



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

2009
NFLRC SUMMER INSTITUTE:
WEB-BASED TWO-WEEK INTENSIVE
LANGUAGE COURSE FOR NON-
NATIVE TEACHERS OF JAPANESE

EVALUATION REPORT

June 22–July 3, 2009

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**Report on the 2009 NFLRC Summer Institute:
Web-based Two-week Intensive Language Course for Non-native Teachers of Japanese**

Introduction

Ten non-native-speaking teachers of Japanese language at the K-16 level participated in the 2009 Summer Institute (SI) of the National Foreign Language Resource Center at the University of Hawai'i (NFLRC) from June 22 through July 3, 2009. This Web-based two-week intensive language course for non-native teachers of Japanese was co-sponsored by NFLRC and the National Resource Center - East Asian Studies at the University of Hawai'i (NRC-EA) as part of their mission to serve the development and enhancement of Asian language in the United States. The 2009 SI was delivered entirely free of charge over the World Wide Web using a tested and proven pedagogic model with strong emphasis on written communication meeting high standards of literacy.

Over the ten day workshop, the participants participated in a series of lectures, discussions, projects, and other activities designed to develop and/or to maintain their reading and writing skills in Japanese at the advanced level. In order to obtain immediate formative feedback from the participants and maximize their benefits, an online evaluation survey was distributed at the end of the first week of the 2009 SI. Another online evaluation survey was also conducted in the week following the 2009 SI to obtain feedback from the participants on the specific topic such as effectiveness of the program and any improvement in quality of the delivery, content, instructor, and organization of the 2009 SI.

The present report describes the overview and planning of the 2009 SI activities, summarizes the evaluation findings, use of such findings, and the evaluator's recommendations for the future institutes.

Section 1: 2009 Summer Institute Overview

Organization of the 2009 SI

Staff for the 2009 SI consisted of the NFLRC staff, instructor, and evaluators. The NFLRC staff included Richard Schmidt (NFLRC Director), David Hiple (Associate Director), Jim Yoshioka (Program Coordinator), Deborah Masterson (Publications Specialist), and Stephen Tschudi (Instructor in Technology for Foreign Language Education). The institute instructor was Yukiko Watanabe (Instructor for the 2009 SI), and the evaluation team consisted of two members, Ritsuko Iyoda and Heejin Kim.

Brief Description of the 2009 SI

The Web-based two-week intensive language course was offered to non-native-speaking teachers of Japanese language currently or imminently in service teaching Japanese at the K-16 level. The 2009 SI was co-sponsored by the NFLRC and the NRC-EA as part of their mission to serve the development and enhancement of Asian language in the United States. This workshop thus served as an online professional development opportunity for the non-native-speaking teachers of Japanese language.

The 2009 SI was delivered entirely free of charge over the World Wide Web using a tested and proven pedagogic model, and focused on the development and/or maintenance of reading and writing skills in Japanese at the advanced level, with strong emphasis on written communication meeting high standards of literacy. During the 2009 SI, the participants were asked to complete 4 thematic units based on authentic materials for an equivalent of 30 contact hours of instruction. In each unit, the participants went through four different stages; warm-up activities, preparatory activities, core activities, and post-lesson activities, as they progressed through each of the units in the course. The 2009 SI was taught with themes that were based on needs assessment conducted by the instructor prior to the workshop as well as with authentic materials such as videos appeared on YouTube and articles from Japanese newspapers.

Aside from a daily time commitment of approximately four hours of on- and off-line computer work, the 2009 SI also featured a robust interactive component. The participants formed an online learning community, where the participants performed role-play tasks, held discussions, and shared compositions. This virtual classroom will remain open for one year beyond the intensive two weeks workshop, so that participants are able to return and explore the course materials further; the participants can share lesson materials and collaborate with other participants.

Objectives of the 2009 SI

Although the 2009 SI was an institute designed for Japanese language teachers, it did not address aspects of professional development such as second language acquisition theory, pedagogic methods, or training in online course development. Rather, it was specifically aimed at maintaining and developing non native-speaking teachers' proficiency in reading and writing in Japanese. The target level was intermediate to advanced, corresponding to paragraph-level narration, description, comparison, or instructions on a wide range of everyday topics. Japanese is one of the languages belonging to Category IV, the highest level of difficulty designated by the U.S. Interagency Language Roundtable.

Section 2: Summer Institute Planning

Publicity for the 2009 SI

Advertising to solicit participants for the 2009 SI followed the pattern of previous NFLRC summer institutes. Flyers were distributed at the annual American Council on the Teaching of Foreign Languages (ACTFL) Convention (in Orlando, Florida in 2008). The advertisements were also sent electronically to over 30 local and national language organization/foreign language listservs as well to the other Language Resource Centers around the country for distribution. Advertisements and full information about the SI were also posted on the NFLRC website.

Selection of the 2009 SI Participants

A total of 11 applied for the institute via web-based application (See Appendix A). The applications were rated by the instructor on the following criteria:

- Background in teaching Japanese as a foreign language
- Lack of access and opportunities for professional development in Japanese language
- Quality of the statement of purpose

- Potential impact on the field and to the institution where participants are located
- Fit with other potential participants (proficiency level, skill areas, and knowledge etc.)
- Background in computer use and with technology in general

The target population of the 2009 SI was non-native teachers who do not have much access to professional development opportunities in Japanese language as well as who are from a region where not much Japanese resources are available. Because the mission of the program is to serve the development of Japanese language in the United States, those who already obtain advanced-level proficiency were excluded from the selection. Based on the criteria, 10 participants were admitted to the 2009 SI.

Pre-institute Communications

After the selection of the participants, the NFLRC was in frequent contact with each participant. The program manager sent the usual congratulatory email message, the official letter of invitation. The instructor was also in frequent email communication with the participants, supplying more details about the 2009 SI content and scheduling and taking care of any queries or problems for accessing the institute course website. The online needs assessment survey and the reading and writing tasks (see next sub-section) were also sent to the participants by the instructor.

