

Inclusive Pedagogy for Mandarin Learners from Community Colleges: A Case Study

CHAO, Der-lin LI, Ming-Ying HU, Bing Ying PENG, Chun-Yi LAI, Wei

Abstract

This paper proposes an inclusive pedagogical model to grapple with the scarcity of language learning resources experienced by community college students. This study demonstrates that community college students, if provided with the same learning resources as four-year college students, can perform as well as their four-year college counterparts. The collaboration between two-year and four-year colleges to share language learning resources appears to be an effective pedagogical strategy for inclusion. We present a case study of six community college students in a domestic intensive summer program funded by the Language Flagship Linkage project. Students' learning outcomes were measured by their proficiency test results and attendance records. Students' learning outcomes were analyzed using qualitative data, including pre- and post-summer proficiency scores, interviews, daily reflections, and attendance records both face-to-face (F2F) and online. Our data suggest that with inclusive pedagogical strategies, community college students can also achieve learning outcomes similar to four-year Language Flagship students.

Keywords: blended learning, articulation, summer immersion, proficiency-based curriculum

CHAO, Der-lin, Hunter College, City University of New York, USA. Email: dchao@hunter.cuny.edu.
(corresponding author)

LI, Ming-Ying, Hunter College, City University of New York, USA. Email: ML3917@hunter.cuny.edu.

HU, Bing Ying, Hunter College, City University of New York, USA. Email: bhu0002@hunter.cuny.edu.

PENG, Chun-Yi, Borough of Manhattan Community College, City University of New York, USA. Email: cpeng@bmcc.cuny.edu.

LAI, Wei, Queensborough Community College, City University of New York, USA. Email: wlai@qcc.cuny.edu.

INTRODUCTION

Community colleges in the U.S.: an overview

In the U.S., community colleges are usually two-year public institutions that grant associate degrees with which students can transfer to a four-year college or university to complete a bachelor's degree. However, community college students are often less academically prepared compared to their four-year college counterparts. Many of them come from underprivileged backgrounds and lack financial support (Nagano, Funk, and Ketcham, 2017). According to the American Association of Community Colleges (AACC, 2016), forty percent of community college students supplement their education with either full-time or part-time employment. Twenty-six percent of community college students come from households in the lowest income level (i.e., 125% of the poverty limit; Cohen, Brawer, & Kisker, 2013, p. 45). For students who filled out the SILCC Student Survey, 45% reported working more than twenty hours per week, 15% reported providing care for family members for more than twenty hours per week, 73% had never participated in college-sponsored activities, and 74% reported spending fewer than ten hours in a typical week studying for all their classes combined (Nagano, Funk, & Ketcham, 2017, p.628).

Research on foreign language instruction in community colleges is scarce, especially for less commonly taught languages such as Chinese. Li, Wen and Xie (2014) conducted a large-scale survey of Chinese language programs at the college level in North America. While community colleges were included in this survey, the authors pointed out that community colleges' curricula and instructional infrastructures are different from that of four-year colleges, and the results might not fully present the instructional needs and differences between four-year and community colleges. This study adopts inclusive pedagogical strategies to address the following issues in foreign language education (Chinese in particular) at community colleges: a) scarcity of learning resources, b) low expectations of learning outcomes, and c)

articulation with four-year colleges.

Traditionally, inclusive education refers to the effort of offering equal opportunities to students with disabilities. The goal of inclusive education subsequently expanded into the realm of offering quality education to all students regardless of race, language, religion, gender, or ability (Krastel, 2008; Florian & Black-Hawkins, 2011; Waitoller & Artiles, 2013; Coady, Happer, & DeJong, 2016; Collins & Muñoz, 2016). A wealth of research on how to implement inclusive pedagogy in various disciplines in STEM fields and other subjects has been conducted and documented (Hack, HilleRisLambers, Pitre, & Freeman, 2011). However, when it comes to adopting and providing inclusive pedagogy to disadvantaged learners and ensuring equal access to quality language instruction, documented research and literature is rather scarce.

This study is an attempt to present an inclusive pedagogical strategy that fosters collaboration between a four-year college with an intensive summer Chinese program and several two-year community colleges. The project was funded by The Language Flagship, a national initiative aiming for selected students to gain professional-level proficiency by providing national models of articulated curricula from kindergarten through college (www.thelanguageflagship.org).

Foreign language education at two- and four-year colleges

According to available surveys, enrollment in foreign languages in community colleges has been much less than that of four-year institutions. The National Center for Education Statistics reported in 2018 that only 22% of community college students were enrolled in modern language courses in the United States, whereas four-year institutions had an enrollment rate of over forty percent. In the survey conducted most recently by the Modern Language Association for summer 2016 and fall 2016, the enrollment number was 20.4% for two-year colleges and 78% for four-year undergraduate and graduate colleges (Looney & Lusin, 2019). Furthermore, Lusin (2006) reported that only 28.8% of community colleges have foreign language requirements, whereas 73.6% of four-

year institutions have foreign language requirements. What is alarming is that between 2006 and 2016 a trend of decreasing enrollment in modern languages began to appear. During that time, the enrollment rate of modern language courses for community colleges decreased by 20.9%, more than three times the 6.8% rate of decrease seen at four-year institutions (Looney & Lusin, 2019).

Nagano, Funk, and Ketcham (2017) conducted a pioneering national survey titled *Students and Instructors of Languages at Community Colleges Survey* (SILCCS) to learn more about modern language instruction at community colleges from an instructor's perspective. Their survey indicates that community colleges commonly lack co-curricular activities such as field trips or study abroad opportunities and lack language learning resources – all of which are important in supporting language instruction and learning. Lusin (2006) conducted a study for the Modern Language Association that surveyed four-year institutions as well as graduate programs and found that only 23.5% of community colleges offered study abroad programs as compared to 64.7% of four-year or graduate institutions; 10.8% of community colleges offered internships in the target language in the community as compared to 34.2% at four-year or graduate institutions; 18.7% of community colleges incorporated service-learning in their language course curricula compared to 34.3% of four-year or graduate institutions; and only 2% of community colleges had language houses for students in modern language classes compared to 24.6% at four-year or graduate institutions. In their survey findings, Nagano, Funk, and Ketcham (2017) also reported that 27% of community college instructors indicated that they engaged their students with the local community while using the target language during every class period or in most weeks. Despite 27% reporting their engagement with the community, over half of the instructors (56%) who participated in this survey admitted that they “rarely” or “never” collaborated with local community members as a means of enhancing language instruction.

