressed interest in collaborating with the National Council of State Supervisors for Languages (NCSSFL) to further promote the Center's activities on a national level. This nationally-renowned organization would provide the NEALRC with access to a highly-dedicated group of state-level world language education specialists who are constantly on the lookout for potential partners on K-12 language-learning projects and initiatives.

As with any funding initiative, LRC Selection Committee members must carefully consider how to best distribute the limited federal dollars that they are in charge of allocating. Here at the ODE we are very aware of which LRCs in our state are most effective in meeting the collaborative outreach expectations of the U.S. Department of Education - and which ones are not. We can confidently report that the NEALRC, with its global focus on supporting East Asian languages at all levels, represents a good investment for federal LRC grant funding. We encourage you to give every consideration to the NEALRC's request for renewed financial support, including its proposal to create the National Chinese Language and Culture Coalition (NCLCC), during the upcoming 2014-2018 funding cycle.

Sincerely,



Ryan T. Wertz

Lead Consultant for World Languages



June 10, 2014

Galal Walker, Director
The National East Asian Languages Resource Center (NEALRC)
The Ohio State University

Columbus, OH 43210

Dear Dr. Walker:

I am writing to seek the support from you and your center in conducting a research on third language (Chinese) acquisition for English-Spanish bilinguals. Third language acquisition is a relatively under-explored field. The following hypotheses have been derived from the research literature in conducting this study:

- Bilingualism facilitates the acquisition of an additional language (Kecskés and Papp, 2000).
- In learning a third language, bilingual students are able to develop new skills, which are defined as language learning skills, language management skills and language maintenance skills (Herdina and Jessner, 2000).
- Bilingual students are able to use a wider variety of learning strategies and to weigh the effectiveness of these strategies due to their experience in learning languages (McLaughlin and Nayak, 1989).

My university, the University of Texas-Pan American, is a Hispanic serving institution, which is located in Edinburg, Texas, approximately 10 miles north of the US/Mexico border and 75 miles northwest of South Padre Island. About 90 percent of students are Hispanic. A vast majority of them are English-Spanish bilinguals. Hence, it is interesting to investigate the learning and acquisition of Chinese in this bilingual context. The findings from this study will definitely help expand the Chinese program currently offered at UTPA.

Your favorite consideration will be greatly appreciated.

Yours very truly,



Yong Lang, Ph.D.
Prof. of Applied Linguistics
Dept. of English

Title of Project 1: Studies of Advanced Learners

1. Project Goal Statement: To produce “Profiles of Advanced Learners of East Asian Languages” to examine the resources and pathways needed to produce high-proficiency performers in these languages									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
A) Identify OPI data at three universities.	<p>A.1 Review the <i>ETS Oral Proficiency Testing Manual</i> and other related literature, to lay a solid foundation for the research.</p> <p>A.2 Identify the Oral Proficiency Interview (OPI) data at Stanford, BYU, and OSU respectively.</p>								

Title of Project 1: Studies of Advanced Learners

1. Project Goal Statement: To produce “Profiles of Advanced Learners of East Asian Languages” to examine the resources and pathways needed to produce high-proficiency performers in these languages									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
B) Conduct surveys, compile the OPI data into database, analyze the data, and write articles.	<p>B.1 Collect the OPI data from the three universities and compile it into database of profiles.</p> <p>B.2 Analyze OPI results, conduct the research and write research papers to report and discuss what the team found in the research.</p> <p>B.3 Based on the discovery of the research, further discussion on how to improve curriculum, learning materials, and pedagogical approach, in order to produce more advanced level learners effectively and efficiently.</p>								

Title of Project 1: Studies of Advanced Learners

1. Project Goal Statement: To produce “Profiles of Advanced Learners of East Asian Languages” to examine the resources and pathways needed to produce high-proficiency performers in these languages									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. B L	T1	T2	T3	T4
C. Present the co-authored paper at conferences, and submit it to academic journals. Continue the discussion on this issue to improve curriculum, materials and method of teaching for producing more advanced level learners.	<p>C.1 Present the paper on advanced OPI at three universities at the ADFL conference and submit it to the ADFL journal.</p> <p>C.2 Present the profiles of learners attaining advanced OPI ratings will be presented and submitted to MLJ.</p> <p>C.3 Apply the discovery on improving curriculum design, learning materials development, and pedagogical approach.</p> <p>C.4 Disseminate the information of the research through FLPubs, NEALRC website, and email network.</p>								

Title of Project 2: Studies of Third Language Learners

1. Project Goal Statement: To produce “Profiles of Bilingual Students Who Reach Advanced Levels of East Asian Languages” to examine the resources and pathways needed to produce high-proficiency performers in these languages									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A. Review literature and research to identify two cohorts (2014 and 2016) of English-Spanish bilingual learners of Chinese at UT-RGV.	<p>A.1 Review the literature such as how bilingualism facilitates the acquisition of an additional language (Kecskés and Papp, 2000) related to this research.</p> <p>A.2 Identify the participants of the projects in the two cohorts (2014 and 2016) at UT-RGV.</p> <p>A.3 Outline the research procedures and select the method of research.</p>								

Title of Project 2: Studies of Third Language Learners

1. Project Goal Statement: To produce “Profiles of Bilingual Students Who Reach Advanced Levels of East Asian Languages” to examine the resources and pathways needed to produce high-proficiency performers in these languages									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. B L	T1	T2	T3	T4
B. Collect data of the two cohorts, analyze the data, and co-author a paper on first cohort.	<p>B.1 Conduct two surveys to collect data of two cohorts in 2014 and 2016 respectively.</p> <p>B.2 Analyze the profiles collected from the survey, record the number of student participants and their profiles.</p> <p>B.3 Co-author a research paper on first cohort, to compare them to existing studies and to track them to develop profiles of learners who reach advanced levels</p>								