Needs of the 2009 SI Participants

Course content of the 2009 SI was adapted from JPN332, which was a web-based third-year level Japanese language course developed and offered for undergraduate students at the University of Hawai'i at Mānoa. Because the 2009 SI targeted non-native teachers of Japanese, the JPN332 content needed to be re-examined to match the needs of the participants. During the planning stages of the 2009 SI, an online survey questionnaire was prepared by the instructor to determine the perceived preferences and needs among the participants on writing tasks, topics, and text types. The questionnaire was particularly designed to elicit: (a) the participants' reading and writing needs; (b) the participants' preference on course topics; (c) the participants' preference on writing tasks; and (d) the participants' preference on sources of information. The online needs assessment survey is presented in Appendix B.

(a) Writing task types

Among twelve writing tasks listed (see Table 1), informal and personal writing tasks (story telling, personal email) were preferred by the participants compared to formal and official writing tasks (e.g., official letter, newsletter writing, book report). The top five writing tasks popular among participants were writing a story or a narrative, writing a personal email, creating a brochure, writing personal letter, and giving directions. Among the five tasks, three tasks were incorporated as the target tasks in 2009 SI course. One participant suggested text chat exercises, however, due to time zone difference, synchronic writing tasks were not considered.

Table 1
Writing Tasks Needs

	<i>N</i>	<i>M</i>	Not interesting at all (1)	Not so Interesting (2)	Somewhat interesting (3)	Very Interesting (4)
Personal letter	10	3.60	0.0% (0)	0.0% (0)	40.0% (4)	60.0% (6)
Official letter	10	3.00	10.0% (1)	10.0% (1)	40.0% (4)	40.0% (4)
Personal email	10	3.70	0.0% (0)	0.0% (0)	30.0% (3)	70.0% (7)
Official email	10	3.10	10.0% (1)	10.0% (1)	30.0% (3)	50.0% (5)
Giving directions	10	3.60	0.0% (0)	0.0% (0)	40.0% (4)	60.0% (6)
Story telling, narrative	10	3.90	0.0% (0)	0.0% (0)	10.0% (1)	90.0% (9)
Blogging	10	3.50	0.0% (0)	10.0% (1)	30.0% (3)	60.0% (6)
Creating a brochure	10	3.60	0.0% (0)	10.0% (1)	20.0% (2)	70.0% (7)
Newsletter writing	9	3.33	0.0% (0)	11.1% (1)	44.4% (4)	44.4% (4)
Movie review	10	3.50	0.0% (0)	0.0% (0)	50.0% (5)	50.0% (5)
Book report	10	3.10	0.0% (0)	30.0% (3)	30.0% (3)	40.0% (4)
Academic report/essay	10	2.80	20.0% (2)	10.0% (1)	20.0% (2)	50.0% (5)

Notes: The mean score was calculated based on the number assigned for each of the four-point scale descriptor.

Comments:

“I am mostly interested in developing writing activities for my classes: specially personal emails, some microblogging, brochures, ads, etc.”

“Text Chat exercises”

“All of these sound interesting and beneficial!”

(b) Reading and writing topics

The following topics were ranked as the top four popular topics among the participants: Societal issues in Japan, family life in Japan, Japanese cultural practices, and Japanese music scene. Because these are broad themes, the tasks were designed to allow participants to bring up various topics related to the four themes. As for societal issues and cultural practices, each theme was broken down into two thematic units to cover variety of topics. Based on the idea that more personal topics are easier to read and write extensively, the themes were sequenced in the following order: family life, cultural practices (summer greeting cards and culture shock experiences in Japan), societal issues (education and work conditions), and J-pop.

Some teachers ($n = 2$) selected their topic interests based on their students’ interests. These participants seem eager to further their understanding about Japanese culture and society, so that they can introduce various topics to their students. In order to accommodate this need, one of the tasks in the 2009 SI incorporated material writing (brochure writing) for pre-departure study abroad training on Japanese cultural practices. In order to tailor the course topics to meet participants’ diverse interests, a discussion space was created in the institute courseware to allow participants to facilitate a topic of their choice.

Table 2
Discussion Topics

Topics	<i>N</i>	<i>M</i>	Not interesting at all (1)	Not so interesting (2)	Somewhat interesting (3)	Very interesting (4)
Education in Japan	10	3.60	0.0% (0)	0.0% (0)	40.0% (4)	60.0% (6)
Family life in Japan	10	3.80	0.0% (0)	0.0% (0)	20.0% (2)	80.0% (8)
Working life in Japan	10	3.40	0.0% (0)	10.0% (1)	40.0% (4)	50.0% (5)
Housing in Japan	10	3.50	0.0% (0)	0.0% (0)	50.0% (5)	50.0% (5)
Travel and tourism in Japan	10	3.70	0.0% (0)	0.0% (0)	30.0% (3)	70.0% (7)
Japanese cuisine, food	10	3.50	0.0% (0)	20.0% (2)	10.0% (1)	70.0% (7)
Societal issues in Japan	10	3.90	0.0% (0)	0.0% (0)	10.0% (1)	90.0% (9)
Mannerism in Japan	10	3.50	0.0% (0)	0.0% (0)	50.0% (5)	50.0% (5)
Japanese music scene	10	3.80	0.0% (0)	0.0% (0)	20.0% (2)	80.0% (8)
Japanese media (movies, TV programs)	10	3.70	0.0% (0)	0.0% (0)	30.0% (3)	70.0% (7)
Japanese cultural practices	10	3.80	0.0% (0)	10.0% (1)	0.0% (0)	90.0% (9)
History of Japanese Americans	10	3.00	0.0% (0)	10.0% (1)	80.0% (8)	10.0% (1)

Note: The mean score was calculated based on the number assigned for each of the four-point scale descriptor.