When teaching a language as a foreign language, maximizing language exposure has become a goal for program designers because it is relevant to

language acquisition effectiveness (Zhang 2016; Garza 2016). For English speakers, learning “truly foreign languages” (a term coined by Jorden and Walton in 1987) such as Chinese requires much more time than European languages such as French and Spanish in order to reach an advanced level. Therefore, domestic intensive summer programs have become a popular choice to accelerate proficiency development (Liu & Wang, 2018). For example, Middlebury College Summer Language Schools and Indiana University Summer Language Workshops are two well-known programs that are open to students nationwide. In addition, many private institutions also organize summer language programs for their students. This type of summer language program condenses a regular year’s worth of course material into just one summer. However, many students from community colleges cannot afford these programs and have to work full-time during the summer.

The statistics regarding community colleges’ low enrollment and scarcity of language learning resources clearly show that modern language instruction in community colleges is facing a variety of challenges due to the discrepancy in language learning resources compared to four-year institutions. This situation has to be changed. In fact, community college should play an important role in *increasing* the national capacity of foreign language skills. This is not only because of the large student population (41% of all undergraduate students) found in community colleges throughout the nation (National Center for Education Statistics, 2018), but also because many students in community colleges already speak one or more languages other than English at home (Nagano, Funk, & Ketcham, 2017). This population represents a valuable national language resource that ought to be tapped into. The low enrollment or lack of language learning resources should not be used as an excuse to further remove foreign language opportunities from the community college curricula.

The solution proposed in this paper to resolve the issue of inadequate foreign language resources at community colleges is to establish collaboration between four-year institutions and community colleges. This would open doors

for community college students and help them better use the language learning resources potentially available to them. Ultimately, community colleges can adopt these findings to improve foreign language instruction.

The Linkage project — a Language Flagship nationwide initiative — provided support for students who were already enrolled in a foreign language program in a community college. These students, who may end up transferring to a four-year college, could build on their current foundations of language ability while further developing their language skills *at* a four-year college. Language learning is a long-term commitment that requires an articulated plan. This also means that when students transfer from one type of institution to another, there is a strong need for articulation in the planning of language learning that also addresses the potential difficulties that come from transferring schools (Robinson, 2007).

This paper examines a summer intensive program attended by both students from the Chinese Flagship program at Hunter College (a four-year public institution) and students from the Linkage Program at four partner community colleges. We compare the learning outcomes of the Flagship students and their community college counterparts to explore whether an inclusive approach could allow them to learn at the same level.

BACKGROUND

An overview of the Language Flagship

The Language Flagship (www.thelanguageflagship.org) is a national initiative that aims to increase the national number of fluent speakers and readers of foreign languages critical to national security, economic prosperity, and global competitiveness (Nugent & Slater, 2016). The Language Flagship recognizes that cultivating advanced language skills is a long-term academic pursuit; in addition, foreign language skills should be linked with students' non-language major (professional domain). Therefore, this language acquisition pathway for college

students (with or without language background) starts from freshman year and continues throughout their college education. In the Language Flagship design, advanced foreign language skills are considered as an essential tool for career readiness and is a vital component in the context of globalizing college education.

In short, Language Flagship advocates a proficiency-based and learner-centered teaching approach to language acquisition (Murphy, Evans-Romaine, Anishchenkova, & Jing-Schmidt 2016). In this approach, language curriculum is articulated from level to level. Proficiency targets are set for each course so that students have a very clear idea of what language outcomes are expected from them. In classroom instruction, instructors focus on bringing students to the target proficiency with a variety of meaningful activities that focus on three modes of communication. Diagnostic tests and end-of-year assessments are conducted so that all stakeholders understand each student's individual performance level and what to do in order to improve weaker points and continue moving students toward a higher level of language ability. This type of approach requires a strong professional development program and support from the institution so that instructors can achieve a deep understanding of the language tasks, text types, and language usage that corresponds to each target level (ACTFL, 2012).

Language Flagship Linkage Project: an inclusive approach to foreign language education

Over the past few decades, The Language Flagship has been achieving its core mission to educate undergraduate students to become global professionals, as evidenced by numerous students graduating and earning Language Flagship certification. A bigger goal that the Language Flagship would like to achieve is the promotion of the Language Flagship approach, and ultimately a revolution in the way foreign languages are taught in the U.S. A particular aspect of this long-term goal is promoting the Language Flagship approach to all education levels, especially to those learners found in underserved populations who lack adequate resources for furthering their foreign language study.

Language Flagship has been engaging students at K-12 levels and community college students through special projects and initiatives. This paper will focus on one such initiative, the Language Flagship Linkage Project at Hunter College Chinese Flagship that partners with community colleges to provide community college students language instruction before they transfer to a Language Flagship program at a four-year college. There is a discrepancy in language learning resources between these two types of institutions, but with the resources provided by four-year programs, community college students can learn Chinese just as well as four-year college students.

Hunter College Linkage Project

Community college students applied to join the Linkage Project at Hunter College. The selection process included application review and an in-person interview. Accepted students attended an eight-week summer intensive program as one cohort. The first four weeks of classes were conducted on campus and the remaining four weeks of classes were online. During the academic year, students continued to enroll in the language course at their home institution, if available. Students also attended a three-hour class every Saturday for Linkage, together with 1.5 hours of online tutorial during the week. In addition, students took proficiency tests at the end of the semester and at the end of the summer. As mentioned above, students could also apply for transfer to Hunter College. If admitted, they could join the Language Flagship Program at Hunter. Similar to the Flagship program, the Linkage program also adopted a proficiency-based curriculum with specific proficiency targets for each level. The proficiency targets were based on the NCSSFL-ACTFL Can-Do Statements (ACTFL, 2017), Can-Do Statements for Intercultural Communication (ACTFL, 2017), and the Intercultural Reflection Tool for Learners (ACTFL, 2017). These tools unpack important documents, such as The World-Readiness Standards for Learning Languages (ACTFL, 2015), the ACTFL Proficiency Guidelines 2012, and Performance Descriptors for Language Learners (ACTFL, 2012).

Domestic summer program: a blended learning design

This study focuses on the summer intensive program at Hunter College on its Manhattan campus. The program has been offered to Language Flagship students successfully for the past ten years. The curricula utilized blended learning in both synchronous and asynchronous formats to maximize learning outcomes (Garza, 2016). The summer program was split between four weeks of F2F sessions for six hours per day and four weeks of one-hour online sessions off campus. During the F2F sessions, there were five hours of group class and one hour of one-on-one (1-1) tutoring. On Fridays, students met online with their tutors. Cultural activities and field trips were also offered and integrated with foreign language usage. The designed curricula addressed Chinese language learners' specific needs for learning tones and commonly used characters to achieve fluency and accuracy in speaking and reading Chinese. Community college students were placed in one class for language instruction but merged with Flagship students for cultural activities. Those who successfully completed the summer program were given the opportunity to continue in the Linkage program during the academic year, which includes 3 hours of F2F classes on Saturdays and one hour of 1-1 online tutorial per week.