Title of Project 2: Studies of Third Language Learners

1. Project Goal Statement: To produce “Profiles of Bilingual Students Who Reach Advanced Levels of East Asian Languages” to examine the resources and pathways needed to produce high-proficiency performers in these languages									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. B L	T1	T2	T3	T4
C. Record the number of attendees of the panel at ACTFL where the paper is planned to be presented, and submit the paper to an academic journal on bilingual education for publication and distribution.	<p>C.1 Have the manuscript reviewed then present the paper to ACTFL or other academic conferences which focus bilingual education.</p> <p>C.2 Submit the paper to an academic journal for publication and distribution.</p>								

Title of Project 2: Studies of Third Language Learners

1. Project Goal Statement: To produce “Profiles of Bilingual Students Who Reach Advanced Levels of East Asian Languages” to examine the resources and pathways needed to produce high-proficiency performers in these languages									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
D. Systematically compare first and second cohorts, identify strengths and weaknesses of third language learners, and provide UT-RGV students of Chinese opportunities to study up to advanced levels through collaboration with OSU in distance learning and study abroad.	<p>D.1 Write another paper focusing on systematic comparison of the two cohorts and identifying strengths and weakness of the bilingual learners.</p> <p>D.2 Present the paper at a conference related to Chinese language study.</p> <p>D.3 Submit the paper to an academic journal focusing on Chinese language study.</p> <p>D.4 Offer the UT-RGV students of Chinese the opportunity to reach advanced levels via distance learning and study abroad in collaboration with OSU.</p>								

Title of Project 3: Columbus State Community College (CSCC) Collaboration

1. Project Goal Statement: To assist CSCC develop a Chinese curriculum that will assure that students completing courses will be able to join next level courses at OSU and other Universities									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
A. Review the Chinese curriculum at CSCC and research on the strategy and plan for OSU to assist CSCC to develop a Chinese curriculum.	<p>A.1 Review the current curriculum, conduct meetings with CSCC teachers and administrators, and survey students.</p> <p>A.2 Reach agreement with CSCC and make a feasible strategy for the collaboration.</p> <p>A.3 Introduce OSU's curriculum to CSCC with necessary adaptations.</p>								

Title of Project 3: Columbus State Community College (CSCC) Collaboration

1. Project Goal Statement: To assist CSCC develop a Chinese curriculum that will assure that students completing courses will be able to join next level courses at OSU and other Universities									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
B. Train the CSCC Chinese teachers how to employ the OSU pedagogical approach to teaching Chinese.	B.1 Conduct 4 small-scale workshops to train CSCC teachers. B.2 Adopt OSU teaching materials and online resources. B.3 Introduce OSU assessment system to CSCC Chinese program.								

Title of Project 3: Columbus State Community College (CSCC) Collaboration

1. Project Goal Statement: To assist CSCC develop a Chinese curriculum that will assure that students completing courses will be able to join next level courses at OSU and other Universities									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
C. Develop a profile to keep CAAP data and report on students of CSCC transferring to OSU.	<p>C.1 Create a profile for each student who participates in the collaboration.</p> <p>C.2 Organize CSCC students to take CAAP test and keep the results in the profiles.</p> <p>C.3 Track the progress of the students and make comparison of their progress at CSCC and OSU in order to establish a model which can be applied to similar community college programs in the US.</p>								

Title of Project 4: Coalition of K-12 Chinese Language Organizations

1. Project Goal Statement: To form a national organization of public and heritage schools associations that presents a coordinated campaign to increase the presence of Chinese language and culture studies in American education									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
A. Develop mission statement, objectives and rationale for Chinese language and culture studies to guide the coalition's operation and activities.	<p>A.1 Research to identify the need for Chinese language, the common goals of the founding organizations, and the strategies for NEALRC to facilitate the Coalition.</p> <p>A.2 Facilitate meetings of key leaders of the organizations to draft mission statement, statement of objectives, and rationale.</p> <p>A.3 Publish these documentations on the NEALRC's website, and the websites of participating organizations.</p>								

Title of Project 4: Coalition of K-12 Chinese Language Organizations

1. Project Goal Statement: To form a national organization of public and heritage schools associations that presents a coordinated campaign to increase the presence of Chinese language and culture studies in American education									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
B. Collectively organize a campaign drawing on the rationale and the contacts of each organization	<p>B.1 Establish a network of community advocates, including national and local organizations.</p> <p>B.2 Reach out to the leaders of other organizations by having the NEALRC and member organizations attend various meetings and conferences.</p> <p>B.3 Launch a national campaign to advocate for and plan to mainstream the study of Chinese language and culture in American education.</p>								

Title of Project 4: Coalition of K-12 Chinese Language Organizations

1. Project Goal Statement: To form a national organization of public and heritage schools associations that presents a coordinated campaign to increase the presence of Chinese language and culture studies in American education									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
C. Develop a sustainable, national educational campaign supported by social media.	<p>C.1 Facilitate and organize annual meetings of the leaders of the founding organizations to make strategic plans for the campaign.</p> <p>C.2 Continuously contact social media to build up network and get their support by helping the coalition distribute information about Chinese language and culture studies in the U.S. and about the activities of the Coalition.</p> <p>C.3 Establish a website to distribute the message of the Coalition online, to communicate with other national and local organizations and to sustain the national campaign.</p>								

Title of Project 5: Collaborative Articulation and Assessment Project (CAAP) Chinese Project

1. Project Goal Statement: To develop second and third year Chinese tests in order to expand the use of CAAP tests a model of high school to college articulation									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
A. Research to identify the needs of high school students in learning Chinese and the effective performance-based assessments.	<p>A.1 Research on the curriculum, learning materials, and pedagogical approaches in the current high school Chinese education.</p> <p>A.2 Survey on students of the partner schools to know the students level of Chinese, their learn habits, and their feedback to CAAP.</p>								

Title of Project 5: Collaborative Articulation and Assessment Project (CAAP) Chinese Project

