

# 2012 National Chinese Language CONFERENCE

## State of the Field

Proficiency, Sustainability, and Beyond

April 12–14, 2012 | Washington, D.C.

全美中文大會

周武題

**2012  
National  
Chinese  
Language  
CONFERENCE**

**At a Glance**

**Wednesday, April 11**

10 a.m.–6 p.m.	Registration Open*
1–4 p.m.	Preconference Workshops***

**Thursday, April 12**

6:45 a.m.–6 p.m.	Registration Open*
8 a.m.–3 p.m.	Preconference School Visits
9 a.m.–12 p.m.	Preconference Workshops**
1–4 p.m.	Preconference Workshops***
1–4:15 p.m.	Exhibits Open****
4:30–7:30 p.m.	Plenary I: Opening Plenary and I SING BEIJING Concert**
7:45–9:00 p.m.	“Hands on with Vendor Resources” Presentations***

**Friday, April 13**

6:45 a.m.–6 p.m.	Registration Open*
7:15–8:30 a.m.	Continental Breakfast in Exhibit Hall****
7:15–8:30 a.m.	Exhibits Open****
8:45–9:45 a.m.	Plenary II: State of the Field: Proficiency, Sustainability, and Beyond**
9:50 a.m.–12:15 p.m.	Exhibits Open****
10–11 a.m.	Breakout Sessions I***
11:15 a.m.–12:15 p.m.	Breakout Sessions II***
12:30–2:15 p.m.	Plenary III: Learning Chinese, Thinking Globally**
2:30–5:30 p.m.	Exhibits Open****
2:30–3:30 p.m.	Breakout Sessions III***
3:45–4:45 p.m.	Breakout Sessions IV***
5:30–7 p.m.	Plenary IV: Evening Reception**

**Saturday, April 14**

7 a.m.–1 p.m.	Registration Open*
7:15–8:30 a.m.	Continental Breakfast in Exhibit Hall****
7:15–11 a.m.	Exhibits Open****
8:45–9:45 a.m.	Breakout Sessions V***
10–11 a.m.	Breakout Sessions VI***
11:15 a.m.–12:45 p.m.	Plenary V: U.S.–China Cultural Exchanges**

\* Convention Registration Desk, Lobby Level  
 \*\* Salons 1–3, Lobby Level  
 \*\*\* Various Rooms, Lobby Level and Mezzanine Level  
 \*\*\*\* Exhibit Hall A, Exhibition Level

**Dear Colleagues:**

**Welcome to the Fifth Annual National Chinese Language Conference!**

Whether this is your first or fifth year participating in the conference, we are very pleased that you are joining us in Washington, D.C., to examine and reflect upon the state of Chinese language and culture education, both in the United States and abroad. The field has come a long way over the past few decades. This meeting is an excellent time for us to take stock of what has been accomplished and what we still must strive to achieve. The 21st century is a time of rapid change, bringing both challenges and opportunities. We hope that this conference will inspire you to think creatively about the effective use of resources and collaboration across the field.

Your work is more important than ever, and we applaud your dedication to equipping our students — the leaders of tomorrow — with the skills and knowledge they need to succeed in a globalized economy. The educational, cultural, economic and political ties between the United States and China grow stronger each year, and the need to promote mutual respect and understanding between our two great nations is recognized by all. President Obama’s 100,000 Strong Initiative is just one manifestation of the importance his administration places on people-to-people exchanges. Additionally, a highlight of this year’s conference will be the performance of I SING BEIJING, a truly fitting example of the great impact close collaborations in education, music, and culture can have on the lives of young people.

To celebrate the fifth anniversary of the National Chinese Language Conference, this year’s program features our richest preconference offerings yet, dozens of expert-led sessions, inspiring plenary sessions, and virtuoso performances.

April is a great time of year to be in our nation’s capital. We encourage you to take in the beauty of the cherry blossoms, take advantage of the opportunity to engage with policymakers, and take part in the national conversation around the importance and future of world language education.

On behalf of the College Board and Asia Society, welcome to Washington, D.C., and thank you for being a part of the fifth annual National Chinese Language Conference!



Gaston Caperton  
 President  
 The College Board



Vishakha N. Desai  
 President  
 Asia Society

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# Welcome

## Fifth National Chinese Language Conference

April 12, 2012



As Mayor of the District of Columbia, it is my pleasure to extend a warm welcome to Asia Society and College Board on the occasion of your Fifth National Chinese Language Conference.



We are delighted that this educational conference is taking place in the District of Columbia – our nation’s capital. This event, which draws national and international education leaders, practitioners, and policy makers together to promote educational opportunities, Chinese language proficiency, and international exchanges, is advancing academic excellence in the District of Columbia and beyond. As you gather for this special occasion, I invite you to discover the monuments, museums, restaurants, and diverse neighborhoods that make this city so unique.

On behalf of the residents of the District of Columbia, you have my best wishes for an educational and memorable event.



*Vincent C. Gray*  
Vincent C. Gray  
Mayor, District of Columbia

## Asia Society and the College Board wish to thank the following collaborating organizations:

- American Council on the Teaching of Foreign Languages (ACTFL)
- American Association of School Administrators (AASA)
- AP Chinese Language and Culture Development Committee
- Center for Applied Linguistics (CAL)
- Chinese Flagship Programs
- Chinese Language Association of Secondary-Elementary Schools (CLASS)
- Chinese Language Teachers Association (CLTA)
- Council of Chief State School Officers (CCSSO)
- DC Center for Global Education and Leadership
- Hanban/Confucius Institute Headquarters
- Mandarin Institute
- NAFLSA: Association of International Educators
- National Association of Secondary School Principals (NASSP)
- National Council of State Supervisors for Languages (NCSSFL)
- National Foreign Language Center (NFLC) at the University of Maryland/STARTALK Project
- National Network for Early Language Learning (NNELL)
- Partnership for Global Learning (PGL)
- U.S. Department of Education
- U.S. Department of State/100,000 Strong Initiative

## Thanks to the conference program advisory committee members for their contribution and support of the conference.

- Martha Abbott**, Executive Director, American Council on the Teaching of Foreign Languages
- Lois Adams-Rodgers**, Senior Advisor, Council of Chief State School Officers
- Dick Flanary**, Director, Advocacy and Strategic Alliances, National Association of Secondary School Principals
- Gregory Fulkerson**, National Council of State Supervisors for Languages
- Hong Gang Jin**, AP<sup>®</sup> Chinese Development Committee
- Margaret Heisel**, Director, Center for Capacity Building in Study Abroad, NAFLSA: Association of International Educators
- Chuanren Ke**, President, Chinese Language Teachers Association
- Yalan King**, Executive Director, Mandarin Institute
- Yu-Lan Lin**, Executive Director, Chinese Language Association of Secondary-Elementary Schools
- Carola McGiffert**, Senior Advisor, Bureau of East Asian and Pacific Affairs, U.S. Department of State
- Maureen McLaughlin**, Director, International Affairs Office, U.S. Department of Education
- Mike Nugent, Director**, The Language Flagship, National Security Education Program
- Rebecca Richey**, Education Program Specialist, Foreign Language Assistance Program, U.S. Department of Education
- Jacque Bott Van Houten**, President, National Network for Early Language Learning
- Sally A. Schwartz**, Executive Director, DC Center for Global Education and Leadership
- Shuhan Wang**, Deputy Director, National Foreign Language Center
- Terrence Wiley**, President, Center for Applied Linguistics

## Thanks to the sponsor whose generous support made the conference possible and enhanced the event.

Hanban/Confucius Institute Headquarters



国家汉办/孔子学院总部  
Hanban/Confucius Institute Headquarters

www.hanban.us





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## Preconference

**Wednesday, April 11**

10 a.m.–6 p.m.

### Registration Open

LOCATION: **CONVENTION REGISTRATION DESK, LOBBY LEVEL**

1–4 p.m.

### Preconference Workshops (advance registration required)

Sessions will be presented in English or bilingually, unless otherwise noted.

#### World Languages and the Common Core State Standards

LOCATION: **MARYLAND A, LOBBY LEVEL**

This session will provide a brief background and history of the Common Core State Standards for English Language Arts and Mathematics, as well as a briefing on the new crosswalk that the American Council on the Teaching of Foreign Languages (ACTFL) is creating to explicitly show the link of the National Standards for Foreign Language Learning and the Common Core State Standards for ELA and Mathematics. The crosswalk clearly delineates the common emphasis on literacy in learning a first or second language, showing the language standards that correlate with the 10 elements of reading, the 10 elements of writing, the six elements of speaking-listening and the six elements of language. The crosswalk also describes what literacy support looks like with classroom examples at the novice, intermediate and advanced levels. By supporting the development of literacy through attention to the Common Core State Standards, language teachers are helping students develop 21st-century skills in media literacy, applications of technology and collaboration. In this session, participants will explore how language learning supports the national initiative around literacy, as captured in the Common Core State Standards, and they will review examples from learning Chinese, which will address the challenges of developing interpretive and presentational skills with the Chinese writing system.

SPEAKERS: **Margaret Reed Millar, Paul Sandrock**

#### Principles and Strategies for an Effective Chinese Language Classroom

LOCATION: **MARYLAND B, LOBBY LEVEL**

This hands-on workshop will familiarize participants with principles and strategies for effective Chinese language teaching applicable to a variety of student populations. The workshop will introduce fundamental principles and practical strategies for successful language teaching, such as implementing standards- and performance-based language learning, designing and teaching a thematically organized curriculum, facilitating a learner-centered classroom, using the target language, and providing comprehensible input. Video-based teaching demonstrations by expert Chinese language teachers will illustrate these principles and strategies. Issues of classroom and time management will also be discussed. Participants will watch and discuss video clips of real-life classroom teaching in small groups in order to brainstorm strategies and activities for effective instruction with colleagues teaching students of similar age, proficiency level, or background. Participants will acquire a new understanding and skills, which will be enjoyed and appreciated by their students.