The Linkage summer program was designed based on the language learning framework proposed by Nielson, Gonzalez-Lloret, and Pinckney (2008). In their model, to set up a successful blended language course, language input should come from authentic listening and reading materials. In order to assist students in comprehension, instructors give students specific questions to answer using multimedia resources. Instructors provide students with links to a wide variety of appropriate authentic input online and create assignments that assess students' reading and listening comprehension.

In order to enhance the learning experience and increase learner's autonomy, a majority of class time was devoted to language tasks in which the instructor offers engaging tasks of multimodality with increasing complexity. In particular, the tasks were relevant to students' daily life situations and required

communication in the target language to ensure a balanced development of language skills. For language output, the instructor made use of digital tools to engage students in synchronous and asynchronous communication, both between peers and with native Chinese speakers. Students also interacted with each other using web-based tools for reflection after completing their daily learning. Finally, the instructor provided feedback during communicative exchanges and after reviewing the saved output. The instructor used multimedia devices to provide corrective feedback frequently and created assignments for students to incorporate comments from their instructors and peers.

This blended learning model emphasizes the use of online teaching platforms and tools. Instructors draw upon effective pedagogical designs to facilitate second language acquisition. This model also shows a seamless integration of content, language, and culture into the course design in order to engage users in communicating with purpose, constructing knowledge, and negotiating meaning through a variety of computer-mediated communication and social networking tools.

METHODS AND DATA

Participants

The experimental group consisted of six students from four community colleges in New York City. They attended the beginning level class as a group in the summer program. The control group consisted of five four-year Flagship students at the same level in the program. All six community college students were non-Chinese who spoke Spanish and English at home. One had no previous Chinese learning experience, and the other five had one to two semesters of Chinese language study prior to the summer program. The five Flagship students had no prior background in Chinese. The control group and experimental group were placed at the same level but in two separate classes. All other variables were the same.

The profiles of our community college participants accurately represent

the demographics of community college students mentioned in the introduction section. For example, four of our community college students had attended private universities but were forced to quit after one or two semesters. Although their scholarship package seemed sufficient, these students still could not afford the tuition, let alone the costs of living. Some of them had to take out loans to go to private institutions. When they finally transferred to community colleges, they had debt or had to stop and work for a year, which further delayed their graduation. The community college students in our study all came from immigrant families whose parents did not speak English. These students had to support themselves *and* be financially responsible for their families.

Study design

Considering the lack of academic and financial support, our program adopts inclusive pedagogical strategies to address the target students' learning needs. The inclusive approach, as described in the previous section, is a learner-centered approach that aims to construct an equal and effective learning environment for every student. The instructors were adaptive in curriculum design, learning modalities, teaching strategies, and multimedia resources in order to engage students with different learning styles. The inclusive approach entails dynamic communication between the instructor and students, flexible use of teaching devices and strategies, as well as constant reflections and feedback from the students, peers, and instructors. All these essential factors contributed to the goal of improving learning outcomes.

All the participants gave their consent to be a part of this research. Students knew that there would be no negative impact on their grades if they withdrew from the research. Data on attendance, proficiency scores, surveys, and feedback from students and instructors were collected, maintained, and analyzed. The participants signed FERPA waivers which clearly spelled out all the types of information being collected and for what purpose it would be used. The participants were also informed by the researchers that the data would only be used for research purposes.

The community college participants were interviewed at the end of the program about their learning experience during the program. The interview questions included:

1. How they felt their learning of Chinese in class had been changed over the course of the project;

2. How they would characterize the kinds of support they received from the project, including the support received from the project instructor/tutor;

3. What impact they thought their participation in the project may have on their Chinese language learning

Participants took STAMP in reading, writing, listening, and speaking at the end of the summer program. Reflections during the summer program F2F session were also collected. Two community college professors were interviewed to collect information on the Chinese language courses at their institution, as well as to ask about what types of challenges they faced and how their students performed in class. Finally, we compared the proficiency assessment results between the experimental and control groups. In what follows, we analyze the quantitative and qualitative data.

RESULTS

Quantitative data: attendance and proficiency test results

This section compares the attendance and performance of the experimental group (Linkage) and the control group (Flagship). Both groups were taught the same materials, attended the same activities, and took the same proficiency tests. We draw upon students' attendance records and post-program proficiency test results to debunk the misconception that community college students are less motivated to learn Mandarin. Figure 1 shows the average rates of attendance for both Linkage and Flagship students during the summer F2F session and online one-on-one sessions.

Figure 1. Average rates of attendance for Linkage and Flagship students

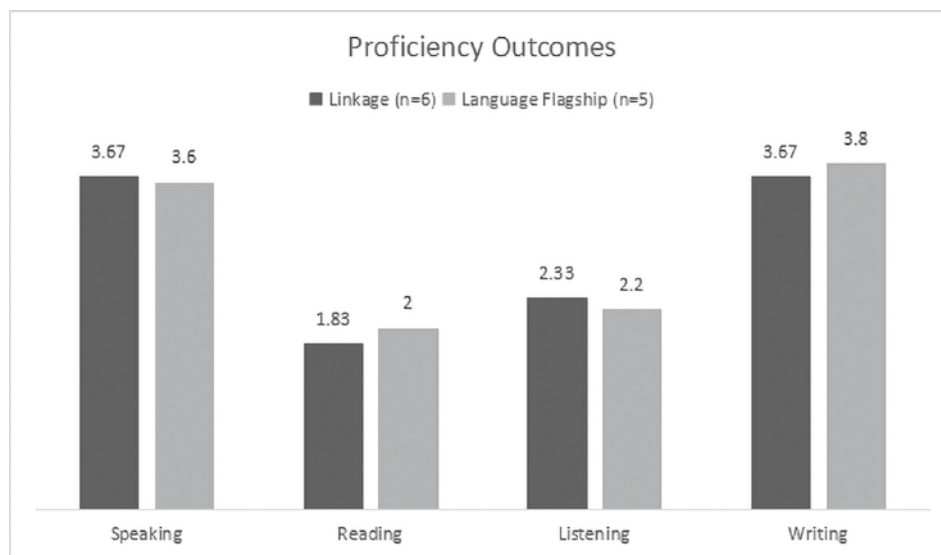
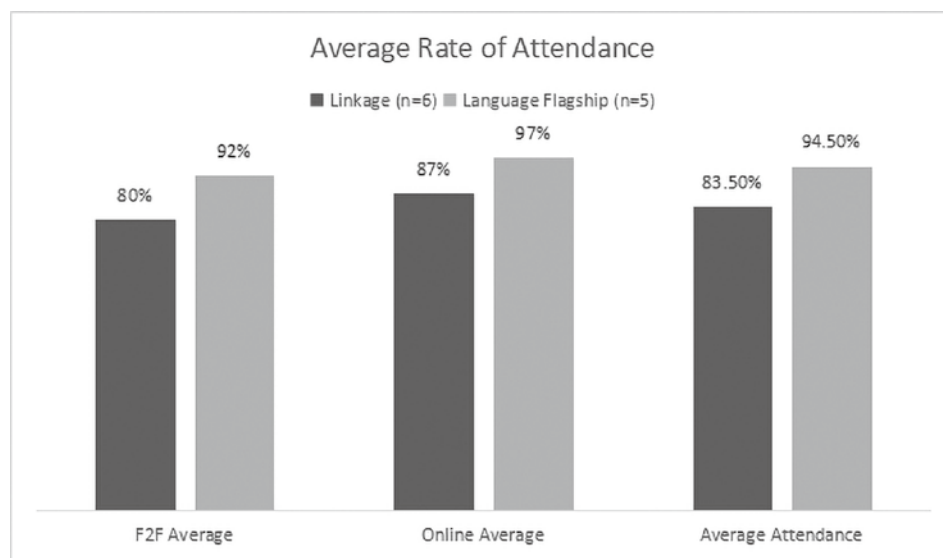