1. Project Goal Statement: To develop second and third year Chinese tests in order to expand the use of CAAP tests a model of high school to college articulation									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
B. Offer teacher training in test design and build up a stable team for the annually tests design.	<p>B.1 Train teachers to design level two and three testing for high school students who are taking college-level courses.</p> <p>B.2 Organize a stable teacher team to design the tests every year because all the previously used tests will be online for the purpose of practice and won't be used any more.</p> <p>B.3 Build up a strong network to advocate and distribute the CAAP test.</p>								

Title of Project 5: Collaborative Articulation and Assessment Project (CAAP) Chinese Project

1. Project Goal Statement: To develop second and third year Chinese tests in order to expand the use of CAAP tests a model of high school to college articulation									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
C. Expand the articulation of high school courses with college courses and the use of CAAP tests as a model of high school to college articulation	<p>C.1 Develop the CAAP profiles to record the students' progress and development of their Chinese learning.</p> <p>C.2 Apply this CAAP system to community colleges such as Columbus State Community College.</p> <p>C.3 Develop its online tests that are coordinated between high school and college Chinese programs.</p>								

Title of Project 6: East Asian Community Health Collaboration

1. Project Goal Statement: To create a series of bilingual public health booklets for the purpose of training advanced students of Chinese in health domains and provide guidance and information for Chinese Americans with weak English skills.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
A. Identify various components in the health care delivery system of the U.S. and the needs of American advanced level students of East Asian languages in the domain studies.	<p>A.1 Research to identify the needs of Asian Americans in the field of health care through surveys and interviews conducted by Ohio Asian American Health Coalition.</p> <p>A.2 Identify the advanced level students' needs in learning how to communicate with Asian people in the target language and culture.</p> <p>A.3 Select the most important topics as the main contents of the booklets.</p> <p>A.4 Assemble development teams from community and OSU students</p>								

Title of Project 6: East Asian Community Health Collaboration

1. Project Goal Statement: To create a series of bilingual public health booklets for the purpose of training advanced students of Chinese in health domains and provide guidance and information for Chinese Americans with weak English skills.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. B L	T1	T2	T3	T4
B. Develop series of bilingual booklets in the domain of public health.	<p>B.1 Draft the first version by experts in the domain of public health, such as Dr. Munoz, Professor in Nursing.</p> <p>B.2 Have the advanced level students of the East Asian languages translate the draft either from English to their target language, or from the target language to English and produce bilingual booklets.</p> <p>B.3 Field-test the booklets among the Asian Americans whose English is weak, and in the advanced level students who are motivated to learn how to communicate with native speakers in the domain of public health.</p>								

Title of Project 6: East Asian Community Health Collaboration

1. Project Goal Statement: To create a series of bilingual public health booklets for the purpose of training advanced students of Chinese in health domains and provide guidance and information for Chinese Americans with weak English skills.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
C. Publish the booklets and promote them as learning materials in the Asian Society and advanced language programs..	<p>C.1 Peer review these booklets and publish them by OSU Foreign Language Publications.</p> <p>C.2 Create a web page to promote the products, continue to develop the collaboration between higher education institute and Asian minority community, and introduce the collaboration to other states and other higher education institutes.</p>								

Title of Project 7: Collaboration with Foreign Universities

1. Project Goal Statement: To create cooperative agreements with foreign universities to jointly produce localized language materials for American students.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
A. Create cooperative agreements with universities in China and Japan to jointly produce localized language materials.	<p>A.1 Identify topics in the local culture, and make a strategic plan for this project by conducting surveys and interviews.</p> <p>A.2 Sign an MOU with each university to share production resources and costs to produce print, audio, and video materials for intermediate to advanced levels.</p> <p>A.3 Assemble a joint team consisting of Chinese faculty, technical personnel, OSU faculty, and MA, PhD students.</p>								

Title of Project 7: Collaboration with Foreign Universities

1. Project Goal Statement: To create cooperative agreements with foreign universities to jointly produce localized language materials for American students.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
B. Develop a set of localized materials, including audio and video programs, for intermediate to advanced level students to learn language and local culture..	<p>B.1 Produce 8 sets of materials focusing on three Chinese cities and one Japanese city.</p> <p>B.2 Field-test these materials in summer programs in local Chinese and Japanese cities, collect the students' and teachers' feedback to improve these materials.</p> <p>B.3 Publish these sets of materials after they have passed peer review. Promote these materials through Foreign Language Publications, email network, and conference booth.</p>								

Title of Project 7: Collaboration with Foreign Universities

1. Project Goal Statement: To create cooperative agreements with foreign universities to jointly produce localized language materials for American students.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
C. Develop working relations with instructional technology personnel at these partner institutions to extend the application of our online tools.	<p>C.1 Produce audio and video components for these materials.</p> <p>C.2 Develop working relations with local universities including teachers, staff, and students, especially their technical experts in producing the multi-media materials.</p> <p>C.3 Publish the audio and video components, promote them and introduce them to other universities in the U.S.</p>								

Title of Project 8: Localized Intermediate to Advanced Materials

1. Project Goal Statement: To produce a language development text and a language application text with accompanying audio and video components for China (Suzhou, Guangzhou, Hangzhou) and Japan (Himeiji).									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
A. Finalize drafts of texts, prepare audio scripts.	<p>A.1 Organize the team to work on the joint project by calling SKYPE meetings, on-site discussions, and email communications.</p> <p>A.2 Draft the texts, field test them, and finalize them for peer review.</p> <p>A.3 Draft audio scripts and produce audio programs with the help of local people.</p>								

