

Effectiveness of the Hybrid Maintenance Program

Xie Tianwei

txie@csulb.edu

<http://xietianwei.net>

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CSU Consortium for Strategic Languages

- Starting in 2007, CSU Consortium for Strategic Languages (SLI) was formed
- Five languages and five campuses: Los Angeles-Korean, Long Beach-Chinese, Fullerton-Persian, San Bernardino-Arabic, Northridge-Russian
- The first summer intensive study started in 2007.
- The second summer study abroad in 2008



● Students

- 2 years of experience of learning (minimum of four semesters)
- SAT score (420-660)

● Goals

- SAT score increase: 100 (pre-final)
- Final OPI: Intermediate High or Advanced Low

● SLI program

- First summer intensive program (6 weeks)
- Second summer study abroad program (6 weeks)

Questions

- How to maintain and improve students' proficiency after the first summer intensive study and before going to study abroad in the second summer?
- How to organize and manage students' learning?

The program design

SLI

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graph TD; SLI[SLI] --- H[ ]; H --- P1[Phase 1  
2007 Summer  
Residential]; H --- P23[Phase 2 and 3  
Fall 2007  
Spring 2008  
Interval Maintenance  
Programs]; H --- P4[Phase 4  
2008 Summer  
study abroad];
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Phase 1
2007 Summer
Residential

Phase 2 and 3
Fall 2007
Spring 2008
Interval Maintenance
Programs

Phase 4
2008 Summer
study abroad

eChinese
learning
Teachers in
Beijing
(4)

Coordinator
(1)

Local
Mentor
Professors
(5)

Local
Graduate
Assistants
(4)

12 Students

1 in Beijing

2 in Taipei

1 in Washington, DC

8 in California



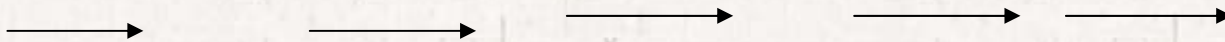
Learning Activities

- Speaking – Skype online sessions by eChineselearning.com teachers (one hour/week, online, voice, one-to-one)
- Reading – Mentor professors' assignments (one meeting/month, reading, summary, report or translation)
- Writing – Weekly journal writing
- GA – one hour/week face-to-face or Skype tutoring
- Monthly class reunion meeting (students' presentations, discussions and dinner)