Figure 1 shows that the average attendance rates of the Flagship group were higher than the Linkage group. Based on community college students' self-report, they attended fifty percent of F2F classes during the academic year. The summer program's attendance rate, on the other hand, was at eighty percent for the F2F class and 87% for the online class. Both are considerably higher than the average attendance during the academic year. This perhaps reflects the family responsibilities that community college students constantly bear, especially throughout the regular semester. It should also be noted for the Linkage group that the average one-on-one online attendance rate was higher than the average F2F attendance rate. This suggests that a flexible and accessible curriculum design is crucial to community college students in terms of their commitment to learning. The Linkage students did not have any attendance issues. Their daily reflection showed that when they missed a F2F class, students would use the online resources to make up for their missing work.

In the summer intensive program, Linkage and Flagship students were taught to the same target proficiency level. All Linkage and Flagship students completed the summer course and achieved similar proficiency outcomes. Figure

2 shows the proficiency test results on a scale of one to six in speaking, reading, listening, and writing. The values in Figure 2 represent average proficiency scores for each group in for four modalities (novice low=1, novice mid=2, novice high = 3, intermediate low= 4, intermediate mid = 5, and intermediate high = 6):

Figure 2. Proficiency outcomes



In an effort to determine whether the two groups had similar performances, an independent sample T-test was performed. Data from the T-test are presented in Table 1.

Table 1. Two-Sample T-test of Linkage and Flagship Proficiency Outcomes

	Speaking	Reading	Listening	Writing
t Stat	0.21	-1.00	0.24	-0.46
P(T<=t) two-tail	0.84	0.36	0.82	0.66
t Critical two-tail	2.31	2.57	2.26	2.26

Table 1 suggests that no significant difference was observed in the proficiency outcomes between the Linkage and Flagship students. Community college students, if provided with adequate language learning resources in a

supportive learning environment, can perform just as well as four-year college students.

Qualitative data: interviews with Linkage students

Qualitative data include interviews with Linkage students regarding their learning experiences during the summer program. Since the inclusive approach is learner-centered and caters to individual learners’ needs, we discuss each participant’s learning profile and style individually. Case studies are also effective in investigating each learner’s reactions and reflections to the learning tasks, as well as in monitoring the accommodations made by the program. Case study reports help identify communal needs and pedagogical recommendations.

All six Linkage students in the summer program were placed into the beginning level. This section provides each participant’s attendance, post-summer proficiency test results, profile, and their feedback on their learning experiences in the summer program.

For the summer program in this study, students received four weeks of F2F instruction, for a total of twenty days, with approximately six instructional hours per day. In addition, students also received three weeks of 1-1 online instruction for a total of fourteen days. The final day was the STAMP proficiency assessment on campus.

Table 2. Student 1 (Sandy)

Post-Summer Proficiency	Attendance
Speaking: Intermediate Low Reading: Novice Mid Listening: Novice High Writing: Intermediate Low	F2F Attendance: 83% 1-1 Online Attendance: 100%

Sandy grew up in a single parent family in which her mother moved her and her siblings from city to city. She recalled that frequent moving was not good for her development academically since she had to constantly adjust to new environments and struggled due to differences in curricular content. Since

Sandy's mother was ill, Sandy had to work 45 hours a week to send money home. She sometimes missed school due to work, which of course affected her GPA. Nevertheless, Sandy always had an interest in learning Chinese. She had attended a private university for a year and transferred to a community college due to the unbearable financial burden of paying tuition. She then studied Chinese for two semesters at that college before beginning the Linkage summer program. Once she graduates from college, she hopes to be a television or film production professional working in Beijing or Taiwan.

As soon as Sandy joined the Linkage summer program, she was captivated by the fact that the instructors in the program were "very accommodating and pushed me to achieve a higher level each and every day." The instructors would "always pull me aside and just make sure that I fully comprehend [the material] before moving on...trying to push me to move on and that really helped me a lot." Attending Linkage was beneficial to her because even though she had had one year of Chinese at community college, she did not think she acquired a good foundation with the language. Therefore, she was glad to be placed in the level one course, as having some review would help her to "get to a higher level better [and] in a smoother transition instead of" being someone that "...still don't know the groundwork." Sandy reflected that at community college her "instructor wasn't a firm grader... everyone in the class got an A and we didn't do the same amount of work." Her instructor also did not correct her pronunciation mistakes. But at Hunter, she learned how to pronounce words in the correct tones. Sandy says "I definitely don't think I would've been able to grasp it had I not been in this program." She made another observation regarding the Linkage instructors' emphasis on using the target language to communicate. Sandy said, "The instructors at community college just teach it in the class instead of teaching you how to use it in real life. That's why I think a lot of people fail to learn languages because [instructors aren't] trying to help you apply it in real life." Furthermore, Sandy noticed that the overall camaraderie in the program motivated her to learn with her peers who were either Linkage students or Language Flagship students.

Sandy said, “people [at her community college] are like, ‘I have to take a language’ and like, ‘I need to take it just for a credit’ and they are not so motivated and don’t really have the drive to learn it. Whereas here it’s an environment full of people who actually really want it, and proficiency is the goal, so it’s good to be in an environment with like-minded people.” Finally, Sandy emphasized that she really liked the small size of classes and the one-on-one sessions, since she said she could “learn at my own pace.”

Table 3. Student 2 (Rose)

Post-Summer Proficiency	Attendance
Speaking: Intermediate Low Reading: Novice Mid Listening: Novice Mid Writing: Novice High	F2F Attendance: 88% 1-1 Online Attendance: 100%

Rose was a student majoring in biochemistry. She took two semesters of Chinese at community college before attending the Linkage summer program. Like Sandy, she had attended a private four-year college, but after three semesters she had to transfer due to financial challenges. She worked odd jobs as a babysitter for five months before transferring to her community college. Rose was the first in her family to go to college and English is her second language. After transferring to community college, she concluded that going to the private college was a waste of money because even with scholarships she still had to take out loans to pay the tuition. With her two sisters also attending college, it was a big financial burden for her family.