Other topics

“**Since my students are very interested in** the following topics: Manga, anime and videogames, drama, karaoke I would like to know more about them”

“Pop culture including current movies, music groups or fashion trends”

“I’d like to know more about how education is now - I heard that it used to be a lot of rote learning, but has that changed? Do they use a similar grading system (A, B, C etc) to the US? Is the college entrance exam still important? Do teachers have to change schools every so many years? What is the purpose of the school culture festival and are they still important? What are some current societal concerns and issues facing Japanese citizens?”

“**My students seem interested in** Japanese History. It would be fun to have some more information on ninja or samurai. (culture)”

(c) Text types

The text types participants preferred were magazines ($M = 3.80$) and internet articles ($M = 3.70$). Since all materials needed to be digitized, web-based magazine-like articles and advertisements were used in addition to internet opinion articles.

Table 3
Text Types

Test types	<i>N</i>	<i>M</i>	Not at all (1)	A little (2)	Somewhat (3)	A lot (4)
Restaurant menu	10	3.20	0.0% (0)	30.0% (3)	20.0% (2)	50.0% (5)
Comics	10	3.30	0.0% (0)	10.0% (1)	50.0% (5)	40.0% (4)
Brochures	10	3.50	0.0% (0)	0.0% (0)	50.0% (5)	50.0% (5)
Books	10	3.30	0.0% (0)	20.0% (2)	30.0% (3)	50.0% (5)
Magazines	10	3.80	0.0% (0)	0.0% (0)	20.0% (2)	80.0% (8)
Newspaper	10	3.50	10.0% (1)	0.0% (0)	20.0% (2)	70.0% (7)
Internet articles	10	3.70	0.0% (0)	10.0% (1)	10.0% (1)	80.0% (8)
Personal blogs	10	3.60	0.0% (0)	0.0% (0)	40.0% (4)	60.0% (6)

Note: The mean score was calculated based on the number assigned for each of the four-point scale descriptor.

Comments:

“Authentic signs, lyrics, nutritional information, ticket stubs....anything we cannot access here in the states”

Other comments from participants

Since few expressed that they are not confident in reading lengthy texts and recognizing *Kanji*, the Chinese origin characters. Thus, in addition to text-based materials, the instructor decided to utilize video materials, such as Youtube, to accommodate differing strength in Japanese skills participants have.

Schedule of the 2009 SI

The course content and schedule of the 2009 SI are presented below in Table 4 to show participants' daily activities and the workshop schedule. The first day was devoted for familiarizing participants with the courseware and for participants to get to know each other (Day 1: orientation). Following the orientation, the following thematic units were introduced: family life (Day 2 & 3), summer greeting practices (Day 4), cultural shock experiences (Day 5 & 6), entrance exam debate (Day 7), working poor in Japan (Day 8), and J-pop (Day 9). Each thematic unit comprised of four different tasks; warm-up activities, preparatory activities, core activities, and post-lesson activities, as they progressed through each of the units in the course.

Table 4
Course Content and Schedule of the 2009 SI

Day	Date	Units/Sections/Tasks
1	6/22 Monday	Unit 1 Orientation + Self-introduction Read orientation Write and post self-introduction Respond to other's self-introductions
2	6/23 Tuesday	Unit 2 Family Life Reading and discussion
3	6/24 Wednesday	Unit 2 Family Life Writing activity (opinion) and post-writing discussion
4	6/25 Thursday	Unit 3 Cultural activities/practices: summer greeting cards Warm-up, reading, writing, and peer editing
5	6/26 Friday	Unit 4 Cultural activities/practices: brochure on culture Warm-up, reading, and discussion
	6/27 Saturday	Weekend, take mid-term institute evaluation survey
	6/28 Sunday	Weekend, group work on brochure writing task
6	6/29 Monday	Unit 4 Cultural activities/practices: brochure on culture Peer editing, reading, and discussion
7	6/30 Tuesday	Unit 5 Societal issues: education Reading and writing activity and post-writing discussion
8	7/1 Wednesday	Unit 6 Societal issues: workforce Video, reading, and writing, and post-activity discussion
9	7/2 Thursday	Unit 7 J-pop Video, writing, and post-activity discussion
10	7/3 Friday	Unit 8 Wrap-up Future planning and wrap-up discussion

Learning Outcomes of the 2009 SI

By the end of this workshop, participants were expected to improve their reading and writing skills in Japanese, dealing with intermediate to advanced texts. Specifically, followings are the abilities that participants were expected to gain as a result of attending the 2009 SI:

- (a) Become aware of the skills and strategies available for improving reading ability in Japanese
- (b) Be able to understand main ideas and most supporting details in descriptions, factual narration, news events, or other non-technical texts
- (c) Be familiarized with Japanese materials in the World Wide Web

- (d) Become acquainted with aspects of Japanese culture and social behavior that relate to the readings
- (e) Develop the ability to compose grammatical and organized essays in Japanese related to the above topics

Section 3: Evaluation of the 2009 SI

Analysis of the Application Form

By the time the evaluators were invited to the 2009 SI for the evaluation, the participants were already selected and rated by the instructor. In order to make sure that the participant selection decision was made properly, the evaluators reviewed the information in the online application forms submitted by the participants. Following findings and recommendations were shared with the instructor:

(a) Those participants who have less academic education in Japanese language and experiences in teaching Japanese self-reported their Japanese language proficiency higher than those who have more academic education and the experiences. It is recommended to request some type of reading and writing tasks to the participants to obtain more information about their actual language abilities and their instructional needs.

(b) Reading and writing are the two skills that the participants would like to improve most. Specifically, many participants mentioned that they often feel inadequate with their ability to teach Japanese at an advanced high school level due to the lack of grammar and kanji knowledge. One of the objectives of the 2009 SI should be, therefore, to improve grammar and kanji skills, which would help build their confidence level to teach at an advanced level.

(c) Many participants expressed that there are not many opportunities to use Japanese in their daily lives. They feel isolated and fear that their language proficiency deteriorates due to the lack of exposure to the language. It is recommended that during the 2009 SI, the instructor provides the participants with opportunities where they could share their thoughts and teaching ideas with their peer non-native Japanese teachers in addition to improve their language proficiency.