SPEAKERS: **Carol Ann Dahlberg, Guiling (Gloria) Hu, Shuhan Wang**

#### Understanding Assessment: Resources for Chinese Language Educators

LOCATION: **VIRGINIA A, LOBBY LEVEL**

Because of the increased focus on assessment, it is critical that language educators understand testing. However, there is often a divide between the field of language testing and educators' understanding of assessment, called "assessment literacy." In this workshop, participants will learn about different kinds of assessments and how to choose an assessment that fits their purposes. Topics include basic information about testing, the differences between formative assessment and summative assessment, how to interpret test results, and how to apply information gained from assessments to teaching. Presenters will also discuss research on instructor assessment knowledge and practice. The workshop is organized around practical questions that participants may have about assessment and uses real-life scenarios from Chinese classrooms, as well as hands-on practice. Presenters will discuss resources for Chinese language educators and allow participants to identify their assessment needs and share best practices.

SPEAKERS: **Aileen Bach, Francesca Di Silvio, Margaret Malone**

**Thursday, April 12**

6:45 a.m.–6 p.m.

### Registration Open

LOCATION: **CONVENTION REGISTRATION DESK, LOBBY LEVEL**

8 a.m.–3 p.m.

### Preconference School Visits

(advance registration required; departure and return times vary)

Site visits to Chinese language and culture programs in Washington, D.C., and Fairfax County. Participants have the opportunity to visit elementary and secondary schools that reflect different student age groups and proficiency levels. The programs have a track record of high-quality instruction and student achievement.

#### Route A:

Sidwell Friends School

#### Route B:

Yu Ying Public Charter School

#### Route C:

Phelps Architecture, Construction and Engineering High School

#### Route D:

Landon School

#### Route E:

Robinson Secondary School  
Providence Elementary School

#### Route F:

Oak Hill Elementary School  
Wolftrap Elementary School

#### Route G:

Marshall High School  
Mount Vernon Woods Elementary School

Special thanks to the host schools for opening their classrooms to conference participants and to Sally Schwartz from the DC Center for Global Education and Leadership for her help in organizing the preconference school visits.



**2012  
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9 a.m.– 12 p.m.

**Preconference Workshops (advance registration required)**

Sessions will be presented in English or bilingually, unless otherwise noted.

**K–8 Oral Proficiency Assessment Familiarization Workshop**

LOCATION: **MARYLAND B, LOBBY LEVEL**

Participants will become familiar with the Center for Applied Linguistics K–8 assessments: the Early Language Listening and Oral Proficiency Assessment (ELLOPA) and the Student Oral Proficiency Assessment (SOPA) through interactive presentations, demonstrations, and hands-on practice with the ELLOPA and SOPA and rating rubrics. The presenters will use materials specifically designed for teachers of Chinese, including videos of ELLOPA and SOPA in Chinese and Chinese SOPA and ELLOPA proficiency tasks and rating rubrics. Participants will acquire an understanding of the ELLOPA and SOPA and will come away with ideas for creating both formative and summative assessments for their programs.

SPEAKERS: **Na Liu, Lynn Thompson**

**LinguaFolio: A National Tool for “Can-Do” Language Learning**

LOCATION: **VIRGINIA A, LOBBY LEVEL**

In this session, participants will learn about the origin and components of the LinguaFolio self-assessment portfolio tool, which is applicable to world language learners, heritage speakers, and learners of English as a second language. Participants will consider the roles of teachers and learners in performance-based learning and assessment. They will also examine research on reflective learning and goal setting, as well as their impact on motivation, learning and achievement. Participants will discover how LinguaFolio empowers learners to capture and process their cross-cultural experiences, and to evidence the growth of their intercultural competencies. The increasing role of LinguaFolio as a measure of student growth in various teacher effectiveness frameworks will be discussed as well.

SPEAKERS: **Jacque Bott Van Houten, Ryan Wertz**

**Using Calligraphy to Inspire and Engage Chinese Language Learners**

LOCATION: **MARYLAND A, LOBBY LEVEL**

Zhou Bin, an esteemed calligrapher, widely published scholar of Chinese calligraphy, and a personal instructor to UN Secretary-General Ban Ki-moon, will introduce the core essentials of calligraphy and how teachers can most effectively incorporate it into their Chinese language instruction. Zhou has spent the past year teaching diplomats at the United Nations in New York and visiting Chinese language classrooms throughout the United States. Through these experiences working with Chinese language teachers, he has developed a set of principles and best practices for using calligraphy and related art forms to generate students’ long-term interest in Chinese language and culture. Also a trained psychologist, Zhou will share his knowledge of Chinese characters and their cultural meanings, the potential influences of calligraphy on adolescent psychological development, and some key methodologies for teaching calligraphy.

SPEAKER: **Zhou Bin**

1–4 p.m.

**Preconference Workshops (advance registration required)**

Sessions will be presented in English or bilingually, unless otherwise noted.

**Developing and Assessing Your Students’ Language Proficiency**

LOCATION: **MARYLAND B, LOBBY LEVEL**

Language learners want to use their new language to exchange information and discuss ideas, understand content from a variety of media, and present information and ideas. Standards for learning languages provide the road map to developing proficiency, from the students’ first learning experience through the applications of these skills in their future careers. Participants will explore ways to develop and measure learners’ interpersonal, interpretive, and presentational communication; building from quick learning checks to applications of communication strategies; and the final performance assessment for each unit of instruction. The presenter will engage participants in identifying ways to assess student performance in the three modes of communication (interpersonal, interpretive and presentational) and differentiating assessment from learning checks, to formative assessments, to unit-level summative tasks.

SPEAKER: **Paul Sandrock**

**Teaching Chinese Through Song**

LOCATION: **MARYLAND A, LOBBY LEVEL**

This workshop will introduce the groundbreaking approach of teaching Chinese through song. It will be highly engaging and interactive. Participants’ roles will shift from choral singers to soloists to chorus conductors and finally return to language teachers furnished with new approaches and strategies. The presenter will guide participants through a step-by-step learning progression and furnish language educators with the basic singing techniques and skills of vocal coaches and chorus directors. The participants will be able to create a course of Chinese through song, form a Chinese chorus or use songs as cultural activities. As a result, students will improve their pronunciation, diction, voice projection and language expression by singing Chinese songs, and their interests in Chinese language, music and culture will be enhanced.

SPEAKER: **Hong Zhang**

**Creating Engaging Thematic Units for a Well-Articulated Program**

LOCATION: **VIRGINIA A, LOBBY LEVEL**

In this workshop, participants will obtain the knowledge and skills needed to design and implement a thematic unit. These skills include webbing designs and activities that spiral from the novice level and progress through intermediate language functions to advanced levels with the AP®-level outcomes. These designs also include assessment tasks related to each level. Participants will see how thematic design is rooted in the concept of enduring understanding and will consider how essential questions derive from related topics and become key components to tie all lessons together. Throughout this workshop, participants will be engaged in thematic unit design as they are guided through sequential steps using their theme of choice. They will review samples and come away with the ability to build a thematic unit structure and with ideas for activities that can be spiraled up or down for their language program.

SPEAKERS: **Lucy Lee, Carol Chen-Lin, Yu-Lan Lin**

## 2012 National Chinese Language CONFERENCE

1–4:15 p.m.

### Exhibits Open

LOCATION: **EXHIBIT HALL A, EXHIBITION LEVEL**

3:15– 4:30 p.m.

### Chinese Guest Teacher and Trainee Program Host Institution Networking Event

BY INVITATION: *Open only to institutions participating in the College Board Chinese Guest Teacher and Trainee program*

LOCATION: **DELAWARE A-B**

## Main Conference

4:30–7:30 p.m.

### Plenary I: Opening Plenary and I SING BEIJING Concert

LOCATION: **SALONS 1-3, LOBBY LEVEL**

Join colleagues and leaders from across the field of education for the inaugural event of the fifth annual National Chinese Language Conference, and enjoy an evening of culture and music. Gaston Caperton and Vishakha Desai will welcome participants and set forth the goals of the conference. Chuck Hagel will share his vision and current initiatives aimed at preparing U.S. students for a globalized future, and Madame Xu Lin will discuss Hanban's efforts to support Chinese language and culture programs worldwide. Ambassadors Zhang Yesui and John Negroponte will speak about the importance of U.S.–China relations and strategies for collaboration. The event will conclude with a special musical performance by I SING BEIJING, a groundbreaking collaboration of world-class and emerging musicians from the U.S. and China, led by Metropolitan Opera virtuoso Hao Jiang Tian. This concert will be the group's first U.S. performance and is sure to be a memorable moment in the history of U.S. and China cultural exchanges.

**SPEAKERS:** **Gaston Caperton**, *President, The College Board*; **Vishakha N. Desai**, *President, Asia Society*; **Chuck Hagel**, *Distinguished Professor, Georgetown University*; *Co-chair, 100,000 Strong Initiative Advisory Committee*; **Xu Lin**, *Director General, Hanban/Confucius Institute Headquarters*; **John D. Negroponte**, *Vice-Chairman, McLarty Associates*; *Former Deputy Secretary of State*; **Zhang Yesui**, *Ambassador of the People's Republic of China to the United States*

**DINNER WILL BE SERVED.**



The I SING BEIJING world premiere at the National Centre for the Performing Arts, Beijing, August 18, 2011. See tonight's program on pages 12–13.

### Gaston Caperton



Gov. Gaston Caperton has served since 1999 as president of the College Board, a not-for-profit membership association of 5,900 schools, colleges and universities. Under his leadership, the College Board increased its commitment to preparing U.S. students for participation in a global community, launching new AP® world language and culture courses in Chinese and Japanese and forging a strong bond with the Chinese Ministry of Culture. Prior to the College Board, Caperton served as governor of West Virginia from 1989 to 1997, and previously owned the 10th-largest insurance brokerage firm in the United States. From 1997 to 1999, he was a fellow at Harvard University's Institute of Politics and was executive director of Columbia University's Institute on Education and Government. In recognition of his lifetime of educational leadership, Caperton has received numerous awards, including the prestigious James Bryant Conant Award, as well as 10 honorary degrees.