The major reason that Rose liked Linkage was because of the academic challenge. She felt that the workload at community college was too easy. Rose liked the fact that Linkage pushed students to learn more. Rose said, “It motivates me to learn and to push myself, not only in Chinese, but also in my other schoolwork.” Rose was happy with her performance in the Linkage summer program. She stated that “It’s been a crazy hard four weeks, but I think just my

level of understanding and just even my learning of new things is insanely high. Now I know I can do so much more and that blows my mind. I'm way more advanced than I ever was before." Rose mentioned the best feature of the summer program was the availability of staff and instructors: "Any staff in Linkage was always there for us through email or office hours or anything else...the open availability was always nice to hear." Rose also praised the online 1-1 instruction "because even though I could not see my tutor, I could ask them different questions so I would be better prepared for next week's class." In addition, Rose believed that in attending the Linkage program she would excel more in her performance at community college. This shows that having positive learning experiences at Linkage impacted her learning attitude in general for her community college courses. When asked what recommendation she had for the summer program, Rose said, "I just wished the summer program was longer." She then went on to describe why. Rose told interviewers that she liked the daily activities: "we get to learn intensively during the beginning of the day and then have the cultural aspects of learning tai chi and practicing calligraphy, and then having the homework time at the end is just a perfect wrap up to each day." Rose continued by saying "At Hunter, you guys keep pushing us to always keep practicing at home, force us to speak up to learn new words and to understand more about sentence structures. This also allows us to introduce different things, use it outside and get comfortable even with speaking it."

Rose also felt that the language instruction approach was better because "I don't think after taking one class at [my school] I was comfortable with speaking Chinese outside." Rose said, "Now I feel like I can give directions and just talk in general and give a little brief overview of myself, my likes, and my interests. Hunter College definitely excelled in everything that I wanted to learn in Chinese." When asked about her feedback for the group class and 1-1, Rose said that each environment had different advantages and having both worked well to achieve her learning goals.

Table 4. Student 3 (Mary)

Post-Summer Proficiency	Attendance
Speaking: Intermediate Low Reading: Novice Mid Listening: Intermediate Low Writing: Intermediate Low	F2F Attendance: 45% 1-1 Online Attendance: 57%

When Mary entered the Linkage program, she had been a part-time community college student for three years with plans to major in nursing or psychology. Her background was ethnically very diverse and included Korean, Filipino, and Chinese heritage. Her grandfather was Taiwanese. Though she understood colloquial Korean, English was her dominant language. Mary had one semester of Chinese at community college before she attended the Linkage summer program. She went to school part-time because she had to work for long hours to be financially independent. To accomplish this, she had to work night shifts and be on-call very often. Mary said she did not have much support and encouragement from friends or family for her college education, and she made educational decisions by herself. According to her Chinese instructor at the community college, Mary missed many classes and had the lowest attendance rate among the six community college students.

Mary pointed out that she especially liked the resources provided by Linkage, such as the websites and tutoring; to her, everything was great for her learning style. Due to her lifestyle, having online resources was essential as she was always on the go, traveling from place to place. Mary was very happy with the summer program and said that “I actually learned a lot more than I thought I would learn.” Mary liked the intensity of the summer program. She commented that “this faster pace got me really getting on to more and grasping more to the language.” Mary also appreciated the support from the instructors and said even though the program was not easy, she had “a lot of encouragement from the instructors.” The instructors’ attitude also helped Mary with building her self-esteem. She stressed that she “would really like to see [community college instructors] not making fun

of students.” Mary emphasized in her report that the summer program experience motivated her to be an autonomous and proactive learner. She said that “I tend to listen to more conversations of other people on the train, even if I don’t know what they’re talking about, but just picking up on tones and possible words.” Mary continued by saying that “It’s basically caught my attention, so like if I see something that sounds interesting, I’ll look it up because I have Pleco or YouTube and Instagram and they have these little pages [where I can learn more].” Mary liked the arrangement of having both group and 1-1 online instruction: “I believe the group class was actually more helpful. In a way I was trying to challenge myself, but at the same time I was listening to others say something and even if it sounded wrong, their mistakes kind of gave me a little bit of reminder on how to say it correctly.” Therefore, Mary gave high marks on the summer program for how much she was able to learn and high marks for the support of the various resources the program provided for the students – even outside of class. Mary said, “the support that I received wasn’t just through in-class time; it was also received during the outside class time, like practice online and all those extra resources that were given. It just really matters for the student to actually utilize them.” Mary felt that the program had done all it could, and that the rest would be left up to the student to make good use of it or not. Mary said, “There was nothing much else that could be given. It would just depend on the student. I had a bit of conflicts with time, but aside from that it really depended on the student and on how much they wanted it. So I feel like I was really given all the resources.”

Like other community college students, Mary also felt that “Learning in a community college was definitely a lot slower. We did have the labs, but… it wasn’t necessarily as in-depth as we didn’t have the tutoring sessions like it was represented here in the Linkage program. It was basically just reading word for word off a textbook, so compared to my experience of learning a language there versus learning it here at Hunter, I’d say [compared to Hunter] it was definitely slow paced, very slow paced.” She pointed out that in “my [community college] class, everyone is mostly there just for the credit, just to go to a language class

because for some majors you have two years of a language [requirement to graduate].”

Table 5. Student 4 (Andrew)

Post-Summer Proficiency	Attendance
Speaking: Intermediate Low Reading: Novice Mid Listening: Novice Mid Writing: Intermediate Low	F2F Attendance: 84% 1-1 Online Attendance: 64%

Andrew had one semester of Chinese at community college before attending the Linkage summer program. As a student majoring in computer science, Andrew worried that he would not be able to meet the expectations of Language Flagship if he transferred to Hunter. For example, he did not know if he could complete two majors. He also worried about whether he would have the financial support he needed to attend Hunter College. Because there were so many things to consider, Andrew did not apply for Linkage right away. He waited a semester because he wanted to make sure that Linkage would work for him. Andrew had high expectations about his future and constantly assessed his performance and speculated about what Language Flagship would bring to him.

Andrew stressed that his motivation for joining Linkage was that “I really just want to learn Chinese and excel for my own benefit, whether it contributes to my career goal or financial goals.” Understanding that practice in the target language would be essential in learning it, he preferred to speak only in Chinese although he knew it would be very difficult for him. This is demonstrated in the following short exchange Andrew had with the interviewer:

Andrew: “I think more discussion on grammar structure[s] would’ve been nice.”

Interviewer: “In Chinese, or in English?”

Andrew: “Preferably in Chinese, even though it’s hard.”