Title of Project 8: Localized Intermediate to Advanced Materials

1. Project Goal Statement: To produce a language development text and a language application text with accompanying audio and video components for China (Suzhou, Guangzhou, Hangzhou) and Japan (Himeiji).									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
B. Negotiate on-site video production with partner universities; year 2, publish texts and audio, plan video production	<p>B.1 Negotiate with local universities on the copyright, permission for video taken and audio recording.</p> <p>B.2 Publish the texts for the students of the Critical Language Scholarship summer program to use and get their feedback;</p> <p>B.3 Make audio program by inviting local people to participate in the production, and train students' ability to communicate with local people.</p>								

Title of Project 8: Localized Intermediate to Advanced Materials

1. Project Goal Statement: To produce a language development text and a language application text with accompanying audio and video components for China (Suzhou, Guangzhou, Hangzhou) and Japan (Himeiji).									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. B L	T1	T2	T3	T4
C. Develop teacher training materials for localized courses and present localized materials at conferences.	<p>C.1 Train teachers how to teach Chinese in localized cultural environment in the study abroad summer program.</p> <p>C.2 Produce teacher manual for the summer program and the learning materials.</p> <p>C.3 Research how to train students to communicate with local people through summer program, present several papers at conferences such as ACTFL and AAS, and publish these papers in academic journals to promote the program and project.</p>								

Title of Project 9: Advanced Korean: Communicating in Korea

1. Project Goal Statement: To develop an extensive set of advanced level print and audio materials focused on Americans working in Korean organizations or in Korea, including the necessary cultural training for efficient communication									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
A. Identify the needs and priority of topics in developing advanced level learning materials for students of Korean.	<p>A.1 Research on the needs and pedagogical methods in developing advanced learning materials for the students of Korean.</p> <p>A.2 Make a working plan and outline of the learning materials, and collect materials.</p> <p>A.3 Draft the texts, focusing on Americans working in Korean organizations or in Korea, including the necessary cultural training for efficient communication.</p>								

Title of Project 9: Advanced Korean: Communicating in Korea

1. Project Goal Statement: To develop an extensive set of advanced level print and audio materials focused on Americans working in Korean organizations or in Korea, including the necessary cultural training for efficient communication									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
B. Pilot materials at OSU and KFL programs, peer review the manuscript, and collect students and teachers' feedback to the materials.	<p>B.1 Field-test the materials at OSU and teaching Korean as foreign language programs, make a profile of students who used at their institutes for the purpose of future research.</p> <p>B.2 Collect students and teachers' feedback by course evaluation or survey, or interviews.</p> <p>B.3 Finalize the texts and draft audio program scripts, also design teachers' work book/lesson plans.</p>								

Title of Project 9: Advanced Korean: Communicating in Korea

1. Project Goal Statement: To develop an extensive set of advanced level print and audio materials focused on Americans working in Korean organizations or in Korea, including the necessary cultural training for efficient communication									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Budget	T1	T2	T3	T4
C. Publish print and audio and draft script for video, promote this set of materials and try to use it in other universities in the US.	<p>C.1 Print the text, publish audio program for advanced Korean by joint publishing between Foreign Language Publications and a Korean academic press.</p> <p>C.2 Draft video script and lay a solid foundation for the video component.</p> <p>C.3 Promote it by FLPubs, NEALRC, Korean library organization, and other national organizations. Introduce it to other advanced Korean programs in the US.</p>								

Title of Project 10: Advanced Chinese Course Material

1. Project Goal Statement: To complete materials for advanced spoken and written Mandarin									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Compiling and editing course source materials.	<p>A.1 Compile Spring Grass (Chuncao) course study kit based on novel and 33 program television series.</p> <p>A.2 Compile Beauty in Memory: Course materials for reading, discussing, narrating, and analyzing language and author’s perspectives.</p> <p>A.3 Edit Literary Chinese in Modern Mandarin course materials for advanced learners of Chinese.</p> <p>A.4 Compile Teacher’s Manual for each course.</p>								

Title of Project 10: Advanced Chinese Course Material

1. Project Goal Statement: To complete materials for advanced spoken and written Mandarin									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Compile learner notes of each course.	<p>B.1 Compile and electronically publish learner notes in addition to online materials of Spring Grass for the advanced course.</p> <p>B.2 Publish educational edition of graphic novel as learning materials and electronically publish learner notes.</p> <p>B.3 Identify top 50 literary expressions and electronically publish learner notes.</p> <p>B.4 Compile and publish teacher’s manual. Make available classroom materials (PPT).</p>								

Title of Project 10: Advanced Chinese Course Material

1. Project Goal Statement: To complete materials for advanced spoken and written Mandarin									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Pilot testing courses and collect feedback.	C.1 Survey feedback of teachers and students involved in pilots of materials at OSU.								

Title of Project 11: Reader’s Tools

1. Project Goal Statement: To expand the number of texts (with audio) on this website with texts on economics and finance, public health, and legal issues in China and the USA.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Expand the number of texts (with audio) on the website in the domain of economics and finance, public health, and legal issues in China and U.S.	A.1 Publish and distribute online reading materials for domain study A.2 Produce audio programs accompanying the texts and add to the website. A.3 Add Chinese texts and promote the website to tract more learners to use it.								

Title of Project 11: Reader’s Tools

1. Project Goal Statement: To expand the number of texts (with audio) on this website with texts on economics and finance, public health, and legal issues in China and the USA.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) To solicit permissions to add Japanese and Korean texts to this tool and work with technology experts at partner universities in Korea and Japan to adapt software to those scripts.	B.1 Add to the program pilot materials in Japanese and Korean								

Appendix V

Title of Project 11: Reader's Tools

1. Project Goal Statement: To expand the number of texts (with audio) on this website with texts on economics and finance, public health, and legal issues in China and the USA.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Field test these materials at OSU advanced level courses.	C.1 Put into use materials at the advanced level course or domain studies.								

Title of Project 11: Reader's Tools

1. Project Goal Statement: To expand the number of texts (with audio) on this website with texts on economics and finance, public health, and legal issues in China and the USA.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
D) Explore and test the possibility of mobile adaption.	D.1 Seek possible methods to adapt this tool to work on mobile platforms.								