Based on the recommendations, the instructor requested the participants to complete reading and writing tasks (see Appendix C). The purpose of the tasks was to identify the actual level of each student's reading and writing abilities. Understanding the participants' reading and writing proficiency more accurately enabled the instructor to better target the tasks to their proficiency level (i.e., create mixed proficiency groups or pairs or similar proficiency groups or pairs, depending on the task purpose). Furthermore, it was also decided to leave the virtual classroom open for one year beyond the intensive two weeks workshop, so that participants are able to return and share lesson materials and collaborate with their peer non-native Japanese teachers.

The Mid-term Evaluation Survey

In order to obtain immediate formative feedback from the participants and maximize their benefits, a web-based mid-term evaluation survey using Google Docs was conducted. This online survey questionnaire was developed by the evaluators in cooperation with the instructor.

The mid-term evaluation survey was distributed to the participants electronically by the instructor at the end of the first week of the 2009 SI. All participants were asked to respond to the survey anonymously. The survey solicited feedback on topics in need for clarification, support necessary to advance their individual work, the pace of instruction, and instructional content, delivery, and activities (see Appendix D).

The survey data were generated through Google Docs and analyzed by the evaluators during the weekend of the first week of the 2009 SI. A full length report summarizing the findings of the mid-term evaluation survey along with the evaluators' recommendations was submitted to the instructor by the end of the weekend. The instructor was then made necessary adjustments in her instructions accordingly on the first day of the second week.

(a) Findings of the mid-term evaluation survey

- Four of the nine participants expressed that they felt overwhelmed by the fast-paced instruction, all the assignments, and the various open discussions. Followings are some of the participants' comments:
 - “There is so much to read, respond to, and many people to interact with”
 - “each day I spend 6+ hours but still feel like there is more to read and respond to”,
 - “We need not only to write and post but also to answer and give feedback to other participants”
 - “Having a hard time focusing on one task at a time”
 - “Have had difficulty concentrating on revisions to past work and simultaneously begins working on new units at the same time”
 - “It is incredibly time-intensive to have a conversation on-line because each daily assignment and reading is already so time consuming”
- Two participants pointed out that the group project is challenging due to the participants living in different time zones and various log in times.
 - “The group assignment is challenging due to the timing of everybody being able to be working together”
- All nine participants were satisfied with the instructor's work. They especially appreciated the amount of time the instructor spent on reading, writing, and providing feedback to the participants.
- In regards to the topic to cover for the remaining five days, five of the nine participants preferred covering J-pop in Unit 5 as it is originally scheduled.
- Followings are the topics in need for clarification as of the end of the first week:
 - Whether the participants should give feedback about other student's writing grammar mistakes
 - What discussions are mandatory to participate in
 - What kind of topic they should discuss in their free discussion topic thread
 - How to upload photos
 - How to go back and edit their previous post

(b) Recommendations made by the evaluators

Based on the participants' feedback provided through the mid-term survey, the evaluators recommended the followings to the instructor:

- Reduce topic thread categories/forums

- Continue providing feedbacks on the participants' writing, but give less feedback to those participants who are at the mid-level
- Provide English translations of the Japanese instructions for the mid-level participants
- Provide assignments at two different levels and have them choose per their level (i.e. provide the advanced-level participants with an option to take extra quiz-type activities and additional reading assignments if they so wish)
- Assign roles and tasks to each participant prior to the group assignment
- Cover J-pop in the second week
- Provide opportunities where the participants can share their tips and materials for teaching Japanese
- If time permits, give a lecture as to how the recourses could relate to their instruction

(c) Actual changes made by the instructor

The instructor posted the mid-term evaluation results on the course website on June 30, 2009. In response to the participants' feedback, she made the following changes:

- The number of threads was limited for each unit or each participant is given a choice to choose a thread to which s/he would like to respond.
- Extra activities were also added as an option.
- Less linguistic feedback was provided for some participants (the instructor limited herself to point out selected grammatical feedback).
- Explanations on grammar points were provided in both Japanese and English.
- Additional information was provided to the points on which the participants expressed that they needed more clarifications.
- The participants were given an option to choose Societal topic 2 (working conditions and workers) or J-pop as a last unit.
- The participants were given an opportunity to exchange ideas and tips for teaching Japanese on the final day.

The Post Institute Evaluation

The online follow-up evaluation survey was also conducted to obtain feedback from the participants on the specific topic such as effectiveness of the program and any improvement suggestions or comments for future institutes (see Appendix E). The follow-up survey questionnaire was distributed to the participants electronically by the instructor in the week following the 2009 SI. The results of the follow-up survey were generated through Google Docs and analyzed by the evaluators. A full length report summarizing the findings of the follow-up evaluation survey along with the evaluators' recommendations for the future institutes were provided to the instructor.

(a) Findings of the follow-up evaluation survey

The follow-up survey comprises of 18 multiple-choice and 12 open-ended questions. Table 5 below presents the results of the 18 multiple-choice questions in the online follow-up survey.