Andrew was a special student in the sense that he had a clear goal to learn Chinese and knew how to reflect on what worked and what did not work in his learning process. “My learning of Chinese has changed a lot. I have had to change the way I try to remember things and practice speaking because I found out that some weren’t as efficient and some weren’t as good as what I’m doing now, which is forcing myself to remember things even if it feels uncomfortable because the program is constantly making me feel uncomfortable. So when I see a character, I look away and try to see if I can write it as close as possible, which sounds harder than it is because I have to make mistakes knowing that I’m making mistakes, but just try it because I will form the memory of the character the more I try to do it without looking at it because looking at it won’t help me memorize it because I’m just cheating and telling myself what it is.” In the above, Andrew was able to clearly describe the learning strategy he employed and explain why it worked better for him.

Of all the students in this cohort, Andrew was the only student who expressed his learning strategies in concrete terms. As with the other students, Andrew enjoyed the fact that he was able to study with like-minded classmates. Andrew observed that instruction at community college was conducted at a much slower pace, making it hard to see how to use the language in the real world. He also noticed that they learned simplified characters at community college but traditional characters in the summer program. Andrew used the group class to compare his own performance with his peers to see whether he was falling behind and where he needed to improve. The 1-1 sessions helped him improve his reading ability, which was one of his weaker points, but he sometimes wanted to avoid working on reading because of anxiety. During the interview he related that, in 1-1 sessions, he knew he could not escape from working on reading because he was the only student. “During the 1-1, I knew I was going to, I *have to* improve my reading [skills],” Andrew stressed with a steady voice.

Table 6. Student 5 (Alan)

Post-Summer Proficiency	Attendance
Speaking: Novice High Reading: Novice Low Listening: Novice Low Writing: Novice High	F2F Attendance: 95% 1-1 Online Attendance: 91%

Alan joined the Linkage summer program as a true beginner because there was no Chinese program at his community college, but he was intent on learning Chinese. He'd just finished his first year at community college when he attended the Linkage summer program. He came to the U.S. from Dominica when he was twelve. English was not his first language, and he had some trouble expressing himself clearly during the interviews. This is the reason why there are no quotes from him. Alan mentioned that he was interested in Linkage because he had a goal to learn five languages in college and master ten during his lifetime. He'd gone to a private university for one year before realizing that he could not afford it. He then transferred to a community college. There was no Chinese program at the community college, so he studied Chinese for the first time with the Linkage summer program.

Table 7. Student 6: (Terry)

Post-Summer Proficiency	Attendance
Speaking: Novice High Reading: Novice Mid Listening: Novice Mid Writing: Intermediate Low	F2F Attendance: 83% 1-1 Online Attendance: 100%

Terry joined the Linkage summer program with a background of two semesters of Chinese from a community college. She had just graduated and obtained her associate degree in Human Services and had been accepted to the Hunter College Social Work program at Silverman.

Terry had endured some traumatic life experiences. Her mother passed away when she was seventeen. Unable to cope with this loss, Terry went into a deep

depression. She became pregnant while attending a private college. During her second semester her fiancé was murdered. This tragedy threw her into another bout of depression. Through social work support, she started college again and obtained an associate degree. She joined Linkage because she was interested in Chinese and believed it would be useful for her profession as a social worker in the future. Even though Terry had been through many life tragedies, she was positive about her future and appreciated the support she had received and wanted to pay it forward to a wider community.

What Terry liked the most about the Linkage summer program was “the organized structure of the program... and the availability and the helpfulness of the instructors and the diverse styles of the instructors.” Terry felt that at community college, “professors taught to the syllabus and if students had difficulties they would not stay where they were at.” At the Linkage program, instructors tried their best to meet students’ learning needs. In addition, Linkage students shared a goal: to learn Chinese. She found that in the summer program students were committed. Their commitment showed that students wanted to be there and Terry thought “it’s a different type of energy that you get here for that [goal].” In terms of the different instructional modes, she liked both group and 1-1 sessions and felt that both were needed for her learning.

DISCUSSION

No differences were observed in the attendance records and proficiency test results between Linkage and Flagship students. This suggests that community college students can perform just as well as four-year college students if given sufficient educational support. The case studies on individual students reveal several elements that community college students found useful during the Linkage summer program. Many of these elements, such as individual attention, were inadequate at their community colleges. From the students’ perspective, these are the elements that require major improvements: clarity of learning goals and

assessment, accessibility of learning materials and resources, availability of learning support, and instructor expectations for student success. The researchers maintain that these themes are worth taking into consideration when assessing and designing community college language programs, as they reflect learners' needs at community colleges. We discuss each one below.

Clear learning goals and assessments

Students preferred to know the learning objectives for the course and the proficiency assessments that corresponded to those learning goals. Students found that instructors in community college were not clear about how they grade, and students would receive A's regardless of their class performance. In the proficiency-based approach, specific proficiency goals are set for each course. This information is shared with students. The end-of-class assessment is used to show whether or not learners have reached higher proficiency than their entry proficiency. In a proficiency-based class, students focus on achieving proficiency through instructor guidance and classroom activities. Instructors design course materials and activities to help students achieve learning goals.

Accessibility of learning materials and resources

Community college students consistently praised the accessibility of resources at the Linkage program in terms of its online instruction and learning materials. Having the instructional materials online is an effective way for students to make up for missed material when they miss F2F classes. The summer program also offered synchronous online sessions. Students could schedule their online sessions with their tutors around their work schedules. It was particularly helpful for students who work irregular hours. These learning resources and their increased accessibility greatly improved students' motivation to learn, and students felt more confident after they received positive feedback. This positive reinforcement eventually enabled learners to become proactive learners who stayed on tasks while finding more efficient methods to reach their learning goals on their own.

Availability of learning support

Community college students need more access to instructors for support as they work on Chinese. Students found that in the Linkage program, instructors do not teach Chinese as if it were a course subject but rather as a useful communication tool to use in real life situations. Instructors frequently provided feedback to students and corrected mistakes. Instructors also focused on teaching Chinese-specific language features, such as tones, pronunciation, and characters. The quality of classroom instruction increased their motivation to learn. After class, students reflected in writing on what they had learned in class and were encouraged to use Chinese they had just learned in these reflections. The accessible online platform provided an online reflection space where students could assess their learning and performance daily, as well as serve as a place to ask questions or make suggestions. Instructors in any college system should respond to students' reflections the same way the instructors did throughout the Linkage summer program. This kind of positive reinforcement builds mutual trust and sends a signal that the instructors really care about student learning.

Instructors' expectations for student success

Students expressed that in their classes at community colleges, it seemed that instructors' expectations were low, and classes were conducted at a much slower pace. Sometimes they even wondered if their instructors truly cared about them or their learning. Learners who are just starting their language learning journey are the ones most in need of guidance. It is extremely important for instructors to encourage their students to ask questions. If these students can get their questions answered sooner, it will translate to less time spent struggling in frustration during the early stages of learning. With sufficient guidance at the beginning, they can establish efficient learning practices early on and maintain them into the future. Linkage instructors' availability was highly praised by community college students. Instructors' different expectations between two-year and four-year institutions result in different outcomes.