### Vishakha N. Desai



Vishakha N. Desai is president and CEO of Asia Society, a global organization committed to strengthening partnerships among the people, leaders, and institutions of Asia and the United States. Appointed president in 2004, she leads the institution's activities in the areas of policy, business, arts, culture, and education, as well as an institutional expansion that includes multimillion-dollar facilities in Hong Kong and Houston.

Desai is a frequent speaker at national and international forums on a wide variety of subjects that include U.S.–Asia relationships, cultural roots of Asian economic development, regional connections within the Asia Pacific region, as well as the arts and cultures of Asia and Asian America. Desai serves on the boards of the Brookings Institution, Citizens Committee for New York City, Bertelsmann Foundation (USA), and the New York City Mayor's Advisory Commission for Cultural Affairs.



### Chuck Hagel



Chuck Hagel is a distinguished professor at Georgetown University. He serves on the boards of directors of Chevron Corporation and Zurich's Holding Company of America; the advisory boards of Corsair Capital, Deutsche Bank America, M.I.C. Industries; and is a senior advisor to Gallup. He is co-chairman of the President's Intelligence Advisory Board, co-chair of the President's China 100,000 Strong Initiative Advisory Committee, and a member of the Secretary of Defense's Policy Board. He also serves as chairman of the Atlantic Council and is a member of the Public Broadcasting Service board of directors. He just completed service on the Secretary of Energy's Blue Ribbon Commission on America's Nuclear Future.

Hagel served two terms in the United States Senate (1997–2009), representing the state of Nebraska. He was a senior member of the Senate Foreign Relations; Banking, Housing and Urban Affairs; and Intelligence Committees. He chaired the Foreign Relations International Economic Policy, Export, and Trade Promotion Subcommittee; and the Banking Committee's International Trade and Finance, and Securities Subcommittees. Hagel also served as the chairman of the Congressional-Executive Commission on China and the Senate Climate Change Observer Group.

He is the author of the book, *America: Our Next Chapter*, a straightforward examination of the current state of our nation that provides substantial proposals for the challenges of the 21st century. Hagel was the subject of a 2006 book by University of Nebraska professor Charlyne Berens entitled, *Chuck Hagel: Moving Forward*.

Prior to his election to the U.S. Senate, Hagel was president of McCarthy & Company, an investment banking firm in Omaha, Neb. In the mid-1980's, Hagel co-founded VANGUARD Cellular Systems, Inc., a publicly traded corporation. He is a Vietnam combat veteran and former deputy administrator of the Veterans Administration. A graduate of the University of Nebraska at Omaha, Hagel and his wife, Lilibet, have a son (Ziller) and daughter (Allyn).

### John D. Negroponte



John D. Negroponte, a United States career diplomat and national security official, held government positions abroad and in Washington between 1960 and 1997 and again from 2001 to 2008. He has been ambassador to Honduras, Mexico, the Philippines, the United Nations, and Iraq. In Washington he served twice on the National Security Council staff, first as director for Vietnam in the Nixon Administration and then as deputy national security advisor under President Reagan. He has also held a cabinet level position as the first director of national intelligence under President George W. Bush. His most recent position in government was as deputy secretary of state, where he served as the State Department's chief operating officer. As a more junior diplomat, Negroponte also had assignments in Hong Kong, Vietnam, France, Ecuador, and Greece.

From 1997 to 2001, he was executive vice president of the McGraw-Hill Companies, with responsibility for overseeing the company's international activities. During those years he was also chairman of the French-American Foundation. Since 2009, Negroponte has been vice chairman of McLarty Associates, a leading international strategic advisory firm in Washington, D.C. He also holds a part-time position at his alma mater, Yale University, as a senior research fellow in grand strategy and as a lecturer in international relations. Since 2009, he has been chairman of the Council of the Americas/Americas Society, a New York-based NGO (non-governmental organization) which advocates for commercial and cultural relations in the Western Hemisphere. He is also on the board of the Asia Society. He recently became chairman of Walmart's International Advisory Council.

Negroponte has received numerous awards in recognition of his more than four decades of public service, including the State Department's Distinguished Service Medal on two separate occasions, the highest award which can be conferred by the secretary of state, and in 2009, President Bush awarded Ambassador Negroponte the National Security Medal for his outstanding contributions to U.S. national security.

### Xu Lin



Since 2004, Xu Lin has served as director general and chief executive of Hanban/Confucius Institute Headquarters, a nongovernmental and nonprofit organization affiliated with the Ministry of Education of China. Under Xu Lin's leadership, Hanban has been committed to making Chinese language and culture teaching resources and services available to the world, meeting the demands of overseas Chinese learners, and contributing to the formation of a world of cultural diversity and harmony.

Xu Lin served as educational counselor of the Chinese Consulate General in Vancouver, Canada (2000–2003), president of the Service Center for Chinese Study Fellows in New York (1999–2000), head of the Loan Office of Foreign Capital, Ministry of Education (1997–2000), and assistant to the mayor of Xuchang City, Henan Province (1992–1993). From 1981 to 1992, she held various posts in the finance department of the Ministry of Education. She graduated from the Chemistry Department of Fudan University in Shanghai and obtained her master's degree in economics from Beijing Normal University. She was awarded an honorary doctorate from The University of Arizona in 2008; in 2010 she was awarded an honorary doctorate in Humanities from the University of Edinburgh; in 2011 she was awarded an honorary doctorate in public service from Western Kentucky University, an honorary doctorate in international relations from the University of St. Thomas in Chile, and an honorary doctorate in Humanities from the University of Babeş Bolyai in Romania. In 2009, she was appointed by the premier to be a member of the Counsellors' Office of the State Council.

### Zhang Yesui



Ambassador Zhang Yesui has been ambassador of China to the United States in Washington, D.C., since March 2010. Before coming to Washington, D.C., he was ambassador and permanent representative of China to the United Nations from September 2008 to February 2010. He served as vice minister of foreign affairs of China from 2003 to 2008, with a portfolio covering policy planning, African, European, North American, and Oceanian affairs, arms control and disarmament, and international treaty and law. Before that, he was assistant minister of foreign affairs from 2000 to 2003, responsible for administration, protocol and personnel.

From 1996 to 2000, he was director-general of the Protocol Department of the Ministry of Foreign Affairs of China. Before that, he assumed various posts in the Department of International Organizations and Conferences of the Ministry of Foreign Affairs, including deputy director-general from 1992 to 1996, and third secretary, deputy division director, first secretary and then counselor from 1982 to 1988. Between 1988 and 1992, he was first secretary and then counselor in the Permanent Mission of China to the United Nations. His first posting was in the Embassy of China in the United Kingdom from 1976 to 1982.

He graduated from Beijing Foreign Studies University, and studied at the London School of Economics from 1975 to 1976. Ambassador Zhang was born in October 1953 in Hubei Province in central China. He is married with one daughter.

## 2012 National Chinese Language CONFERENCE

### PERFORMANCE: I SING BEIJING

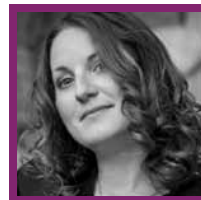
Tonight's performance features 12 young opera singers from the United States and Europe who recently participated in the groundbreaking initiative I SING BEIJING, sponsored by Hanban/Confucius Institute Headquarters and produced by Asian Performing Arts Council, USA. The pioneering I SING BEIJING aims to present the emerging Chinese modern opera as a new genre in Western-style opera through the introduction of Mandarin as a lyric language.

Coached by an international faculty, including conductors and directors from the Metropolitan Opera, under the artistic direction of internationally acclaimed bass, Hao Jiang Tian, the group received intensive training in Mandarin and Chinese modern opera last summer in Beijing. They became the first Western singers to perform Chinese modern opera in the prestigious National Centre for the Performing Arts in Beijing. The inaugural season garnered worldwide press in outlets such as the BBC World Service, National Public Radio, CCTV, Xinhua News Agency, and the Associated Press.

This evening you will be among the first to hear the 2011 I SING BEIJING group perform in the United States. Tonight's selections journey through a varied musical landscape: from Chinese folk opera tradition to Bernstein's Americana, from Puccini's exotic romanticism to the poetic imagery of Chinese art songs, and from classical models of Chinese modern opera to contemporary strains of modern ballads. This sampling beautifully illustrates the power of song in bridging cultures and breaking language barriers, and attests to the achievement of the I SING BEIJINGERS during their life-changing journey in Beijing. This evening's musical presentation will incorporate clips from a soon-to-be-released film which documents the singers' summer, and is directed by Academy and Emmy Award-winning filmmaker Allan Miller.



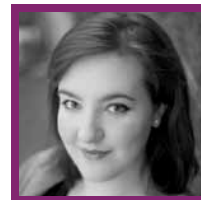
**Hao Jiang Tian**  
Artistic Director  
Bass



**Katie Bolding**  
Soprano



**Nicholas Brownlee**  
Bass-Baritone



**Sheila Carroll**  
Soprano



**Prenicia Clifton**  
Soprano



**Giuseppe Distefano**  
Tenor



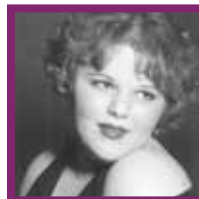
**Jennifer Feinstein**  
Mezzo-Soprano



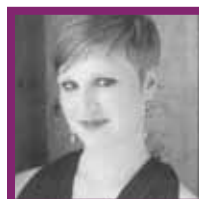
**Valdis Jansons**  
Baritone



**Kurt Sanchez Kanazawa**  
Baritone



**Julia Metzler**  
Soprano



**Juliet Petrus**  
Soprano



**John Tsotsoros**  
Tenor



**Brian Wahlstrom**  
Baritone



**Diyi Tang**  
Pianist

### PROGRAM

#### Country Folk Opera: Couple Learning to Read 《夫妻识字》

Music and Text: Ma Ke  
Julia Metzler, Hao Jiang Tian

#### Glitter and Be Gay 《华彩狂欢》

From *Candide* 《康迪德》  
Leonard Bernstein  
*Cunégonde*: Juliet Petrus

#### Miles of Snow and Wind 《十里风雪》

#### Wind from the North 《北风吹》

#### The Red Ribbon 《扎红头绳》

From *The White-Haired Girl* 《白毛女》

Music: Ma Ke  
Arranger: Li Yinghai  
*Xi'Er*: Katie Bolding, *Yang Bai Lao*: Valdis Jansons