Table 5
Survey Results of the 18 Multiple-choice in the Follow-up Survey

<i>Pre-institute experience</i>	<i>N</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
Q.1 Availability of the SI web information	8	0	1	4	3
Q.2 Application process	7	0	0	5	2
<i>Academic content, delivery, and tasks</i>	<i>N</i>	<i>Not effective/ appropriate at all</i>	<i>A little effective/ appropriate</i>	<i>Somewhat effective/ appropriate</i>	<i>Very effective/ appropriate</i>
Q.6 Delivery of content	7	0	1	2	4
Q.7 Pace of instruction	7	0	2	1	4
Q.8 Level of instruction	7	0	0	2	5
	<i>N</i>	<i>Not useful</i>	<i>A little useful</i>	<i>Somewhat useful</i>	<i>Very useful</i>
Q16. Usefulness of the feedback	7	0	2	0	5
Q18. Usefulness of academic portion of the SI	7	0	0	1	6
	<i>N</i>	<i>Too little</i>	<i>Appropriate</i>	<i>Too much</i>	
Q17. Amount of daily tasks	7	0	5	2	
<i>Overall difficulty level</i>	<i>N</i>	<i>Very difficult</i>	<i>Somewhat difficult</i>	<i>Somewhat easy</i>	<i>Very easy</i>
Q12. Reading materials	7	1	5	1	0
Q11. Video materials	7	0	5	2	0
Q10. Writing tasks	7	1	4	2	0
<i>Learning outcomes</i>	<i>N</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>A lot</i>
Q.21. Can write with more confidence	7	1	0	3	3
Q.22. Gained skills for teaching	7	0	1	5	1
Q.23. Gained confidence to continue developing	7	0	1	1	5
Q.24. Gained confidence teaching advanced level	7	1	0	4	2
Q.25. Improved skills for writing different genres/styles	7	0	3	3	1
Q.26. Know my strengths in JPN writing	7	0	2	3	2
Q.27. Obtained knowledge on JPN society and culture	7	0	0	3	4

Followings are the findings of the overall analysis of the follow-up survey results:

- All participants who completed the survey had positive experiences in the pre-institute stage, though there seems to be some room for improvement.
 - “The application process was very easy and convenient”
 - “The information site was yellow text on a red/orange background, very small, and very hard to read”
- All seven participants thought content was interesting and relevant, and they were satisfied with the academic content of the 2009 SI. Three participants mentioned that they really enjoyed the video clips and it enhanced their understanding of the topic.

“They were season related (*shochumimai*) and genre related (domestic life) and also related to students' interests like”

“The content was very interesting and relevant”

“Great selection of video and text”

- All seven participants found that the online format is effective.
- None of the participants claimed that the instruction was too fast this time indicating that the adjustments made by the instructor in week 2 were effective.
- Four participants expressed that the materials and the tasks were somewhat difficult, and one participant claimed that they were very difficult.
- All seven participants felt that they had certain learning outcomes, though two of them felt that they were unable to gain confidence in writing or confidence teaching advanced level through the 2009 SI.

“I was able to write with more confidence than before”

“I found and used an on-line tool (pop *jisyō*) that will really help me anytime I want to read an internet article”

“Enjoyed meeting the other participants and exchanging our experiences and advice”

- All participants considered the instructor, very supportive, knowledgeable, responsive, and hardworking.
 - “Very prompt and helpful”
 - “Yukiko was very friendly, very helpful, and her feedback was very appropriate and easily applicable”
 - “The instructor was very responsive and it was evident that she read and evaluated student submissions in a thoughtful and timely manner. She also was very knowledgeable with regard to current topics and issues”
 - “Excellent on all counts, gave each person considerate feedback”

(b) Recommendations based on the survey results

Based on the participants' feedback provided through the follow-up survey, the evaluators recommended the followings for the future institutes:

- Re-design the website and make it easier to read and understand the information
- Instead of requiring the reading and writing tasks later, include a 300 character essay on a topic of their choice as part of the original application
- Give feedback on pre-reading and writing tasks so they will know their weaknesses and strengths prior to the 2009 SI
- Make the 2009 SI site available to participants sooner so they have time to prepare
- As it was done this time, implement a needs assessment survey into the SI planning
- Consider offering two different curriculum per their proficiency level (mid-level, advance-level), and adjust content and delivery accordingly
- Provide the instructions in both English and Japanese for their better understanding
- Reduce amount of daily tasks, and make process of each task simpler
- Provide more variety of writing assignments, and give model examples
- For group work, assign roles and tasks to each participants beforehand
- Post a topic outline/assignment description expectations prior to the start day
- Consider offering a live chat or video conf. with a teacher (i.e., Skype, Google v-chat)
- Scaffold the assignments a little more for their better understanding

- Spend more time on applications for learning

Finally, here are the recommendations for future institute topics based on the suggestions provided by the participants:

- Japanese pedagogy
- Current culture, affair, or issues of Japanese society
- Reading, speaking, reading, writing, and advanced grammar

(c) Instructors' commentary of the 2009 SI

As part of the post institute evaluation, Yukiko Watanabe, the instructor of the 2009 SI, was also asked to summarize what she thought worked well with the 2009 SI. The following reflective comments were provided by the instructor:

While one of the institute's target outcomes was to improve participants' Japanese proficiency in writing and reading, aiming for observable language improvement in ten days was quite demanding. However, participants' online interaction indicate that they were building their metalinguistic awareness by reviewing instructor's errors correction and comments on their writing, and asking follow-up questions about the way errors were corrected.

Beyond the planned institute activities and expected outcomes, participants were extensively engaged in sharing information about teaching practices, teaching materials (e.g., textbooks, online materials), and resources (e.g., useful podcasts and videos). The online forum functioned as a space for teachers to network and exchange ideas on teaching. Participants continued interacting beyond the 2009 SI and those who participated in the institute gathered at the Annual Convention of the American Council on the Teaching of Foreign Languages. Development of a learning community of teachers is helpful especially for those who lack access to professional development opportunities.

Besides the impact of 2009 SI, the important component in developing the institute curriculum and materials was the evaluative information produced by the evaluators. The institute evaluations (pre-, mid-, and post-institute evaluation) were tailored to the needs of the program developer (i.e., instructor) and were reported in a timely manner. The relevant and timely evaluation reports allowed the instructor to incorporate the evaluation findings to better prepare and improve the course. Such a utilization-oriented evaluation facilitated by an external evaluator is a positive practice that should be continued in future institutes.

Section 4: Conclusion

It is obvious from the positive comments from the majority of the 2009 SI participants that the 2009 SI was successful and considered worthwhile by all. Although it would not be appropriate to use discrete measures to assess improvement in participants' writing skills given the very short time frame of the course, there is no question that participants regarded the workshops as beneficial to their advanced-level reading and writing skills. The SI such as this one thus should by all means be repeated in the future, with the recommended adjustments.