Conducive learning environment

At Linkage, all the students worked hard, wanted to learn, and felt that in the community college classroom students were often just taking the course to fulfill the credit requirement that completing the course would give them. Students noted that they were more motivated at Linkage, since they were studying in a conducive learning environment surrounded by like-minded peers who really wanted to develop their Chinese skills through proactive, engaged, and autonomous learning.

The aforementioned themes correspond to second language acquisition (SLA) on teaching and learning Chinese as a foreign language (CFL). Zhang (2016, p.75) states that “Specifically, SLA findings can provide guidance for CFL instructors and practitioners in setting realistic expectations for CFL learners, creating an optimal learning environment, and tailoring teaching to individual learners.” Furthermore, SLA research indicates that in order to increase proficiency, language program design must integrate both in class and outside of class learning. With the rapid advancement of technology, such as virtual reality and education-applicable algorithms, a great deal of web-based software, smart-phone language learning apps, and social networks can serve as great tools for language and cultural study.

Therefore, the co-curricular activities should not be seen as optional but as an integral part of the language curriculum. To this end, language programs and instructors should do their best to find ways to maximize students’ language exposure both in and out of the classroom. For example, language tables, language houses and dormitories, short-term and long-term study abroad opportunities, and domestic summer immersion language programs have all been known to be effective in improving language learning outcomes, as evidenced by recent research findings (Garza, 2016). In addition, learners’ consistency in language learning tasks is especially essential in reaching a higher level of proficiency (Rifkin, 2007). It takes time to develop language skills from the novice to advanced level, especially when acquiring a language whose orthographic system does not directly represent the sounds of the language. In order to extend the study of a

target language, two-year and four-year institutions should collaborate to develop a clear pathway with an articulated curriculum so that students can continue to develop their language proficiency as they move on to the next level of education. This will further encourage community college students to continue their language learning journey and bring their proficiency to even higher levels.

The study suggests that students' performance is highly relevant to whether the program design has a legitimate support system, or whether the quality of language instruction is on par with best practices or national standards (Meyer, 2006). In this study, it is clear that the community college students in the summer program were all very motivated to learn because they were very clear about the learning objectives and the proficiency targets they had to achieve. They also felt secure knowing that even if they could not make it to class on a certain day, they could still make use of online resources and study the materials to do well in the next class.

Our community college faculty mentioned in the interview that due to students' low commitment to language learning, Chinese instruction tended to focus on speaking and listening and not on reading and writing. As a result, students' reading and writing skills are often overlooked at the community college level. However, community college students reported that even though their instructors lowered standards and expectations for students, it did not actually motivate students. In other words, this seemingly well-intentioned strategy does not work and in fact takes away the opportunity for students to receive a quality education. In order to initiate these changes at community colleges, instructors need to change their perspectives and misconceptions about their students.

Students build confidence through accumulating positive learning experiences (Chamber, 1999). Therefore, it seems that instructor support is very important when students start to learn a new language. Students who struggle with coursework need to know where to find support and to feel that their instructors truly care about their learning. Community college students in particular need advice from faculty because, as evidenced by all six students, none had any familial or collegiate

mentors who could give them the advice they needed to make the right choices for their academic career. Helping community college students to make optimal educational choices is, therefore, crucial to their learning and performance.

When the Linkage project started, the instructors of the Linkage students were interviewed by the researchers. Based on the instructors' observations, there are three major challenges in teaching community college students. First, community college language programs have different values and standards for their language curriculum, and the administrators often pressure faculty to keep the department's enrollment high. Some administrators tell faculty explicitly that attendance cannot be part of the grade and that they cannot fail students. As a result, instructors are compelled to lower instructional standards and/or inflate final grades. The next challenge is that community college students are not receiving sufficient training when it comes to effective teaching strategies. This makes it challenging to collaborate with senior colleges. Finally, there are issues regarding self-discipline, familial responsibilities, and work hours. As a result, there is a lack of commitment because of financial and familial burdens. Besides this, students' are sometimes unable to see the payoff of higher education, which also contributes to their lack of commitment. The researchers feel that it is necessary to organize workshops to help community college students acquire learning strategies, learn time management skills, and offer useful tips for motivation. Such workshops would help them to become more effective learners. Otherwise, it is unlikely that they will be able to achieve language proficiency, especially for a language as difficult as Chinese.

CONCLUSION

This paper examines the effectiveness of a domestic summer intensive language program for community college students. The program was originally designed for Flagship students, but for the first time was opened to community college students through the Linkage program. The inclusive approach was

evaluated from various perspectives, including participants' attendance, proficiency test results, and post-program interviews. The study points to a discrepancy in language learning resources between community colleges and four-year colleges, but our data shows that given similar resources, community college students can achieve the same proficiency level in Chinese as four-year college students. By the end of the summer program, no significant differences were found in the proficiency test results between Linkage and Flagship students.

The summer intensive program provided the Linkage participants with a positive learning experience reinforced by daily perceptible progress. Academic achievement earned from putting in substantial daily effort for eight straight weeks was extremely valuable. The Linkage students also reported being motivated by their interaction with Flagship students. For these community college students, who may lack strong support from their family and/or community, this successful experience was crucial to their language learning and future pursuits. It was an eye-opening experience for the research team who arrived at the firm belief that educators should strive to develop quality education and learning experiences for all. The outcomes of this project encourage more collaboration between four-year institutions and community colleges in sharing language learning resources and best practices. Finally, we hope that the positive learning experiences and improved learning outcomes seen here will invite more educators to employ an inclusive approach in various educational settings.