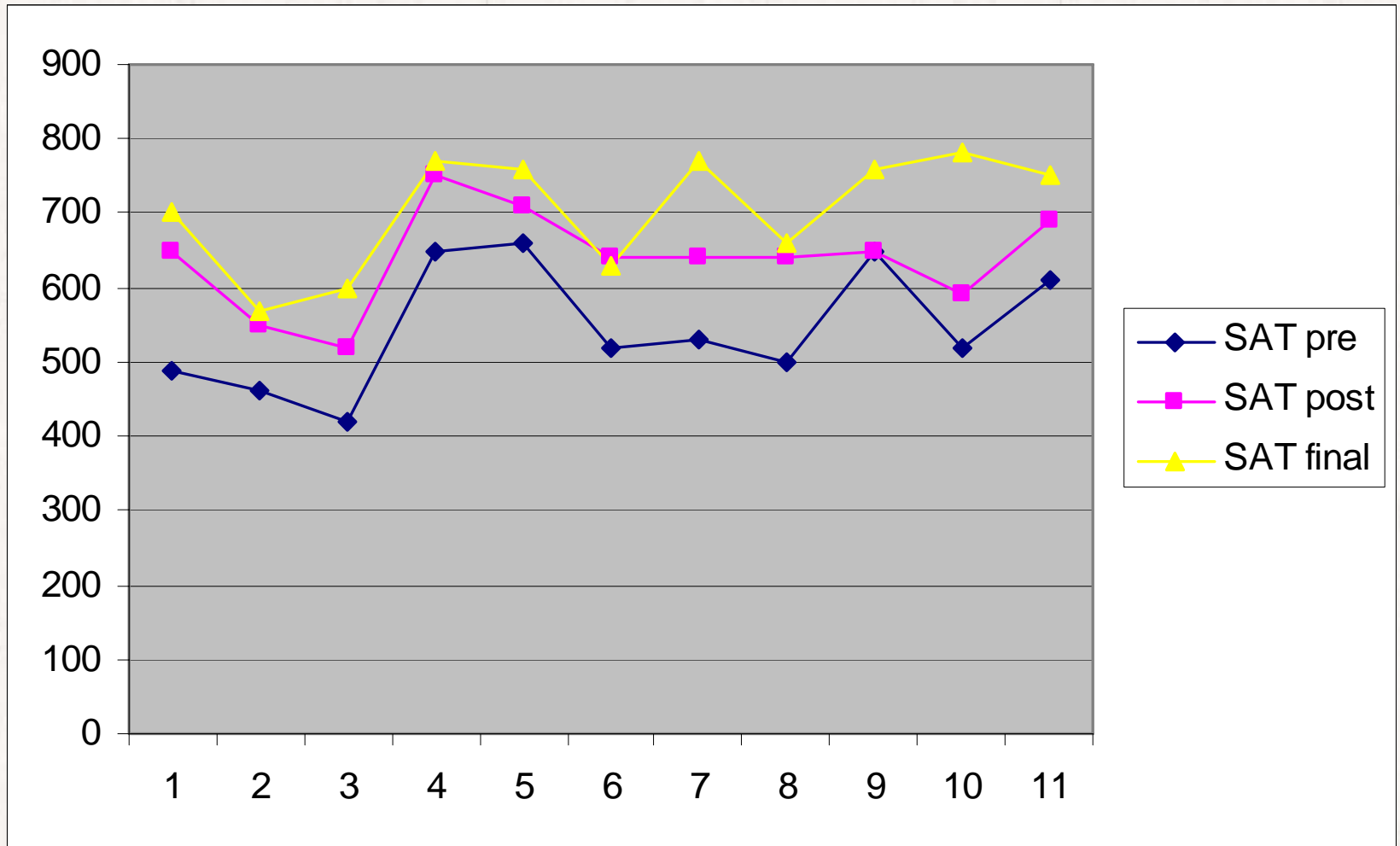
Assessment

- SAT administered to measure the outcomes
- Pre-SAT (before 2007 summer program)
- Post-SAT (after 2007 summer program, before the interval program)
- Final SAT (after the interval program, before study abroad)
- Final OPI

Pre-test | Summer Study | Post-test | Fall | Spring | Final test | Summer Study Abroad