Another notable point is the importance of the evaluator's early involvement in the evaluation work. One of the underlying motivations for NFLRC to engage external personnel to facilitate the evaluation work was to demonstrate accountability. Nonetheless, this evaluation offered beyond serving as a required external accountability mechanism. The evaluators' early involvement along with persistent collaboration by the instructor contributed to the generation of actionable evaluative information (i.e., As a result of reflecting participants' needs and improving the course based on participants' input, the participants' satisfaction was raised). The evaluation work thus contributed to both the development and formative improvement of the program. It is therefore highly recommended for NFLRC to consider having an external evaluator involved in the early planning stage of future institutes.

APPENDIX A

Web-based Application Form

Part I: Contact Information

1. Name:
2. Position:
3. Department:
4. Institution:
5. Language:
6. Levels taught:
7. Contact address:
8. Work phone:
9. Home phone:
10. Fax:
11. Email:

Part II: Background Information

12. Non-native speaker? (Yes or No)
13. How learned?
14. Level of Japanese language proficiency:
 - (1) OPI?
 - (2) ACTFL reading?
 - (3) ACTFL writing?
 - (4) ACTFL listening?
 - (5) ACTFL speaking?
15. # of students taught in a year:
16. Courses taught:
17. Computer used:
18. OS used
19. Input method:
20. Level of comfort with traditional Chinese characters?
21. Web-browsing difficulty?
22. Level of web experience?
23. Resources available in area?
24. Skill areas most in need of development?
25. Potential impact on future teaching?
26. Plans to pursue additional professional development?

Part III: Statement of Purpose

SELECTION DECISION: Accept Reject Wait List

APPENDIX B

Online Summer Institute 2009: Non-native teachers of Japanese

[Exit this survey](#)

Aloha, NFLRC Summer Institute 2009 participants!

Welcome to the survey!

日本語の夏期講習を担当します渡邊有樹子（わたなべ ゆきこ）です。
みなさんとオンラインで学べることを楽しみにしています。

I am very excited to interact with you online during the summer institute.
In order to better meet your needs, I would like to know your interests and needs for Japanese reading and writing.

Your responses will only be used for course development purposes.
Please click "next" to proceed to the survey.

Thank you for your cooperation.

渡邊有樹子（わたなべ ゆきこ）
University of Hawaii at Manoa

1. What kind of writing tasks do you want to do in Japanese during the summer institute? Please rate your interests.

	Not interesting at all	Not so interesting	Somewhat interesting	Very interesting
Personal letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Official letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Official email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving directions (recipe, geographical direction, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Story telling, narrative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a brochure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsletter writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movie review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Book report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic report/essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have any other writing tasks you would like to engage in during the course, please specify:

2. To what extent are you interested in the following as course topics?

	Not interesting at all	Not so interesting	Somewhat interesting	Very interesting
Education in Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family life in Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working life in Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing in Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel and tourism in Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Japanese cuisine, food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Societal issues in Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mannerism in Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Japanese music scene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Japanese media (movies, TV programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Japanese cultural practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History of Japanese Americans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(1) Please list any other topics you would like to read or discuss online. (2) Within the topic categories listed above, if you have any specific topic you would like to read, know, or discuss, please explain.

3. To what extent would you like to read from the following sources of information?

	Not at all	A little	Somewhat	A lot
Restaurant menu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list any other sources you would like to read:

4. I will be in Tokyo and Chiba for a week in May for a conference. Do you have any requests for photos and realia that would help your students learn Japanese language, culture, and society? I will try my best to photograph your requested objects/scenes, and collect realia during my stay there. Please be reasonable with your requests.

5. Any other comments that would help me develop the course?

Thank you so much for responding to the survey! I look forward to communicating with you online during the Summer Institute :-)

APPENDIX C

Writing Task

A Japanese friend, Ayako (彩子), wrote an email to you about Valentine's Day in Japan. Read the email and write an email response in Japanese to Ayako on the second page. If you had difficulty understanding some of the expressions, please highlight them or change the color of the text.

From: Ayako
 To: [you]
 Date: 2009/04/24
 Subject: Valentine's Day

こんにちは。お返事ありがとうございます。

さて、2月14日はバレンタインデーですね。日本ではバレンタインデーの日に何をするのかということですが、普通は女の子が男の子にチョコレートをあげます。これは大体4つに分けられます。（と勝手に私がそう思っているのですが。）

1. 本命チョコ

これは例えばある男の子のことを好きな女の子がいて、彼女がその男の子に「好き」という気持ちを伝えたいと思っているとします。バレンタインデーはその子にとって、チャンスなのです。もし、その女の子がその男の子にチョコレートを渡せば、それは「あなたのことが好きなのよ。」ということがその男の子にわかってもらえるのです。この本命チョコの場合、女の子は自分でチョコを作るか（手作りチョコ）、お店で買うにしてもすごく気合を入れて選びます。値段は人によりますが、大体1000円前後だと思えます。

2. 家族へのチョコレート

大抵、娘や母親が父親、男の兄弟、祖父などに贈ります。これはやはり、日ごろの感謝をこめて送るといった意味がありますが、大体は、世の中がバレンタイン一色に染まっているので、それじゃ、うちもやろうかしら、という感じが多いようです。この場合は1個500円ぐらいのチョコが選ばれます。チョコのデザインはおもしろいものを選ぶこともあります。

3. 友達へのチョコレート

仲のよい男友達にもチョコレートをあげることがあります。これは別にこれといった意味はなく、ただ仲がいいから、プレゼント、といった楽しい感じで送られます。これはあまり高いチョコは選ばれないようです。1個100円ぐらいでしょうか。

4. 義理チョコ

これは恋愛感情なしで義理で贈られるチョコレートのことです。職場などで、女の子たちが上司や同僚に配ったりします。義理というのは、たいして好きじゃないけど、いつもお世話になっているし、あげようか、といった感じのものです。日頃の感謝の気持ちを表す機会、対人関係をスムーズにするためなど、義務感からではなく、ポジティブなイメージで義理チョコをあげる人も多いようです。でも最近では景気があまりよくないため、義理チョコ禁止令を出す職場もあります。

From: [Your name]
To: Ayako
Date: 2009/04/30
Subject: Re: Valentine's Day

Q1. What was the difficulty level of the reading material? Mark the box with an X.