#### Addio fiorito asil 《永别了，爱恋的家》

From *Madama Butterfly* 《蝴蝶夫人》  
Giacomo Puccini  
*Pinkerton*: Giuseppe Distefano, *Sharpless*: Brian Wahlstrom

#### Way to Heaven 《天路》

Music: Yin Qing  
Text: Qu Yuan  
Prenicia Clifton

#### Field of Hope 《在希望的田野上》

Music: Shi Guangnan  
Text: Xiao Guang  
Sheila Carroll

#### Tonight 《今宵》

From *West Side Story* 《西区故事》  
Leonard Bernstein  
*Maria*: Katie Bolding, *Tony*: John Tsotsoros, *Anita*: Jennifer Feinstein  
*Riff*: Brian Wahlstrom, *Bernardino*: Kurt Sanchez Kanazawa  
*Ensemble*: Nicholas Brownlee, Valdis Jansons, Juliet Petrus, Julia Metzler

#### I Love You, China! 《我爱你中国》

Music: Zheng Qiufeng  
Text: Qu Cong  
Juliet Petrus, Jennifer Feinstein, Giuseppe Distefano, Brian Wahlstrom, Ensemble

#### Love Song of Kang Ding 《康定情歌》

Sichuan Folksong  
Ensemble

**Accompanist:** Diyi Tang



## 2012 National Chinese Language CONFERENCE

7:45–8:45 p.m.

### Asia Society Confucius Classrooms Event

BY INVITATION: *Open only to members of the Asia Society Confucius Classrooms Network*

LOCATION: **DELAWARE A-B**

7:45–9 p.m.

### “Hands on with Vendor Resources” Presentations

#### Successful iPad Classroom for Lesson Delivery, In-Class Activities and Self-Study

LOCATION: **MARYLAND A, LOBBY LEVEL**

Experience an interactive medium that elevates language learning to a new level of fun and effectiveness. This session introduces the implementation of iPad classroom to facilitate lesson delivery with the Better Chinese iPad textbook “Discovering Chinese.”

PRESENTED BY: **Better Chinese LLC**

KEYWORDS: **Teaching Resources, Technology**

#### Step Up with Chinese: Introductory Textbook for Middle/High Schools

LOCATION: **MARYLAND B, LOBBY LEVEL**

Step Up incorporates standards-based, learner-centered and activity-based lessons to motivate students to learn the Chinese language and to acquire a better understanding of the Chinese culture. The program is complete with textbook, workbook, teacher’s guide, audio, video and a book companion site.

PRESENTED BY: **Cengage Learning**

KEYWORD: **Teaching Resources**

#### Chinese In Focus — A Comprehensive Chinese Language Program

LOCATION: **VIRGINIA A, LOBBY LEVEL**

The author, Yuhong Zheng, will talk about his motivation in developing his innovative language series and his commitment to teaching Chinese by creating a stimulating, user-friendly learning environment. A demonstration lesson by one of the design staff will highlight the integration of the series’ ancillaries, incorporating the audio program, animation, assessment, and technology-based activities.

PRESENTED BY: **Chinese In Focus LLC/Shenzhen City Cangjietong Cultural Co., Ltd.**

KEYWORD: **Student Programs and Resources**

#### Stand Out from the Crowd! Learn the Secret to Keeping Your Students Engaged

LOCATION: **VIRGINIA B, LOBBY LEVEL**

Society moves so fast, and in this day and age, electronic communication has become the norm. Learn the secret of how to get your students’ attention and keep them motivated with the best “Type-to-Learn” Chinese computer solution! In this session, you will see a demonstration of the IQChinese “Type-to-Learn” method, as well as how IQChinese has revolutionized Chinese teaching in schools across the U.S. Come join us!

PRESENTED BY: **IQChinese**

KEYWORD: **Teaching and Learning Solutions**

## Friday, April 13

6:45 a.m.–6 p.m.

### Registration Open

LOCATION: **CONVENTION REGISTRATION DESK, LOBBY LEVEL**

7:15 a.m.–8:30 a.m.

### Continental Breakfast in Exhibit Hall

LOCATION: **EXHIBIT HALL A, EXHIBITION LEVEL**

7:15 a.m.–8:30 a.m.

### Exhibits Open

LOCATION: **EXHIBIT HALL A, EXHIBITION LEVEL**

8:45–9:45 p.m.

### Plenary II: State of the Field: Proficiency, Sustainability, and Beyond

LOCATION: **SALONS 1-3, LOBBY LEVEL**

At the time of the fifth annual National Chinese Language Conference, we pause to reflect upon the explosive growth of Chinese language programs in recent years and to outline the priorities and challenges ahead. While we look back on what has been accomplished, it is worthwhile to consider not only our own experiences with Chinese, but lessons learned across the field of world language education as a whole. What can we do to ensure that Chinese programs graduate highly proficient students with the skills to communicate effectively? How can we make certain that Chinese language learning is not just another fad that will come and go but is poised for sustainability? How is Chinese language education viewed within and outside the U.S., and what can we learn from other countries? What role will technology play in the future of language learning? Join us for an engaging conversation as we discuss these and other key issues.

INTRODUCED BY: **Vivien Stewart**, *Senior Advisor for Education and Chair of the Confucius Classrooms Initiative, Asia Society (see full biography on page 64)*

SPEAKERS: **Martha Abbott**, *Executive Director, American Council on the Teaching of Foreign Languages*; **Katharine Carruthers**, *Director, Confucius Institute, Specialist Schools and Academies Trust Schools Network (SSAT) Confucius Institute*; **Myriam Met**, *National Consultant*; **Shuhan C. Wang**, *Deputy Director, National Foreign Language Center*

### Martha Abbott



Martha Abbott is currently the executive director of the American Council on the Teaching of Foreign Languages (ACTFL). Her career began in Fairfax County Public Schools (Virginia) where she was a language teacher, foreign language coordinator and director of high school instruction. She has served on national committees to develop student standards, beginning teacher standards and performance assessments in foreign languages. Abbott was president of the American Council on the Teaching of Foreign Languages in 2003, chair of the Northeast Conference on the Teaching of Foreign Languages in 1999 and president of the Foreign Language Association of Virginia in 1996. She also was co-chair of the national public awareness campaign, 2005: The Year of Languages, and now directs ACTFL's national public awareness campaign, Discover Languages ... Discover the World! Abbott has a bachelor's degree in Spanish with a minor in Latin from the University of Mary Washington and a master's degree in Spanish linguistics from Georgetown University.

### Katharine Carruthers



Katharine Carruthers is the director of the Schools Network (SSAT) Confucius Institute. The Schools Network is a not-for-profit membership organization that aims to raise achievement in schools in England and internationally. It has a membership of more than 5,000 schools in England and around the world through its iNet international network.

Carruthers joined the Schools Network in June 2006 and has played a leading role in promoting and developing the study of Chinese and China across the curriculum in schools in England. This work has been made possible by the establishment of the Schools Network (SSAT) Confucius Institute and 34 Confucius Classrooms — supported by the Office of Chinese Language Council International (Hanban) in partnership with Peking University and Peking University High School.

Carruthers is an experienced teacher and examiner of Chinese. She is the series editor of the new series of Pearson textbooks for teaching Chinese to 11–16-year-olds and is chief examiner for Cambridge Pre-U Mandarin Chinese and principal examiner for IGCSE (International General Certificate of Secondary Education) Mandarin for Cambridge International Examinations. She is currently working alongside colleagues at the Institute of Education, London University on the first year of a postgraduate teacher-training course for prospective teachers of Mandarin Chinese.

Carruthers graduated with a major in Chinese from Durham University and has a master's degree from the School of Oriental and African Studies, London University. In December 2011, she was delighted to receive a Confucius Institute Outstanding Contribution Award in recognition of her work in this field.

### Myriam Met



Myriam Met is an independent consultant, having left the University of Maryland in 2008 where she was acting director of the National Foreign Language Center (NFLC). Met has been a supervisor of foreign language programs for major urban and suburban school districts, where she was responsible for initiating and overseeing a variety of innovative programs, including elementary and secondary school Chinese programs and the first Mandarin immersion program in a U.S. public elementary school. Her current work focuses on support for K–12 programs for language learners, particularly immersion in a variety of languages.

Met was the founder and first president of the National Association of District Supervisors of Foreign Languages (NADSFL); a founding member, and later president, of the National Network for Early Language Learning (NNELL); and she has served on the executive council of the American Council on the Teaching of Foreign Languages (ACTFL). She has provided consultant services to school districts, state departments of education within the United States, ministries of education abroad, universities, professional associations and private agencies throughout the United States, as well as in Europe, Asia, South America, and Canada. ACTFL recognized her with the Anthony Papalia Award for Excellence in Teacher Education in 1996, and with the prestigious Florence Steiner Award in 1983 for leadership in K–12 education.

### Shuhan C. Wang



Shuhan C. Wang is deputy director of the National Foreign Language Center (NFLC) at the University of Maryland. She is co-principal investigator of the STARTALK project, a multiyear, federally funded initiative that promotes the study and teaching of critical languages such as Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish and Urdu in the United States. From 2006 to 2009, Wang was executive director for Chinese Language Initiatives at the Asia Society. From 1998 to 2006, she was education associate for World Languages and International Education for the Delaware Department of Education. Her collaborative efforts led Delaware to win the prestigious Goldman Sachs Foundation Prize for Excellence in International Education in 2005.

Currently, Wang serves as an adviser for the Mother Tongue Language project of the Ministry of Education in Singapore. She is a member of the board of directors for the Joint National Committee for Languages and the Leadership Team of the Alliance for the Advancement of Heritage Languages. Wang's research interests include language planning and policy, world language and heritage language education, teacher education and development, and curriculum and materials development. Her academic work is published in books and peer-reviewed journals nationally and internationally, and her textbook series for K–6 learners has been adopted by many schools, school districts and states. Wang received a Ph.D. in educational linguistics from the University of Pennsylvania.