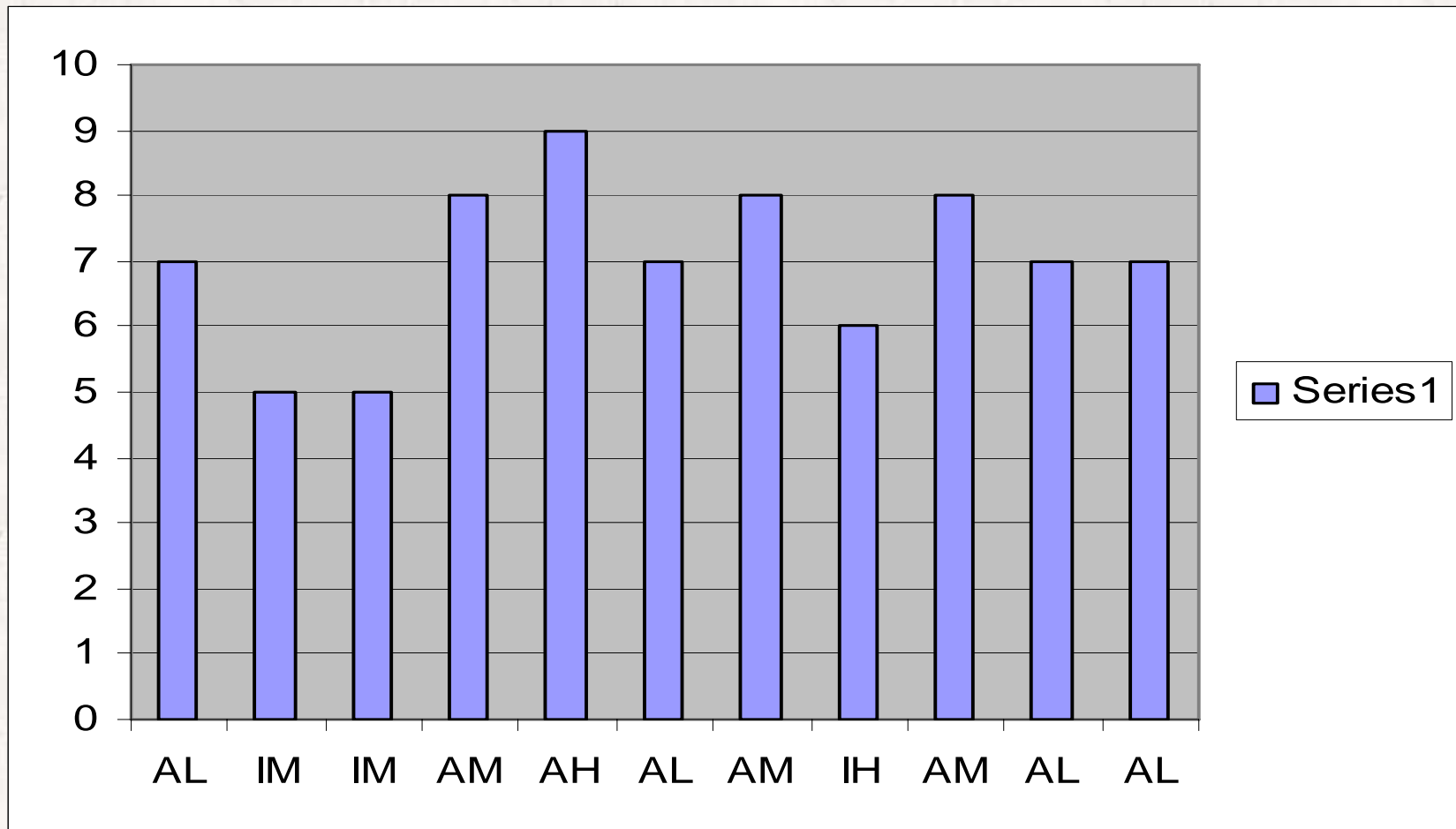
SAT scores



SAT scores

Student	SAT pre	SAT post	SAT final
HS	490	650	700
EN	460	550	570
EN	420	520	600
JP	650	750	770
HS	660	710	760
EN	520	640	630
EN	530	640	770
IN	500	640	660
EN	650	650	760
VN	520	590	780
VN	610	690	750

OPI ratings



OPI rating at a glance

Rating	AH	AM	AL	IH	IM
Number of students	1	3	4	1	2

Discussion

- Increase of SAT scores and final OPI results
- Length and depth of journal
<http://csuslichn.edublogs.org/>
- Final project book publishing
<http://learningchineseonline.net/SLI/2007/publication/>
- Different backgrounds and achievements
- Difference between mentor professors' expectation and students real level
- Difficulty of scheduling and coordination

Changes for the 2nd cohort (2008-2009)

- Fixed schedule with eChineselearning.com
- Fixed weekly text chat time
- Mentor professors for the second semester and for more advanced students only
- Point cumulating system – earning points by completing assignments (80 points required to enter the following phase)

Conclusions

- Maintenance program feasible and successful
- Learning is task-driven
- Importance of coordination and management



Thanks!
敬請指教！

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