REFERENCES

- ACTFL. (2012). The ACTFL proficiency guidelines 2012. In actfl.org. Retrieved from <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
- ACTFL. (2015). The world-readiness standards for learning languages. In actfl.org. Retrieved from <https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>
- ACTFL. (2017). NCSSFL-ACTFL can-do statements. In actfl.org. Retrieved from <https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>
- ACTFL. (2017). NCSSFL-ACTFL can-do statements for intercultural communication. In actfl.org. Retrieved from https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Do_Statements.pdf
- ACTFL. (2017). Intercultural reflection tool for learners. In actfl.org. Retrieved from https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf
- American Association of Community Colleges (AACCC). (2019). Fast facts. In American Association of Community Colleges fact sheet. Retrieved from <https://www.aacc.nche.edu/research-trends/fast-facts/>
- Bailey, T., Jenkins, D., & Leinbach, T. (2005). What we know about community college low-income and minority student outcomes: Descriptive statistics from national surveys. In Community College Research Center, Columbia University. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/low-income-minority-completion.pdf>
- Center for Applied Linguistics. (2015). Fundamental principles of effective adult language education. In cal.org. Retrieved from <http://www.cal.org/adultesl/pdfs/fundamental-principles-of-effective-adult-language-education.pdf>
- Chambers, G.N. (1999). *Motivating language learners*. Clevedon, UK: Multilingual Matters.
- Coady Maria R., Candace Harper & Ester J. De Jong. (2016). Aiming for equity: Preparing mainstream instructors for inclusion or inclusive classrooms. *TESOL Quarterly*, 50(2), 340-368.
- Cohen, A. M., Brawer, F.B., & Kisker, C. B. (2013). *The American community college*. San Francisco: Jossey-Bass.
- Collins Laura & Carmen Muñoz. (2016). The foreign language classroom: current perspectives and future considerations. *The Modern Language Journal*, 100(Supplement), 133-147.
- Florian, L and K. Black-Hawkins. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813-828.
- Garza, T. (2016). Raise the flag(ship)! Creating hybrid language programs on the Flagship model. In Murphy, Dianna & Karen Evans-Romaine (Eds.), *The U.S. Language Flagship Program: Professional competence in a second language by graduation* (pp.224-243). Clevedon, UK: Multilingual Matters.
- Goldberg, D., Looney, D., & Lusin, N. (2019). Enrollments in languages other than English in United States institutions of higher education, summer 2016 and fall 2016. Modern Language Association. <http://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Teaching-Enrollments-and-Programs/Enrollments-in-Languages-Other-Than-English-in-United-States-Institutions-of-Higher-Education/>
- Haak, D.C., HilleRisLambers, J.K., Pitre, E. & Freeman, S. (2011). Increased structure and active learning reduce the achievement gap in introductory biology. *Science*, 332. Retrieved from <http://science.sciencemag.org/>
- Jorden, E.H. & Walton, A. R. (1987). Truly foreign languages: instructional challenges. *Annals of the American Academy of Political and Social Science*, 490, 110-124.
- Krastel, T. C. (2008). Making a difference: Evaluating, modifying, and creating inclusive foreign

- language activities, *Disability and foreign language learning*. In T. Berberi, E.C. Hamilton, & I.M. Sutherland (Eds.), *Worlds apart?: Disability and foreign learning*. New Haven: Yale University Press.
- Li, Y., Wen, X., & Xie, T. (2014). CLTA 2012 survey of college-level Chinese language programs in North America. *Journal of the Chinese Language Instructors Association*, 49(1), 1-49.
- Liu, S. & Wang, F. (2018). A qualitative study on learning trajectories of non-native Chinese instructors as successful Chinese language learners. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(2). Retrieved from <https://doi.org/10.1186/s40862-018-0043-5>
- Looney, D. & Lusin, N. (2019) Enrollments in languages other than English in United States institutions of higher education, summer 2016 and fall 2016. Modern Language Association. <https://www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf>
- Lusin, N. (2006). Successful college and university foreign language programs, 1995-99: AA-granting institutions. *Profession*, 2006, 219-238
- Meyer, H. (2006). Criteria of good instruction: Empirical findings and didactic advice (D. Kloss, Trans.). Carl von Ossietzky Universität Oldenburg. Retrieved from https://uol.de/f1/inst/paedagogik/personen/hilbert.meyer/Criteria_of_Good_Instruction.pdf
- Modern Language Association (MLA). (2007). Foreign languages and higher education: New structures for a changed world. *Profession*, 2007, 234-245.
- Murphy, D., Evans-Romaine, K., Anishchenkova, V., & Jing-Schmidt, Z. (2016). Laying the groundwork: Programmatic models in US Language Flagship Programs, in M., D. & K. Evans-Romaine (Eds.), *The U.S. Language Flagship Program: Professional competence in a second language by graduation* (pp. 29-50). Clevedon, UK: Multilingual Matters.
- Nagano, T., Funk A. & Ketcham E. (2017). Modern language instruction at community college: A survey-based study of modern language instructors. *Foreign Language Annuals*, 50(3), 621-631.
- National Center for Education Statistics. (2018). *The integrated postsecondary education data system (IPEDS)*. In U.S. Department of Education, Retrieved from <http://nces.ed.gov/ipeds/>
- Nielson, K., Gonzalez-Lloret, M., & Pinckney, K. (2008) Learning Foreign languages at a distance: Characteristics of effective online courses. University of Maryland. <http://www.casl.umd.edu/wp-content/uploads/2016/02/LEARNING-FOREIGNLANGUAGES-AT-A-DISTANCE-tech-report-2009.pdf>
- Nugent, M. & Slater, R. (2016). The Language Flagship: Creating expectations and opportunities for professional-level language learning in undergraduate education, in M., D. & K. Evans-Romaine (Eds.), *The U.S. Language Flagship Program: Professional competence in a second language by graduation* (pp.1-9). Clevedon, UK: Multilingual Matters.
- Rifkin B. (2007). Attending to learner diversity in the lesson plan: Planning for intensity of engagement. Northeast Conference Reports. http://www.learner-autonomy.org/ld/wp-content/uploads/2011/10/Rifkin_2007_Attending_to_learner_diversity.pdf
- Robinson, D. (2007). Planning and assessment: The key to true articulation. *The Language Educator*, 2(5), 56-57.
- Waitoller, F. R. & Alfredo, J. A. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. *Review of Educational Research*, 83(3), 319-356.
- Zhang, J. (2016) Understanding Chinese as a foreign Language from the perspective of second language acquisition. In J. Ruan, J. Zhang, & C.B. Leung (Eds.), *Chinese language education in the United States* (pp.63-82). New York: Springer International Publishing.

融合式漢語教學： 社區大學個案研究

趙德麟 李明穎 胡冰穎 彭駿逸 賴唯

摘要

本研究探討社區大學學生普遍欠缺語言學習資源的議題。透過六個個案，本研究探討社區大學學生在領航連結項目密集暑期班的學習成果，同時也分析參加者在暑期班前後的语言水平變化、老師和學生的面談內容、學生的每日反饋，以及學生在面對面實體課和網路課的出勤紀錄。最後，根據暑期班中，社區大學和四年制領航學生的語言水平表現和出席紀錄，綜合闡述融合教學的學習成效。本研究的目的是在於展示：若給予社區大學的學生和四年制的大學生同樣的漢語學習資源，他們亦能與四年制的同儕有同樣的表現。此研究認為，建立兩年制與四年制大學間的合作計畫，例如漢語學習資源共享，是具有顯著成效的融合漢語教學策略。

關鍵詞：混合學習 銜接 暑期沉浸式項目 流暢度本位教學

趙德麟，美國紐約市立大學。（本文通訊作者）
李明穎，美國紐約市立大學。
胡冰穎，美國紐約市立大學。
彭駿逸，美國紐約市立大學。
賴唯，美國紐約市立大學。