Very difficult	Somewhat difficult	Somewhat easy	Very easy

Q2. Explain any difficulties you experienced completing the task.

APPENDIX D

Online Mid-term Evaluation Survey

Welcome to the 2009 NFLRC Online Summer Institute for Non-native teachers of Japanese Mid-term Evaluation Questionnaire!

This survey seeks quick feedback from you on the Summer Institute online program. Please take a few minutes to complete the five questions below. Your answers will help us to help you get maximally useful outcomes from this program.

1. You have participated in the Institute for five days now. Briefly describe any topics, any assignments, or any matters related to the instruction that you are receiving that you feel puzzled or uncertain about at this point.

2. Please describe any difficulties you have encountered with anything related to the design or use of the course website.

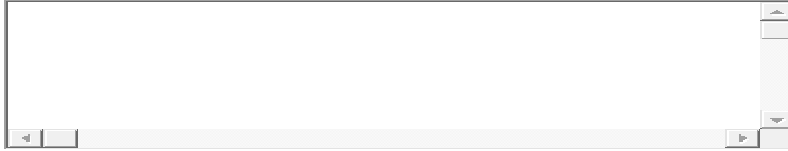
3. Briefly describe strengths and weakness of this institute so far as related to the following four topic areas:

1) content (topics and genres)


2) delivery (level, pace of instruction, etc)

3) activities and assignments (format of discussion, structure of activities, etc.)

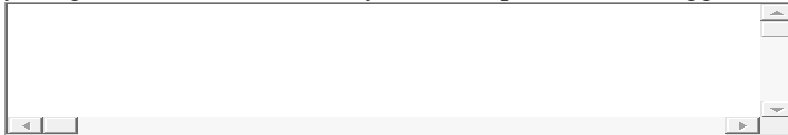
4) instructor (expertise, helpfulness, responsiveness, timeliness, etc)

A large, empty rectangular text box with a thin black border. It has a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, indicating it is a scrollable input field.

4. In order to adjust the course schedule to your needs, we would like to know the following. Would you like to cover J-pop (Unit 5) or do you know the following. Would you like to cover J-pop (Unit 5) or do you prefer to spend more time covering various social issues in Japan?

A small, empty rectangular text box with a thin black border. It is positioned below the question text.

5. There are five days remaining in the institute. How can we help you the most in accomplishing your goals over those five days? Please provide one suggestion that is your highest priority.

A large, empty rectangular text box with a thin black border. It has a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, indicating it is a scrollable input field.

APPENDIX E

Sample Online Follow-up Evaluation Survey

Welcome to the 2009 NFLRC Online Summer Institute for Non-native teachers of Japanese Follow-up Questionnaire.

We would like to get some feedback from you on the Summer Institute. Please take a few minutes to tell us about: (a) your pre-institute experiences, (b) your impression of the academic content and its delivery, as well as activities and assignments; (c) your impression of the instructor performance; (d) the extent to which this program has helped increase your writing skills; (e) any suggestions on ways to improve the program.

The five sections on the questionnaire will take approximately 20 minutes to complete. Your responses will be kept completely anonymous. Your answers will help us plan for future events to support non-native Japanese language teachers.

Section 1. Pre-institute experiences

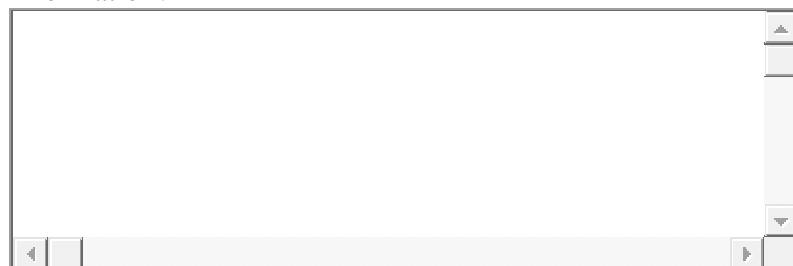
1. Please rate your experience on the availability of Summer Institute web information.

- poor
- fair
- good
- excellent

2. Please rate your experience on the application process.

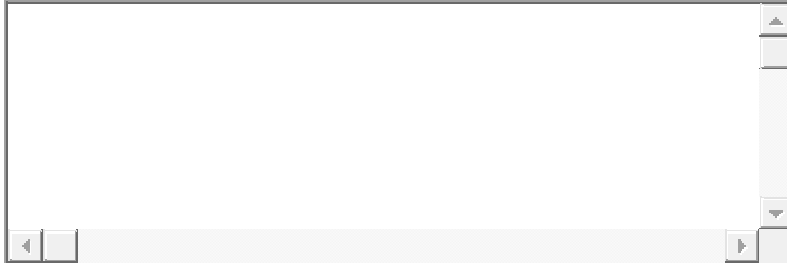
- poor
- fair
- good
- excellent

3. What suggestions would you make for improving the application process and web-based information?




Section 2. Academic content, delivery, and tasks

4. Please consider the academic content (i.e., topics and genres). What were the strengths of the academic content of the Summer Institute?

An empty rectangular text input box with a light gray border and a vertical scrollbar on the right side.

5. What suggestions would you make for improving the academic content?

An empty rectangular text input box with a light gray border and a vertical scrollbar on the right side.

6. Please consider the delivery of the content (i.e., online format, pace/level of instruction). To what extent was the online format effective for helping you to learn?