## 2012 National Chinese Language CONFERENCE

9:50 a.m.–12:15 p.m.

### Exhibits Open

LOCATION: **EXHIBIT HALL A, EXHIBITION LEVEL**

10–11 a.m.

### Breakout Sessions I

Sessions will be presented in English or bilingually, unless otherwise noted.

#### **A3** From Chinese 1 to AP®: Align to Succeed

LOCATION: **DELAWARE A, LOBBY LEVEL**

A panel of educators from Chicago Public Schools (CPS) will present an innovative, vertically aligned AP Chinese program model for both heritage and non-heritage speaking students, which has been developed and implemented in CPS high schools with the support of an APIP (Advanced Placement® Incentive Program) grant. The model enables teachers to help their students, level I–AP, effectively increase their language skills and cultural knowledge for AP success. The presenters use the cultural theme of Beijing Opera as an example to explain the model in detail. Specific attention is given to effective teaching strategies, authentic cultural experiences and proficiency-based assessment. Participants will be able to directly implement the model in their own classrooms, or to create their own models based on the CPS experience and their students' specific needs.

SPEAKERS: **Jingwoan Chang, Jane Lu, Shan Wang**

#### **C1** Linking Chinese Across Curriculum Using Standards and Backward Design

LOCATION: **BALCONY B, MEZZANINE LEVEL**

This presentation is based on a curriculum unit developed by the Chinese Immersion Program at the Martin Luther King Jr. Elementary School in Cambridge, Mass. Participants will explore ways to integrate authentic Chinese language arts teaching and learning into multidisciplinary (math, science, social studies, health, arts), content-based curriculum using the Understanding by Design framework. Through formative and summative examples, demonstrations, and discussions, participants will examine ways of linking assessments, ACTFL's 5Cs, 21st-century skills, technology, differentiating learning and the Two-Way Immersion Observation Protocol (TWIOP) as they design curriculum to promote bi-literacy, cross-cultural understanding and high-standard academic achievement.

SPEAKERS: **Mary Cazabon, Szu-Ming Li, Vivian Tam**

#### **F3** Opening, Growing and Sustaining a Chinese Immersion Charter School in the District of Columbia: Case Study Washington Yu Ying Public Charter School

LOCATION: **VIRGINIA B, LOBBY LEVEL**

Learn how the Yu Ying team built, grew, and now sustains its successful and regarded program. Delve into the two sides of starting a Chinese immersion charter school: education and business. Participants will review and examine how the Yu Ying team built the founding group; transitioned from a founding group to a working school and board; created a working business model; developed and continued to fine-tune an educational model; was not successful; and is taking the next steps to ensuring bi-literacy and bilingualism. The presenters will cover lessons learned in the areas of business and education, after which participants will share their experiences and questions to inform and improve their new charter and immersion programs.

SPEAKERS: **Maquita Alexander, Mary Shaffner**

#### Key to Session Codes

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<b>M</b> - Program Models
<b>P</b> - Global and Local Partnerships
<b>R</b> - Research
<b>S</b> - Assessment
<b>T</b> - Teacher Development
<b>X</b> - Technology

#### **I2** Engaging Young Language Learners Through the Tools of Childhood: Meaningful Play

LOCATION: **BALCONY A, MEZZANINE LEVEL**

Rhythm, song, chant, drama and especially story are natural tools with which children play — and learn. Presenters will provide background information on meaningful play, accompanied by many examples and demonstrations. This session will guide teachers in choosing and using these tools as they create meaning-filled and joyful language classes for children. There will be extensive interaction with participants and opportunities to learn and practice strategies and activities suitable for each teacher's classroom.

SPEAKERS: **Chiachyi Chiu, Carol Ann Dahlberg, Mei-Ju Hwang**

#### **I5** STEM in the Chinese Classroom

LOCATION: **DELAWARE B, LOBBY LEVEL**

There is a growing awareness in schools that basic language skills alone are not enough to prepare students to live in an ever-evolving, technology-rich society. Moving toward the 21st century, STEM (science, technology, engineering and mathematics) classrooms are the best way to build a sustainable and well-articulated Chinese program. The Montclair Public Schools paired with science professors at Rutgers University to create scientific and mathematical thematic units in Chinese, which were developed and piloted at various grade levels throughout the K–12 system. Participants will explore techniques for including these innovative strategies, which result in increased language proficiency, into their own classrooms and also see thematic units that can be replicated in their own teaching.

SPEAKERS: **Janice Dowd, Lucy Lee**

#### **I16** STARTALK — Start Talking: Rationale and Strategies for Using the Target Language from Day One!

LOCATION: **VIRGINIA A, LOBBY LEVEL**

Adherence to best practices is a powerful means for creating effective classrooms. This session focuses on the STARTALK best practice of the exclusive use of the target language from day one with beginners. The presenters will offer various rationales for speaking Chinese during class and will model strategies for providing comprehensible input in the target language. Participants will experience several speaking activities that are effective with beginners, novice-low and novice to mid-level students. Attendees will leave this session with an understanding of the power and possibility of this best practice and with a collection of strategies for use in the classroom. This session is applicable for both teachers and administrators.

SPEAKERS: **Betsy Hart, Shwu-fen Lin, Weefen Tsui, Priscilla Russel**



## 2012 National Chinese Language CONFERENCE

### M2 Developing Sustainable, Effective and Authentic Overseas Exchange Programs

LOCATION: **MARYLAND C, LOBBY LEVEL**

Drawing from two successful overseas programs, presenters will demonstrate how to design and run meaningful and cost-effective programs that promote long-term motivation, connect students to the culture, improve language proficiency and facilitate self-confidence. The characteristics of these two programs are: emphasis on home stays, individual inquiry projects, small-group field studies tied to proficiency standards, partnership with a local school, intensive language instruction and small group field projects that require the use of the Chinese language. Participants will learn about maximizing students' study-abroad experiences and running a successful abroad program — including practical predeparture training, engaging in-country activities and empowering post-program activities. Video footage of students "in action" in China and sample field study designs will be shared.

SPEAKERS: **Jeffrey Bissell, David Kojo Hakam**

### T4 Best Practices for Hosting Visiting Teachers from China

LOCATION: **VIRGINIA C, LOBBY LEVEL**

When a U.S. K–12 school hosts an international language teacher, the students aren't the only ones who learn about another culture. School administrators have a steep learning curve as well! Advance planning by school administrators is essential to ensure that visiting teachers integrate successfully into the new environment. Based on the experience of working with hundreds of visiting teachers through the Chinese Guest Teacher Program, the presenters will highlight personal and professional cross-cultural gaps commonly encountered when bringing newly arrived teachers from China on board. Participants will learn how to prepare for and overcome these differences through orientation, mentoring, supervision and ongoing professional development. Representatives of schools that will be hosting guest teachers or trainees through the 2012 College Board Chinese Guest Teacher and Trainee Program are encouraged to attend this session.

SPEAKERS: **Cristina Ladas, Michaela Kabat, Ryan Wertz**

### X1 The State of Online Chinese Instruction: What Works? What Doesn't?

LOCATION: **MARYLAND A, LOBBY LEVEL**

Although people doubt the effectiveness of online Chinese learning, cutting-edge technologies do change the state of online instruction. In this session, the presenters will share the practice of offering pure online or blended Chinese classes to secondary school students nationally and regionally. The presenters will reflect on what works and what doesn't when teaching Chinese online or partially online, and will share cutting-edge technology tools for promoting Chinese language learning and enhancing language skills. At the end of the presentation, participants will see demonstrations of student learning outcomes assisted with Web 2.0 tools and will share the implementation of blended online Chinese teaching. The practical nature of this session will inform practitioners with hands-on experiences and solutions on how to use technologies in Chinese instruction. Administrators or program directors will get ideas to use for teacher training and course offerings when they are integrating technology as part of their programs.

SPEAKERS: **Ken Dirkin, Yao Tu, Yalun Zhou**

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**X** - Technology

### P7 The Internationalization of Education: How a World of Disappearing Borders Is Reshaping Education for the 21st Century

LOCATION: **MARYLAND B, LOBBY LEVEL**

Today's students will live and work in a world where knowledge of other nations and cultures is essential, including command of world languages and of the skills needed to work cooperatively across borders. Education is changing to meet this new imperative and student and faculty cross-border mobility is increasing dramatically. Higher education institutions, in particular, are opening campuses abroad and creating programs for international students all around the world. These trends raise many questions for U.S. education. How do we introduce different types of international knowledge into our curricula? What impact will this have on language programs and instruction? How is school and campus life changing to address the needs of the multinational student body? Three national experts on this subject provide a survey of educational internationalization, and discuss how we must rethink our work in light of this new reality.

SPEAKERS: **Margaret Heisel, Carola McGiffert, Peter Stearns, Susan Buck Sutton**

11:15 a.m.–12:15 p.m.

#### Breakout Sessions II

Sessions will be presented in English or bilingually, unless otherwise noted.

### A1 Keys to Proficiency and Sustainability: Defining K–16 Articulation by Standards-Based Learning Scenarios

LOCATION: **DELAWARE A, LOBBY LEVEL**

This session will present the results of a three-year project focused on the building of connections through the teaching of K–16 Chinese and the use of standards-based curriculum and assessment. Presenters will share learning scenarios tested in the field by K–16 instructors that demonstrate how standards and progress indicators can be used as the foundation to plan lessons for different classroom situations at various levels. These standards-based scenarios encourage the use of integrated performance assessment (IPA) with interpretive, interpersonal and presentational modes. The scenarios can be integrated at all levels through a spiraling and recursive process to lead toward developmentally appropriate communicative proficiency.