Title of Project 12: CAVO (Computer Adaptive VOcabulary Assessment)

1. Project Goal Statement: To enhance the performance, improve the functionalities of CAVO, construct it into a full-fledged tool for Chinese vocabulary learning									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Enhance the functionality of CAVO.	A.1 Refine the vocabulary items in the database supporting CAVO’s functions A.2 Fix minor bugs. A.3 Improve the functions in CAVO, such as charts, institution management, etc. A.4 Provide more useful instructions on how to use CAVO. A.5 Ensure CAVO’s performance to prepare for serving multiple users simultaneously.								

Title of Project 12: CAVO (Computer Adaptive VOcabulary Assessment)

1. Project Goal Statement: To enhance the performance, improve the functionalities of CAVO, construct it into a full-fledged tool for Chinese vocabulary learning									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Expand these functions to traditional Chinese texts, Korean, and Japanese.	B.1 Explore the potential financial support or technical cooperation for converting this tool to other languages and/or traditional Chinese.								

Title of Project 12: CAVO (Computer Adaptive VOcabulary Assessment)

1. Project Goal Statement: To enhance the performance, improve the functionalities of CAVO, construct it into a full-fledged tool for Chinese vocabulary learning									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Promote the online tool in its full capacity.	C.1 Review pilot class. C.2 Solicit reviews from teachers and students. C.3 Promote CAVO through NEALRC's web, news, FLPubs, conference, and email network.								

Title of Project 13: At Home in Japan

1. Project Goal Statement: To refurbish this website with expanded and upgraded content that improves on the older version by increasing the content and adding general training in adapting to another culture.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Upgrade the website with expanded content and improved interface.	A.1 Finish the remaining modules of the expansion. A.2 Complete the accessories such as sitemap, feedback, resources, about us, etc.								

Title of Project 13: At Home in Japan

1. Project Goal Statement: To refurbish this website with expanded and upgraded content that improves on the older version by increasing the content and adding general training in adapting to another culture.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Collect feedback and improve upon the suggestions.	B.1 Invite reviewers to give feedback. B.2 Collect previous feedback from users of the original site. B.3 Improve the website using feedback.								

Title of Project 13: At Home in Japan

1. Project Goal Statement: To refurbish this website with expanded and upgraded content that improves on the older version by increasing the content and adding general training in adapting to another culture.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Develop a commercial portion of this website.	<p>C.1 With help from College of Arts and Sciences, build basic infrastructure to be able to take payments online.</p> <p>C.2 Determine how to divide the content of the website into free and non-free portions.</p> <p>C.3 Finalize the commercialization of the site.</p>								

Title of Project 14: Trans Pacific TV (TPTV)

1. Project Goal Statement: To expand content to this open access website that presents television news with synchronized simplified scripts.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Incorporate additional video resources from collections to which we have permissions and rights.	A.1 Obtain additional video clips from CCTV and other sources. A.2 Select and edit the source video into video clips appropriate in length. A.3 Transcribe the videos and segment the scripts. A.4 Upload new videos with synchronized scripts to website. A.5 Get the permissions and rights to collect additional video resources.								

Title of Project 14: Trans Pacific TV (TPTV)

1. Project Goal Statement: To expand content to this open access website that presents television news with synchronized simplified scripts.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Provide easy access to CAVO within the website interface.	B.1 Add easy connection with CAVO to encourage learning the script with tools provided by CAVO								

Title of Project 14: Trans Pacific TV (TPTV)

1. Project Goal Statement: To expand content to this open access website that presents television news with synchronized simplified scripts.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Promote this resource to advanced learners of Chinese as listening and reading practice, which can be amplified by using CAVO.	C.1 Promote this learning resource with advanced functionality among universities with advanced level language programs. C.2 Evaluate the program, solicit feedback and reviews from teachers and learners								

Title of Project 15: Spring Grass Television Program Website

1. Project Goal Statement: To add a controlled access to Spring Grass website and add easy integration with CAVO, so as to expand awareness of this resource and encourage learning.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Construct website for Spring Grass course kit and add a controlled access component	<p>A.1 Finish constructing the website containing different components of Spring Grass course kit.</p> <p>A.2 Add new controlled access component to the website which differentiates access level for enrolled classes and self learners.</p>								

Title of Project 15: Spring Grass Television Program Website

1. Project Goal Statement: To add a controlled access to Spring Grass website and add easy integration with CAVO, so as to expand awareness of this resource and encourage learning.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Improve function of website by adding script integration with CAVO	B.1 Add function to the Spring Grass TV series so that the synchronized scripts can easily be ported to CAVO’s vocabulary analyzer. B.2 Collect feedback from learners and improve the functionality.								

Title of Project 15: Spring Grass Television Program Website

1. Project Goal Statement: To add a controlled access to Spring Grass website and add easy integration with CAVO, so as to expand awareness of this resource and encourage learning.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Expand awareness of this resource and encourage learning with the tools in CAVO.	<p>C.1 Promote this learning resource with advanced functionality among universities with advanced level language programs.</p> <p>C.2 Evaluate the program, solicit feedback and reviews from teachers and learners</p>								

Title of Project 16: Pathway To Korean: Beginning Spoken Korean from Zero

1. Project Goal Statement: To upgrade coordination of audio program with pagination to increase flow of drills and exercises. To seek support for converting this program to mobile capacity.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Upgrade coordination of audio program with pagination to increase flow of drills and exercises.	<p>A.1 Work with Technology Services of College of Arts and Sciences (ASCTech) to identify a working web audio player that will likely be supported in the long run.</p> <p>A.2 Work with ASCTech to identify an online audio hosting service.</p> <p>A.3 Update the audio files embedded in the website with help from ASCTech.</p>								

Title of Project 16: Pathway To Korean: Beginning Spoken Korean from Zero

1. Project Goal Statement: To upgrade coordination of audio program with pagination to increase flow of drills and exercises. To seek support for converting this program to mobile capacity.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Seek support for converting this program to mobile capacity.	<p>B.1 Experiment with website after audio program upgraded on mobile devices and identify the needs for mobile users of this tool.</p> <p>B.2 Explore possible methods of mobile adaptation and identify the most cost-effective method.</p> <p>B.3 Identify possible support and sponsorship.</p>								

Title of Project 17: Domain Lectures and papers

1. Project Goal Statement: To expand current anthology of online video lectures by Chinese scholars to include new topics and Japanese and Korean scholars.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Expand current anthology of online video lectures by Chinese scholars to include new topics and Japanese and Korean scholars.	A.1 Open a free website for learners. A.2 Add new lectures and presentations to the online anthology. A.3 Make available online new lectures and presentations delivered by Japanese and Korean scholars.								