- not effective at all
- a little effective
- somewhat effective
- very effective

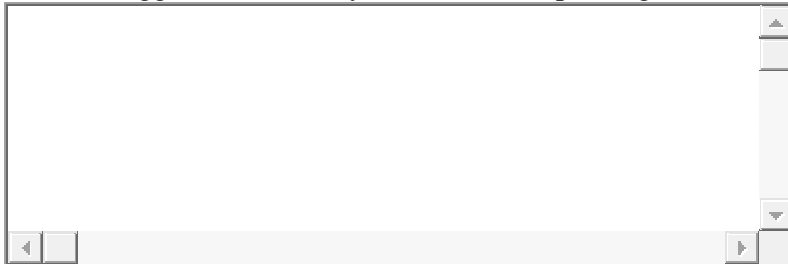
7. To what extent was the pace of instruction appropriate for helping you to learn?

- not appropriate at all
- a little appropriate
- somewhat appropriate
- very appropriate

8. To what extent was the level of instruction appropriate for helping you to learn?

- not appropriate at all
- a little appropriate
- somewhat appropriate
- very appropriate

9. What suggestions would you make for improving the delivery of content?



10. What was the overall difficulty level of the reading materials used in the course?

- very difficult
- somewhat difficult
- somewhat easy
- very easy

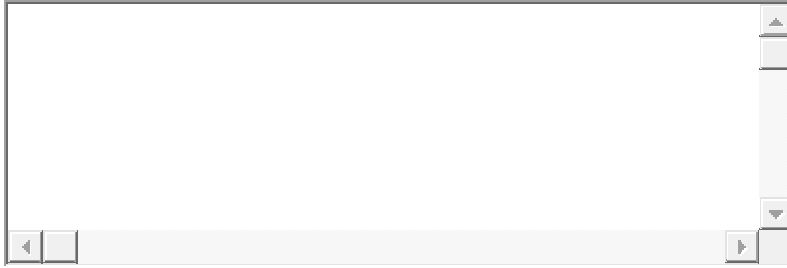
11. What was the overall difficulty level of the video materials used in the course?

- very difficult
- somewhat difficult
- somewhat easy
- very easy

12. What was the overall difficulty level of the writing tasks used in the course?

- very difficult
- somewhat difficult
- somewhat easy
- very easy

13. Please consider the tasks, and describe one activity or assignment you particularly liked.

An empty rectangular text box with a light gray border and a vertical scrollbar on the right side, intended for the user to describe a task they liked.

14. Please consider the tasks, and describe one activity or assignment you particularly disliked.

An empty rectangular text box with a light gray border and a vertical scrollbar on the right side, intended for the user to describe a task they disliked.

15. What suggestions would you make for improving the tasks?

An empty rectangular text box with a light gray border and a vertical scrollbar on the right side, intended for the user to provide suggestions for improvement.

16. Please rate the usefulness of the feedback you received.

- not useful
- a little useful
- somewhat useful
- very useful

17. Was the amount of daily tasks appropriate?

- too little
- appropriate
- too much

18. Please rate the overall usefulness of the academic portion of the Summer Institute.

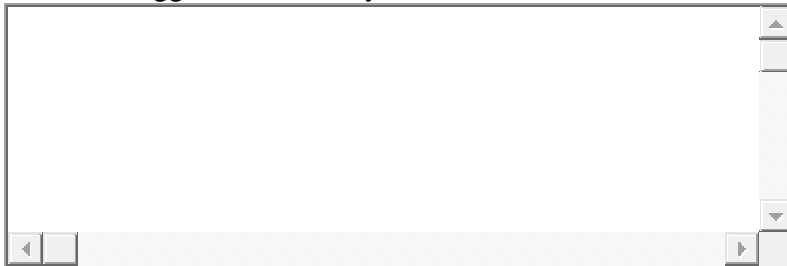
- not useful
- a little useful
- somewhat useful
- very useful

Section 3. Instructor performance

19. Please consider your impression of the instructor (i.e., expertise, helpfulness, responsiveness, timeline, etc.). What were the strengths of the instructor?



20. What suggestions would you make for the instructor?



Section 4. Learning outcome 21. To what extent did the Summer Institute help you to write with more confidence in Japanese?

- not at all
- a little
- somewhat
- a lot

22. To what extent did the Summer Institute help you to gain skills useful for teaching?

- not at all
- a little
- somewhat
- a lot

23. To what extent did the Summer Institute help you to gain confidence that you can continue developing your writing skills in Japanese?

- not at all
- a little
- somewhat
- a lot

24. To what extent did the Summer Institute help you to gain confidence that you can teach advanced levels?

- not at all
- a little
- somewhat
- a lot

25. To what extent did the Summer Institute help you to gain skills for writing different genres/styles in Japanese?

- not at all
- a little
- somewhat
- a lot

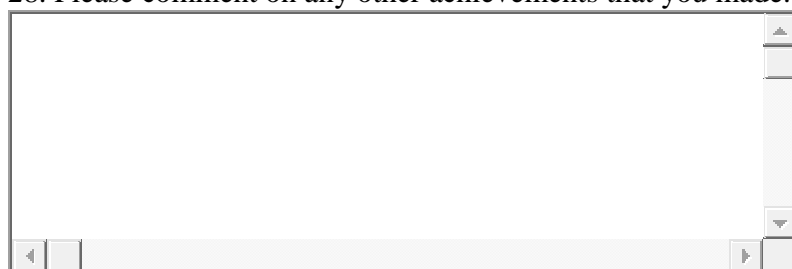
26. To what extent did the Summer Institute help you to get to know your weaknesses and strengths in Japanese writing?

- not at all
- a little
- somewhat
- a lot

27. To what extent did the Summer Institute help you to gain knowledge about Japanese society and culture?


- not at all
- a little
- somewhat
- a lot

28. Please comment on any other achievements that you made.



Section 5. Additional suggestions

29. Please provide any suggestions or comments for future institutes that would help non-native teachers improve their Japanese writing.



30. What other kinds of institutes would you find useful for improving your Japanese language teaching? (e.g., pedagogy, speaking, listening, reading etc.)