SPEAKERS: **Jianhua Bai, Carol Chen-Lin, Dali Tan**

### C2 Sustaining Programs and Building Proficiency Through Arts Integration

LOCATION: **VIRGINIA B, LOBBY LEVEL**

Participants will learn how to partner with arts teachers in their school or district to develop performance-based curriculum units that integrate Chinese arts (painting, music and dance) and language and showcase students' talents in the school and local community. This presentation is the result of a weeklong summer training, which was free to elementary and middle school art teachers and Chinese language teachers, and was designed collaboratively by the Kentucky Department of Education, the Confucius Institute at the University of Kentucky and the Kentucky Center for the Performing Arts. Its purpose was to show districts how to sustain programs by integrating content. The training session featured known artists and was conducted in the target language for both English-speaking arts teachers and teachers of Mandarin. Participants will see video footage of the artists teaching dance and painting and will receive tips for teaching arts content in the target language, as well as lesson plans for teaching the fan dance.

SPEAKERS: **Robert Duncan, Huajing Maske, Jacque Bott Van Houten**

## 2012 National Chinese Language CONFERENCE

### **I8 On the Road to Literacy: Big Books and Strategies from the American Classroom**

LOCATION: **VIRGINIA C, LOBBY LEVEL**

Often, teaching Chinese literacy means teaching the writing of characters and focus on stroke order. Although these skills are necessary, true literacy skills go far beyond simply writing characters; we must build students' ability to read, write, and understand meaningful materials and resources, including stories, poems, articles, essays, and websites as well as their cultural literacy of the Chinese-speaking world. We can find meaningful activities in the English language arts curriculum by which our students learn reading and writing in their first language. Adapting these teaching techniques provides a literacy-rich context in which students apply familiar strategies from their core classes to the learning of Chinese. "Big Books" are a popular tool for teaching reading in the American school system. In this session, participants will learn how to adapt this and other, time-tested techniques for teaching literacy skills in Chinese.

SPEAKERS: **Robin Harvey, Shelley YiChun Huang, Yu Sha, Frank Lixing Tang**

### **I12 Effective Strategies for Project Work**

LOCATION: **MARYLAND C, LOBBY LEVEL**

Project work is a common practice in today's language classrooms because of its potential for engaging students in learning. However, in real classrooms, projects are not necessarily structured to maximize the learning of language, content and high-order thinking skills. In this session, participants will examine issues of implementing project work, such as how to incorporate it into existing unit themes, how to structure project work to make it a learning opportunity as well as a means of assessment, and how to balance teacher guidance with student creativity and collaboration. They will review examples to assess what works and what does not and will learn effective strategies that engage all students in project work and that result in language improvement, content mastery and cognitive skill development.

SPEAKERS: **Shwu-Fen Lin, Wei-ling Wu**

### **I17 Building Language Interest, Confidence, Motivation and Skills: Supporting Struggling Students by Using Focused Small Groups to Differentiate Instruction**

LOCATION: **VIRGINIA A, LOBBY LEVEL**

Presenters will share effective processes and strategies for supporting struggling language learners and helping them to regain confidence and language skills. Participants will learn how to identify students, categorize the targeted skills to set goals, create materials, and plan for differentiated instruction, assessment and record keeping. Effective differentiated instruction is critical for struggling learners in Chinese immersion programs. Strategies and activities used in helping struggling learners in classrooms will be shared, including the role of schoolwide "push in" or "pull out" booster groups and data-sharing practices with the parents, students and stakeholders. Presenters will focus on the lessons learned from implementing small group instruction.

SPEAKERS: **Chiungwen Chang, Yuying Chen, Hsiu Halligan**

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### **I18 The Use of Chinese Movies in Language Classrooms**

LOCATION: **BALCONY B, MEZZANINE LEVEL**

Chinese movies provide us with some of the richest and most poignant descriptions of contemporary Chinese life, including great examples of contemporary Chinese spoken language. The presenters will share effective, standards-based instructional and assessment strategies based on Chinese movies, which engage students in discussion, prompt them to write about the film's characters or plot, and offer opportunities for role-play and scene narration. Participants will also learn about a historical-movie project which effectively increases the formal literacy skills of heritage learners. It is believed that the use of film encourages students to make comparisons between life in China and in the United States, and facilitates the learning of material presented in class.

SPEAKERS: **Chi-ju Hsieh, Jen Lin**

### **M4 Leadership Considerations for Beginning a Chinese Immersion Program: Lessons Learned Implementing the Utah Model**

LOCATION: **MARYLAND B, LOBBY LEVEL**

This session will focus on the practical applications of program implementation, highlighting the success of the nationally recognized Utah Chinese Language Immersion Program. Participants will learn important details for embedding dual immersion programs into the culture of an established school. These strategies take into account principles of change theory and sustainability. Specific discussion points will include becoming a student of immersion education, preparing the school or district-level program, recruiting and retaining students, organizing for the school year, hiring and preparing a teacher, and managing the program in progress. This session will also include important details about the exciting Chinese language learning opportunities in Utah.

SPEAKERS: **Doug Finch, Sandra Talbot**

### **P1 How to Manage Safety on a Student Travel Program to China**

LOCATION: **BALCONY A, MEZZANINE LEVEL**

One of the biggest concerns for teachers leading students to China is the inherent risk involved. Through case studies, participants in this session will examine ways to design a program that mitigates risk and learn how to manage incidents that arise. Through 20 years of experience leading students safely through China, the presenters will teach participants how to work with risk management support organizations, partner with students in safety management and create a response plan to manage a situation. In addition, participants will learn how to set clear expectations, prepare students and parents through the use of information kits, and build a collection of essential resources.

SPEAKERS: **Matt Burton, Shiqi Yin**

## 2012 National Chinese Language CONFERENCE

### P8 What Can American Education Learn from China?

LOCATION: **DELAWARE B, LOBBY LEVEL**

The U.S. was once a world leader in education, being the first country to achieve universal secondary education and to expand higher education beyond the elite class. In the 21st century, other countries are catching up and leaping ahead in high school graduation rates, in the quality and equity of their K–12 education systems, and in the proportion of students graduating from college. China has made huge gains in education in recent years, with Shanghai's success on the 2009 PISA (Programme for International Student Assessment) exams an indication of China's emergence as an educational innovator. In a new book, *A World-Class Education: Learning from International Models of Excellence and Innovation*, Vivien Stewart offers insights into what the best schools and school systems around the world are doing to educate students for an innovation-based world, and what U.S. educators can learn from these breakthrough educational approaches. Please join a conversation with the author and with Anthony Jackson, Asia Society's vice president for education and the author of *Educating for Global Competence: Preparing Our Youth to Engage the World*.

SPEAKERS: **Anthony Jackson, Vivien Stewart**

### X3 Expanding Access to Chinese Language Instruction by Videoconferencing: A Different Kind of "Face to Face"

LOCATION: **MARYLAND A, LOBBY LEVEL**

As we look for ways to increase access to critical languages, including Chinese, there is an urgent need to develop distance-learning options that offer high-quality learning experiences for students. This presentation will describe ways that the Confucius Institute at the University of Kansas has experimented with videoconferenced instruction to bring a high-quality, interactive, communicative experience to students, thereby expanding access to Chinese language instruction to more than 1,100 K–12 students in Kansas, Missouri and Ohio. The panel will use classroom video recordings and other examples to illustrate ways that best practices can be adapted to a videoconferencing context, both for elementary school and secondary school students.

SPEAKERS: **Shi Ai, Xiaonan Jin, Kevin Liu, Sheree Willis**

12:30–2:15 p.m.

### Plenary III: Learning Chinese, Thinking Globally

LOCATION: **SALONS 1-3, LOBBY LEVEL**

As schools, school districts, colleges, and universities all strive to build strong and sustainable Chinese language programs, it is fundamentally important that they not only prepare students to participate in a global economy where China is a key player, but also make sure the students have the language and cultural skills and the habits of mind necessary to succeed in a highly globalized and interconnected world. What can we learn from the successes of East Asian nations, particularly in the Chinese-speaking world, in the realm of education? Will the growing number of Americans building high levels of proficiency in Chinese have a transformative effect on U.S.–China relations? How are Chinese language and culture programs in U.S. schools, colleges and universities helping to build a more globally focused next generation of leaders in business, government, science and technology, education, academia and beyond? Join us for an insightful and engaging discussion about the opportunities and challenges the U.S. and China face in preparing their students for an interconnected world and the global economy of the future.

INTRODUCED BY: **Peter Negroni**, Senior Vice President, The College Board  
(see full biography on page 64)

SPEAKERS: **Anne Bryant**, Executive Director, National School Boards Association; **Terry Holliday**, Commissioner of Education, Kentucky Department of Education; **R. May Lee**, Associate Vice Chancellor for Asia, New York University; **Maureen McLaughlin**, Director, International Affairs Office, U.S. Department of Education

LUNCH WILL BE SERVED.



#### Anne Bryant

Anne L. Bryant is the executive director of the National School Boards Association (NSBA), a not-for-profit federation that represents 50 state school board associations and 90,000 school board members throughout the United States. NSBA's vision is to help boards lead their communities to raise student achievement and prepare all students to succeed in a rapidly changing global society. Bryant is vice chair of the Schools & Libraries Committee of Universal Service Administrative Company, which includes oversight of the \$2.25 billion technology discount fund for schools and libraries, known as E-Rate; and is past chair of the Learning First Alliance. Bryant has served as a trustee and chair of the Simmons College Board. She holds an Ed.D. from the University of Massachusetts, a B.A. from Simmons College and has received numerous awards for leadership in education.



#### Terry Holliday

Terry Holliday was selected as Kentucky's fifth commissioner of education in July 2009.

Holliday served as superintendent of the more than 20,000-student Iredell-Statesville school district from 2002 until 2009. Under his leadership, the Iredell-Statesville school district received the 2008 Malcolm Baldrige National Quality Award, which was created by an act of Congress in 1987 to recognize companies, organizations, businesses and other entities that have shown long-term improvement in quality and productivity.

Holliday's previous experience includes serving as superintendent, associate superintendent, director of accountability, principal, assistant principal, director of instrumental music and band director in North Carolina and South Carolina.

In December 2010, Holliday was named to the board of directors for the Council of Chief State School Officers (CCSSO) for 2010-11. In September 2011, Holliday was appointed to serve a four-year term on the National Assessment Governing Board. The board sets policy for the National Assessment of Educational Progress (NAEP), known as the Nation's Report Card.