Title of Project 17: Domain Lectures and papers

1. Project Goal Statement: To expand current anthology of online video lectures by Chinese scholars to include new topics and Japanese and Korean scholars.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Integrate these materials with advanced course kit to assist students to learn advanced level Chinese, Japanese, and Korean.	B.1 Promote the website through NEALRC’s web, news, FLPubs, conference, and email network. B.2 Integrate these materials to be part of advanced level course kits.								

Title of Project 17: Domain Lectures and papers

1. Project Goal Statement: To expand current anthology of online video lectures by Chinese scholars to include new topics and Japanese and Korean scholars.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Explore the possibility of making a version of the website for mobile devices.	C.1 Identify the needs for mobile usage by students and possibly adapt the website to be used on mobile devices.								

Title of Project 18: The Performance Classroom Video Resource Catalogue

1. Project Goal Statement: To create an online catalogue of video samples of activities in performance-based classrooms that are stores on YouTube and YouKu (for access in China) by soliciting video clips from Chinese, Japanese, and Korean language instructors.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Design and implement website containing current collection of videos	A.1 Identify the different categories of videos, design the best practice in categorizing and cross-referencing the videos. A.2 Construct website as a catalogue of video resources with index, descriptions, tags, links to videos, and possibly comments from users.								

Title of Project 18: The Performance Classroom Video Resource Catalogue

1. Project Goal Statement: To create an online catalogue of video samples of activities in performance-based classrooms that are stores on YouTube and YouKu (for access in China) by soliciting video clips from Chinese, Japanese, and Korean language instructors.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Solicit, evaluate, edit and upload more videos to website	B.1 Identify the videos needed from different categories or those that serve different purposes. B.2 Solicit these videos from faculty if these videos are already recorded. B.3 Plan and set up recording sessions to obtain desired videos. B.4 Upload videos to website and continue to expand collection								

Title of Project 18: The Performance Classroom Video Resource Catalogue

1. Project Goal Statement: To create an online catalogue of video samples of activities in performance-based classrooms that are stores on YouTube and YouKu (for access in China) by soliciting video clips from Chinese, Japanese, and Korean language instructors.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Promote the website and promote performance-based pedagogy in language classrooms	<p>C.1 Promote the website and educate users with performance-based pedagogy.</p> <p>C.2 Continue to collect user feedback and improve the tool by adopting their suggestions.</p> <p>C.3 Evaluate the program through user feedback to understand how effective the pedagogy is explained and passed on to the learners and how well the learners adapt to the ideas.</p>								

Title of Project 18: The Performance Classroom Video Resource Catalogue

1. Project Goal Statement: To create an online catalogue of video samples of activities in performance-based classrooms that are stores on YouTube and YouKu (for access in China) by soliciting video clips from Chinese, Japanese, and Korean language instructors.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
D) Conduct small-scale workshops focused on teacher training using this resource.	D.1 Conduct small-scale teacher training workshops regarding aspects of the pedagogy of East Asian languages using this tool and other supplemental materials.								

Title of Project 19: Game Point System (GPS)

1. Project Goal Statement: Develop a point awarding and tracking system to promote students' interests in language study, and to help better understand the role of games in language learning.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Develop a Game Point System that tracks points in a course of language study.	A.1 Develop a functioning pilot website. A.2 Apply to immersion and regular classroom courses and collect user data and survey responses. A.3 Improve system upon feedback.								

Title of Project 19: Game Point System (GPS)

1. Project Goal Statement: Develop a point awarding and tracking system to promote students' interests in language study, and to help better understand the role of games in language learning.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Develop a mobile interface to provide easy access of the system and further engage students.	B.1 Develop and test a mobile interface for easy access.								

Title of Project 19: Game Point System (GPS)

1. Project Goal Statement: Develop a point awarding and tracking system to promote students' interests in language study, and to help better understand the role of games in language learning.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Study the impact of games on the language learning process.	C.1 Collect, tabulate and analyze student use of the system. C.2 Correlate results to student performance. C.3 Publish findings in a paper on gamifying language learning.								

Title of Project 20: Chinese Computer Adapted Listening Test (CCALT)

1. Project Goal Statement: To collect user data and correlate CCALT results to approximately 600 OPI results and use the research result to promote more frequent use of low-impact testing in Chinese language programs.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Collect user data and correlate CCALT results to approximately 600 OPI results.	A.1 Develop template for collecting user data and correlate them to OPI data A.2 Run data programs and analyze correlations in pedagogy seminars with OSU technical team's contribution. A.3 Write papers on low-impact testing and correlations between CCALT and OPI tests A.4 Present papers on assessment research at conference and workshop								

Title of Project 20: Chinese Computer Adapted Listening Test (CCALT)

1. Project Goal Statement: To collect user data and correlate CCALT results to approximately 600 OPI results and use the research result to promote more frequent use of low-impact testing in Chinese language programs.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Promote the more frequent use of low-impact testing in Chinese language programs	B.1 Use research findings to promote low-impact testing in Chinese language programs.								