Holliday is the co-author of *Running All the Red Lights: A Journey of System-Wide Educational Reform*. He earned a bachelor's degree from Furman University; a master's degree and education specialist degree from Winthrop University; and a doctorate from the University of South Carolina. A native of Belton, S.C., Holliday and his wife, Denise, are the parents of two children.





**R. May Lee**

R. May Lee is associate vice chancellor for Asia at New York University (NYU) and is a key partner in developing the university's growing portfolio in Asia — in particular, spearheading the effort to develop a portal campus in China. Lee also provides strategic assistance to NYU's efforts to achieve optimal administrative and operational integration of the various components of NYU's Global Network University. She is a valued member of the University Leadership Team and the Provost Advisory Group. Before coming to NYU, Lee was managing director and chief of staff to the CEO of Merrill Lynch, where she managed a broad portfolio that included helping to set and manage key strategic priorities and goals for the firm. Before that, she was chief executive of Fly Communications (formerly known as Rowen Warren) and MarketBoy Inc. From 1994 to 2000, she worked at Goldman Sachs in a variety of capacities, including counsel to the Fixed Income Division and chief operating officer of the Credit Derivatives business. Lee also has extensive experience working in China, having been based in Beijing with Kamsky Associates. A graduate of the University of Pennsylvania, she attended Peking University for a year before obtaining her J.D. from NYU School of Law, where she is now a lifetime trustee.



**Maureen McLaughlin**

Maureen McLaughlin leads the U.S. Department of Education's international activities, bringing three decades of experience working on education policy and management issues in the United States and internationally. From 2002–2010, McLaughlin worked at the World Bank as lead education specialist and education sector manager on education issues in the Europe and Central Asia region. Prior to joining the World Bank, McLaughlin was an Ian Axford Public Fellow in New Zealand. Between 1988 and 2002, McLaughlin held several senior positions at the U.S. Department of Education, including acting assistant secretary for postsecondary education at the beginning of two new administrations (1993 and 2001) and deputy assistant secretary for policy, planning and innovation after 1993. McLaughlin joined the U.S. Senior Executive Service in 1990 and was awarded the highest awards for government service, the Distinguished Presidential Rank Award (1998) and Meritorious Presidential Rank Award (1996). From 1979–1988, she was an analyst at the U.S. Congressional Budget Office. McLaughlin holds a Master of Public Policy from the University of Pennsylvania and a Bachelor of Arts from Boston College, majoring in economics and graduating summa cum laude, Phi Beta Kappa.

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<b>T</b> - Teacher Development
<b>X</b> - Technology

2:30–5:30 p.m.

**Exhibits Open**

LOCATION: **EXHIBIT HALL A, EXHIBITION LEVEL**

2:30–3:30 p.m.

**Breakout Sessions III**

Sessions will be presented in English or bilingually, unless otherwise noted.

**F1 Federally Funded Opportunities for Chinese Language Learning**

LOCATION: **MARYLAND C, LOBBY LEVEL**

Panelists from four federally funded initiatives will provide detailed information to teachers of Chinese learning programs, including scholarship and fellowship opportunities available to students at all levels. Together, these programs serve students from kindergarten through graduate school at all proficiency levels, from true beginner to superior. They include academic year and summer U.S.-based programs, as well as study-abroad programs. Panelists share handouts with information on national-level programs and key information, such as age groups and/or education levels they serve; the language proficiency levels that participants need for admission to these programs, if any; and the range of outcomes that participants in each program can hope to attain.

SPEAKERS: **Sam Eisen, Betsy Hart, Carol Radomski**

**F4 Helping Families Succeed in Mandarin Immersion**

LOCATION: **BALCONY A, MEZZANINE LEVEL**

Parents who choose Mandarin immersion for their children have many motivations and come from a wide variety of backgrounds, including, among others, Chinese American heritage, recent immigrants, adoptive families and African American families. Understanding their expectations can help administrators and staff better serve their needs, aiding student retention. In this session, presenters will discuss the four main parent motivations and how cultural competency can keep students in programs.

SPEAKERS: **Jamila Nightingale, Elizabeth Weise**

**I4 Effective Unit Planning in Alignment with the National and State Standards**

LOCATION: **VIRGINIA A, LOBBY LEVEL**

Planning a lesson effectively, based on thematic units that are aligned with the national and state standards, is an important step to successful instruction. Participants will explore and discuss what it means to plan a lesson effectively, why it is important to plan our lessons based on thematic units, and why it is important to keep the lesson and unit planning aligned with the national and state standards. Participants will acquire useful and practical strategies and materials that they can use immediately in their classrooms.

SPEAKERS: **Baocai (Paul) Jia, Dali Tan**

## 2012 National Chinese Language CONFERENCE

### I16 “Jiayou!”— A FLAP Program at Boston Public Schools

LOCATION: **DELAWARE A, LOBBY LEVEL**

The “Jiayou!” Foreign Language Assistance Program (FLAP) at Boston Public Schools is currently in its second year of the FLAP grant cycle. “Jiayou!” is primarily focused on three major areas of Boston’s Mandarin Chinese programs: developing a K–12 articulated curriculum that is theme based and spiraled, providing an ongoing professional development and summer institute for the system’s Mandarin teachers, and creating print and multimedia resource materials that can be referenced with the K–12 articulated curriculum. Participants will review, discuss and critique the K–12 thematically designed curriculum framework and the professional development activities that support instruction. They will also have an opportunity to view and participate in the wiki spaces created by the Boston teachers to expand the learning community. Presenters will share the “Jiayou!” program assessment instrument created in-house for K–4 younger learners.

SPEAKERS: **Mary Cazabon, Yu-Lan Lin, Gail Wang**

### I19 What a Feeling! Structuring Emotion-Filled Chinese Learning Experiences

LOCATION: **BALCONY B, MEZZANINE LEVEL**

Participants will explore ways that emotions integrate attention, memory, learning and motivation in the context of the Chinese language classroom. By reviewing brain studies and neurological research, participants will examine how emotion is a primary catalyst in deep learning, how emotions have a focusing influence on attention and alter the ease with which experiences are processed by the brain, how emotional events receive attentional priority and engage more areas of the brain, how emotions create stronger and longer lasting memories, how positive and negative emotions generate intrinsic motivation and learner satisfaction, and how emotions are socially generated during interactions with others. Against this backdrop, participants will learn techniques for using a performance-based learning model to generate and constructively structure individual and social emotions to enhance learning, aid in classroom management and generate intrinsic motivation in the Chinese classroom.

SPEAKER: **Eric Shepherd**

### I20 Standards for Teachers of Chinese to Speakers of Other Languages and Its Implications

LOCATION: **MADISON B, MEZZANINE LEVEL**

In this session, participants will learn about the newly revised Standards for Teachers of Chinese to Speakers of Other Languages developed by Hanban/The Confucius Institute Headquarters. The presenters will discuss the theoretical framework of the standards, how they are related to other well-recognized standards for foreign language teaching and how the standards guide teaching Chinese as a foreign language. In particular, participants will learn how the standards contribute to the understanding of the essential qualities of a good teacher, how the standards can be utilized to guide professional development and teacher certification and what constitutes teaching excellence in the context of teaching Chinese as a foreign language.

SPEAKER: **Jianhua Bai**

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### I22 Reimagining the History of China: A Conversation with Historian and Author Dorothy Ko

LOCATION: **VIRGINIA B, LOBBY LEVEL**

Many teachers strive to incorporate an understanding of Chinese history, culture, and society into their curriculum. However, traditional approaches to teaching the history of China often leave students with the impression of an isolated, monolithic and static Chinese culture. The reality, of course, is that the history of China is one of dynamism, diversity, and cosmopolitanism. In such landmark works as *Teachers of the Inner Chambers: Women and Culture in Seventeenth Century China* and *Cinderella’s Sisters: A Revisionist History of Footbinding*, Columbia University history professor Dorothy Ko has redefined our understanding of late imperial and early modern China, revealing a hidden history through an exploration of such topics as fashion, footbinding, and women’s artistry. Please join us for a lively and provocative conversation with Professor Ko and Chris Livaccari, director of education and Chinese language initiatives at Asia Society.

SPEAKERS: **Dorothy Ko, Chris Livaccari**

### M1 Road to Advanced-Level Proficiency: Making Secondary-Level Immersion Work

LOCATION: **MARYLAND B, LOBBY LEVEL**

Students in Mandarin immersion often make amazing gains in proficiency during elementary school with 50 percent to 100 percent of the academic day being taught in the immersion language. However, as the learners transition into middle school and high school, the conventional structures and practices coupled with staffing capacity limits, adolescence issues and cognitive outpacing linguistic development, present significant challenges in keeping immersion students motivated and pushing them to the advanced level. Utilizing Chinese Flagship grant funding, the Portland Public Schools are attempting to address these challenges with the use of technology, experiential learning, proficiency-focused instruction, assessment for learning strategies and collaborative projects with in-country peers. The presenters will provide an overview of their efforts and open this critical dialogue on secondary-level immersion. The number of Mandarin immersion programs continues to grow, making secondary-level immersion work critical to the future of immersion and producing global professionals.

SPEAKERS: **Michael Bacon, David Kojo Hakam**

### M3 Launching, Sustaining and Expanding Chinese Language Programs in Urban Public Schools

LOCATION: **VIRGINIA C, LOBBY LEVEL**

This presentation will provide crucial information to assist all stakeholders who are involved with Chinese language/culture initiatives in urban public school districts in the United States. It covers initial plans for launching, continued support for sustaining and maintaining the program, and expanding for the future. The presenters will describe Barnard’s transformation from a failing public school to an award-winning program through strategic focus on partnerships in education, curriculum development, community engagement, recruitment and integration of a Confucius classroom, and will share ways in which the Houston Independent School District prepared for its first Mandarin immersion magnet school to open in fall 2012. The presenters will also discuss the role of the Confucius Institute at San Diego State University and their effort to support public and private schools around the nation, as well as the importance of understanding OLLE (optimal language learning environment) and how this model is vital in shaping Chinese programs locally, nationally and internationally.