Title of Project 20: Chinese Computer Adapted Listening Test (CCALT)

1. Project Goal Statement: To collect user data and correlate CCALT results to approximately 600 OPI results and use the research result to promote more frequent use of low-impact testing in Chinese language programs.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Promote CCALT	C.1 Undergo evaluation of the program by independent evaluator(s) C.2 Promote the testing site through NEALRC's web, news, FL Pubs, conference, and email network.								

Title of Project 21: Japanese Skills Test (JSKIT)

1. Project Goal Statement: To create online version of current JSKIT paper test, and implement a speaking test by incorporating "Speak-Everywhere."									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Create an online computer adaptive version of the current paper test and increase the items by at least 100.	A.1 Design the structure of the test. A.2 Collect materials as test items. A.3 Construct a website to host the test.								

Title of Project 21: Japanese Skills Test (JSKIT)

1. Project Goal Statement: To create online version of current JSKIT paper test, and implement a speaking test by incorporating "Speak-Everywhere."									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Implement a productive skills test, using Speak-everywhere.com.	B.1 Develop and field-test test items. B.2 Program, beta test and evaluate the program software for on-line delivery. B.3 Release the new online assessment tool after the field-testing. B.4 Collect feedback from the users and participating institutions for evaluation and further improvement.								

Title of Project 21: Japanese Skills Test (JSKIT)

1. Project Goal Statement: To create online version of current JSKIT paper test, and implement a speaking test by incorporating "Speak-Everywhere."									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Generalize speaking test procedures to Chinese and Korean.	C.1 Generalize speaking test procedures to the other languages based on results and feedback from the above test.								

Title of Project 22: Advanced Language Performance Portfolio System (ALPPS)

1. Project Goal Statement: To adapt this online language assessment portfolio system to the improvement of the employment possibilities of advanced language learners.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
A) Identify needs of employers of advanced language learners through survey	A.1 Survey employers of recently hired advanced language learners. A.2 Understand the needs and expectations of the employers and identify the desirable evaluation criteria to be used in ALPPS.								

Title of Project 22: Advanced Language Performance Portfolio System (ALPPS)

1. Project Goal Statement: To adapt this online language assessment portfolio system to the improvement of the employment possibilities of advanced language learners.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
B) Re-structure ALPPS to focus on features of language learners that are important to employers	<p>B.1 Re-structure ALPPS’s portfolio system to include the evaluation criterion identified through the survey, design and organize these criteria.</p> <p>B.2 Pilot test ALPPS by inviting employers and language learner job applicants to try out the system.</p> <p>B.3 Improve the system based on feedback</p>								

Title of Project 22: Advanced Language Performance Portfolio System (ALPPS)

1. Project Goal Statement: To adapt this online language assessment portfolio system to the improvement of the employment possibilities of advanced language learners.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T 2	T 3	T 4
C) Promote, establish and maintain ALPPS system user group, incorporate the system into the Advanced Language Institutes and other universities.	<p>C.1 Promote ALPPS through our established network and other means.</p> <p>C.2 Maintain a steady body of users – both employers and job applicants, and ensure the smooth operation of the system.</p> <p>C.3 Incorporate the system into the Advanced Language Institutes, help students understand the evaluation of their performance for their future job seeking.</p> <p>C.4 Track and report usage patterns of website. Collect reviews from employers and job applicants to conduct improvement and evaluation.</p> <p>C.5 Promote the system further and introduce it to other universities nationwide</p>								

NEALRC: 2014-2018										
	YEAR ONE		YEAR TWO		YEAR THREE		YEAR FOUR		Total	
	9/15/14-9/14/15		9/15/15-9/14/16		9/15/16-9/14/17		9/15/17-9/14/18			
	Sponsor	OSU	Sponsor	OSU	Sponsor	OSU	Sponsor	OSU	Sponsor	OSU
1. Personnel										
Galal Walker, PI, 50%		\$56,664		\$58,081		\$59,533		\$61,021		\$235,298
Diane Birckbichler, Co-PI, 5%		\$8,934		\$9,157		\$9,386		\$9,621		\$37,099
Xiaobin Jian, Associate Director, 15%		\$17,100		\$17,528		\$17,966		\$18,415		\$71,008
Mari Noda, Associate Director, 15%		\$17,064		\$17,491		\$17,928		\$18,376		\$70,859
Danielle Pyun, Associate Director, 15%		\$10,721		\$10,989		\$11,264		\$11,545		\$44,518
Minru Li, Assistant Director, 100%	\$55,350		\$56,734		\$58,152		\$59,606		\$229,842	
Hanning Chen, Creative Technology Director 100%	\$50,335		\$51,593		\$52,883		\$54,205		\$209,016	
Kelly Snow, Fiscal Manager, 5%		\$3,450		\$3,536		\$3,625		\$3,715		\$14,326
Student Associates	\$2,315		\$2,315		\$2,315		\$2,315		\$9,260	
SUBTOTAL PERSONNEL	\$108,000	\$113,933	\$110,642	\$116,781	\$113,350	\$119,701	\$116,126	\$122,693	\$448,118	\$473,108
2. Benefits										
Galal Walker @ 28.6%		\$16,206		\$16,611		\$17,026		\$17,452		\$67,295
Diane Birckbichler @ 28.6%		\$2,555		\$2,619		\$2,684		\$2,752		\$10,610
Xiaobin Jian @ 28.6%		\$4,891		\$5,013		\$5,138		\$5,267		\$20,308
Mari Noda @ 28.6%		\$4,880		\$5,002		\$5,127		\$5,256		\$20,266
Danielle Pyun @ 28.6%		\$3,066		\$3,143		\$3,221		\$3,302		\$12,732
Minru Li @ 34.9%	\$19,317		\$19,800		\$20,295		\$20,802		\$80,214	
Hanning Chen @ 34.9%	\$17,567		\$18,006		\$18,456		\$18,918		\$72,947	
Kelly Snow @ 34.9%		\$1,204		\$1,234		\$1,265		\$1,297		\$5,000
Student Associates @ 10.8%	\$250		\$250		\$250		\$250		\$1,000	
SUBTOTAL BENEFITS	\$37,134	\$32,802	\$38,056	\$33,622	\$39,001	\$34,463	\$39,970	\$35,324	\$154,161	\$136,211
3. Travel										
ACTFL: airfare x 2 @ \$350/ea	\$700		\$350		\$350		\$350		\$1,750	
Lodging/Per Diem@ x 2 @ \$650/ea	\$1,300		\$650		\$650		\$650		\$3,250	
Program Evaluator: transportation x 1 (Y1, Y2, & Y4)	\$250		\$100				\$250		\$600	
Lodging/Per Diem @ \$500	\$500		\$500				\$500		\$1,500	
Minority Service Institute	\$1,000		\$1,000		\$1,000		\$1,000		\$4,000	
SUBTOTAL TRAVEL	\$3,750		\$2,600		\$2,000		\$2,750		\$11,100	
4. Equipment										
	\$0		\$0		\$0		\$0		\$0	

5. Supplies										
Program Supplies	\$2,500		\$500		\$300		\$500			
SUBTOTAL SUPPLIES	\$2,500		\$500		\$300		\$500		\$3,800	
6. Contractual	\$0									
7. Construction	\$0									
8. Other										
Conference booth/exhibit space	\$1,500		\$1,400		\$500		\$500		\$3,900	
Chinese Collab Articulation and Assessmt Proj	\$4,000		\$4,000		\$4,000		\$4,000		\$16,000	
Chinese Coalition	\$6,000		\$6,000		\$6,000				\$18,000	
Website building for JSKIT	\$1,400		\$1,400		\$1,400		\$1,400		\$5,600	
Phone line for Assistant Director	\$350		\$350		\$350		\$350		\$1,400	
Foreign Language Publications print production	\$6,662		\$6,348		\$4,395		\$5,700		\$23,105	
SUBTOTAL OTHER	\$19,912		\$19,498		\$16,645		\$11,950		\$68,005	
9. TOTAL DIRECT COSTS	\$171,296	\$146,735	\$171,296	\$150,403	\$171,296	\$154,163	\$171,296	\$158,017	\$685,184	\$609,319
10. Indirect Costs @ 8%	\$13,704		\$13,704		\$13,704		\$13,704		\$54,816	
11. Training Stipends	\$0									
12. TOTAL PROJECT COSTS	\$185,000	\$146,735	\$185,000	\$150,403	\$185,000	\$154,163	\$185,000	\$158,017	\$740,000	\$609,319

**National East Asian Languages Resource Center
The Ohio State University**

BUDGET NARRATIVE

Personnel: The NEALRC relies on its creative and knowledge base found in the East Asian languages pedagogy faculty of DEALL and the national faculty attracted to the projects, none of whom draw from this budget. Dr. Galal Walker, PI and Director, is 50% on the NEALRC. Drs. Mari Noda, Ooyoung Pyun, and Xiaobin Jian contribute 15% of their time. This is with the permission of the College of Arts and Sciences, Arts and Humanities, and DEALL and facilitated by the congruency between their professional activities and NEALRC projects. The OSU support in the 2014-2018 budgets predominantly comes from the contributions to the projects by OSU faculty and staff.

Salaried Employees

This budget includes two salaried employees:

- 1) Dr. Minru Li serves as Assistant Director and manager of all NEALRC projects. He maintains a production timeline and informs researchers and developers of tasks and deadlines. He maintains communication with national organizations, mutually informing these organizations and the NEALRC of developments that have an impact on completing projects achieving goals. He facilitates the work of the outside evaluator and communicates with the Department of Education Program Officers.
- 2) Ms. Hanning Chen serves as Creative Technology Director. She works with project teams at the beginning stages to conceptualize the final form of the product and choose the

appropriate technology. She coordinates the available technology resources at OSU and interfaces between the appropriate technology office and the project team. She works intensively on certain projects and is in contact with those teams through critical development stages. While the NEALRC relies heavily on her technical expertise, it also relies on her ability to offer project teams design and technical choices that affect the final form of the product.

Benefits: Benefits are determined for each category of personnel according to university regulations. Currently, faculty benefits are set at 28.6%, staff benefits at 34.9% and student benefits at 12.6%.

Travel: Travel includes trips to national conventions (ACTFL), transportation to Columbus for the evaluator, and travel from OSU to UT-RGV, or from UT-RGV to OSU for the “Third Language” project.

Equipment: No equipment costs unless the modest computer in supplies is considered equipment.

Supplies: One design computer in the first year and common office supplies (paper, copying, filing) for the remaining expenditures.

Other: The following are expenditures:

- 1) Conference booth and exhibit space: NEALRC plans to exhibit in at least one conference per year.
- 2) Chinese Collaboration Articulation and Assessment Project: these funds cover 6-9 meetings of the test item development team (10 local participants), ambassadors to

Chinese teaching schools to encourage language students and participation in CAAP, and expansion of the online capacity.

- 3) National Coalition for Chinese Language and Culture: These funds are to be provided to the three participating organizations to send the critical persons to two annual working meetings held in conjunction with larger national language organizations (e.g., ACTFL, MLA, AAS).
- 4) Website building for JSKIT: This will include putting the expanded listening and reading test online, followed by a speaking and composition component.
- 5) Phone line for Assistant director.
- 6) Foreign Language Publications print production.

Total direct costs: Indirect costs are determined by the negotiated rate of 8%.

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>				

Address:

Street1:	<input type="text" value="1775 College Rd"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Columbus"/>
County:	<input type="text" value="Franklin"/>
State:	<input type="text" value="OH: Ohio"/>
Zip Code:	<input type="text" value="43210-1340"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
----------------------	---	--	--