SPEAKERS: **Scott Barnett, Lilly Cheng, Terry Grier, Harvin Moore, Edward Park**

## 2012 National Chinese Language CONFERENCE

### **P6 International Student Mobility: The Experiences of Students and the Impact on Institutions**

LOCATION: **DELAWARE B, LOBBY LEVEL**

In recent years, we have seen significant growth in the number of high school and college students from China choosing to pursue their education in the United States and in the number of American students studying in China. To put this trend into perspective, last year, China was one of the top five destinations worldwide for U.S. students, and 56,000 Chinese students enrolled as undergraduates in American colleges and universities. In this session, participants will hear from current students about their cross-cultural experiences as we explore the impact of increased student exchange between China and the United States. National experts will also discuss the effects of student mobility on schools and colleges, recruitment and admission, new models of study and strategies for meeting the needs of today's students.

SPEAKERS: **Margaret Heisel, James Montoya, Student Representatives**

### **X2 "I Can Speak Chinese!" Project-Based Learning with Technologies for K-12 Students**

LOCATION: **MARYLAND A, LOBBY LEVEL**

The presenters will elaborate on the importance of project-based learning (PBL) and how PBL can be successfully incorporated with technology approaches in a language class. Participants will take part in a group activity to reflect on what scenarios and criteria might be required for different projects. Real-world examples — one in the elementary school and one in the high school — will be presented. Participants will learn how to integrate PBL with VoiceThread, Moodle, YouTube and other technology tools to improve students' oral proficiency. PBL with technology is not only used to help students strengthen what they have learned but also to continue developing new vocabulary, sentence patterns and cultural aspects. Participants will be able to apply these new skills in their own classrooms (K-12), and suggestions and strategies will be shared and exchanged.

SPEAKERS: **Kuangchi Lee, Yin-Shan Yang**

3:45–4:45 p.m.

### **Breakout Sessions IV**

Sessions will be presented in English or bilingually, unless otherwise noted.

### **F5 U.S. Department of State Programs Supporting Mandarin Language Learning**

LOCATION: **VIRGINIA A, LOBBY LEVEL**

The session will focus on U.S. Department of State programs that support Chinese language learning, and exchange alumni will share their experiences. Presenters will discuss and share information about the National Security Language Initiative for Youth (NSLI-Y), the Critical Language Scholarship Program, the Benjamin A. Gilman International Scholarship Program, the Fulbright U.S. Student Program, the Fulbright Foreign Language Teaching Assistant (FLTA), the Intensive Summer Language Institutes Program and the Teachers of Critical Languages Program. Participants will learn about the opportunities these programs offer to U.S. high school students, undergraduate and graduate students, teachers of Chinese, and more.

SPEAKERS: **William Heaton, Heidi Manley, Carol Radomski**

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### **I7 Empowering Teachers with Innovative Classroom Management Techniques**

LOCATION: **BALCONY A, MEZZANINE LEVEL**

Effective classroom management techniques begin with understanding and motivating the students. In this session, participants will form fresh perspectives on integrating the local students' cultural interests into the Chinese curriculum to maximize the effectiveness of classroom learning. They will examine some of the best practices in classroom management, which strengthen the connection between teacher and students. Participants will leave the session with a series of innovative techniques that are fun, practical, relevant and enjoyable for students.

SPEAKERS: **Lisa Huang-Healy, Joanne Shang**

### **I9 Integrating Language, Culture and Content for Developing Global Competency of Chinese Learners**

LOCATION: **DELAWARE A, LOBBY LEVEL**

Increasingly, "global competency" has become a buzzword for policymakers and educators. What does it entail? To what extent is it related to the National Foreign Language Content Standards, to the 5Cs? In what way can a Chinese language class help students develop global competency? In this session, participants will discuss how to link the five Cs to an engaging and thematically organized curriculum that helps learners develop global competencies to function successfully in a Chinese-speaking world, while reinforcing what they have already learned in other content areas. Presenters will share many curricular examples and student-produced samples that demonstrate how standards-based Chinese learning objectives can connect with those in English language arts, math, science, geography, visual and performing arts, and/or physical education. Participants will learn strategies and steps for integrating language, culture, and content in their own curricula and classrooms.

SPEAKERS: **Chiachyi Chiu, Mei-Ju Hwang, Shuhan Wang**

### **I14 A Shortcut Approach to Learning Chinese Hanzi: Synchronized Listening and Speaking to Reading, Typing and Writing Chinese Characters**

LOCATION: **VIRGINIA C, LOBBY LEVEL**

Chinese language learners are often afraid of writing because most Chinese characters are complicated and difficult to recognize, memorize and write, so characters have become the principal bottleneck in the study of Chinese. In this session, the presenters will discuss ways to ease the degree of difficulty, introduce a shortcut approach to learning characters, and demonstrate how to synchronize listening and speaking to reading, typing, writing and translating, thus allowing students to have more time to develop all their language skills. By simultaneously developing these skills and learning to recognize and write characters with computer-assisted methods, the overall study of Chinese is streamlined, resulting in a far more enjoyable and effective way of learning Chinese, which fuels the enjoyment and confidence of students.

SPEAKERS: **Meiru Liu, Lina Lu, Iris Hong Xu**



## 2012 National Chinese Language CONFERENCE

### P2 U.S.–Chinese Partner Schools, Sustainability by Design — From Year 1 to Year 5

LOCATION: **MARYLAND C, LOBBY LEVEL**

Is your school in the process of finding a potential partner school in China? What are the benefits and the challenges? How can hurdles be overcome, whether they are big, small or seemingly impossible? How can you obtain support from your administration, fellow faculty members and the community? Once you have established a partner school, how can you maintain a relationship that is meaningful, mutually beneficial and welcomed by the community? Presenters will address these questions from their respective perspectives — both American and Chinese. Although Wardlaw-Hartridge is in its initial stage of building a partnership with a Chinese school in Zhejiang Province, China, the Peddie School and its sister school relationship is entering its fifth year. Presenters will share the schools' experiences, frustrations, challenges and eventual successes, as well as the lessons learned for building a healthy and smooth long-term relationship. Participants will learn strategies, approaches and practices that require careful design and execution.

SPEAKERS: **Yuan Gao, Hua Liu, Jingjing Xue**

### P5 Building a New Model of K–16 Chinese Language Pipeline

LOCATION: **VIRGINIA B, LOBBY LEVEL**

This session will discuss a new model of K–16 Chinese language pipeline that is being built in Rhode Island. In recent years, new Chinese or China-related initiatives have been undertaken at the University of Rhode Island (URI), including the Chinese Language Flagship Program (Flagship), Confucius Institute (CI), B.A. in Chinese Program, Chinese Summer School, Chinese teacher certification program, etc. The newest member of this group is the Rhode Island K–12 Chinese Language Consortium, a product of partnerships between the university and public schools. Participants will learn about the Flagship and CI at URI's vigorous outreach efforts and successes in building Confucius Classrooms and developing after-school Chinese programs, which now exist in five school districts with about 15 schools. These programs will be self-sustained and turned into regular world language Chinese classes within three years.

SPEAKERS: **Wayne Wenchao He, Xiaoyan Hu, Qian Xie**

### P9 Confucius Institute Scholarships—Funding and Application

LOCATION: **MADISON B, MEZZANINE LEVEL**

This session will provide a brief introduction of the Confucius Institute Scholarship, including its background, purpose and progress in the past three years. Participants will also learn about scholarship categories, eligibility, funding package, criteria, and objectives. Presenters will discuss the scholarship model, including procedures for first-time application and approval, the annual appraisal of scholarship recipients who have studied for at least one year and the tips for application document preparation and admission.

SPEAKER: **Yandong Jiang**

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### R1 From Proficiency Development Research to Curriculum Improvement in Content-Based Chinese Instruction

LOCATION: **BALCONY B, MEZZANINE LEVEL**

Content-based instruction has become a vital component of advanced Chinese language acquisition. However, because of the paucity of empirical research, the effects of different content-based instruction models are largely unknown, and content-oriented curriculum development is often driven by intuition. This presentation will describe the results of a corpus-based study of writing proficiency development across content-based instruction models. The study, which was built on empirical data, reflects on the strengths and weaknesses of current content curriculum designs; and it considers innovative methods of improving and optimizing content-based curriculum to ensure optimal outcomes and sustainability. Participants will learn how to conduct corpus-based proficiency development research and how to develop and improve content curriculum based on empirical research.

SPEAKERS: **Weijun Chen, Zhuo Jing-Schmidt, Yifang Zhang**

### R3 Process Drama and Chinese Language Teaching — A Practice at an Australian Secondary School

LOCATION: **MARYLAND A, LOBBY LEVEL**

Process drama has been utilized in second language and foreign language teaching throughout the world for decades. It has proved to be a creative and efficient teaching method for motivating and engaging students in cross-cultural exploration and as a vehicle and stimulus for interactions among students — and between students and teachers. However, the application of drama in Chinese language teaching is understated, both in research and classroom practice. In this session, the presenters will report the findings of a research funded by the Australian Research Council (ARC) in applying process drama in a Chinese year-eight language classroom at an Australian secondary school. The participants will not only acquire an in-depth understanding about process drama in Chinese language teaching but also practical advice on applying drama in their own classrooms.

SPEAKERS: **Trevor Hay, Yongyang Wang**

### S2 Trends and Best Practices in Chinese Language Assessment K–16

LOCATION: **DELAWARE B, LOBBY LEVEL**

Participants will learn about trends and best practices in Chinese language assessment and discuss implications for their own programs or classroom contexts. Classroom assessment can provide insight for foreign language instructors on how to improve teaching and learning and can also be used for program advocacy, improvement, and expansion. Presenters will discuss the Center for Applied Linguistics' (CAL) innovative Chinese language resources, including computer and face-to-face assessments, as possible models for assessment. Participants will learn how these assessments align with best practices in foreign language instruction and will explore their applications to multiple contexts, from kindergarten to adult education.

SPEAKERS: **Na Liu, Lynn Thompson**

**T1 Teamwork and Videotape: Innovative Tools for Improving Instruction**LOCATION: **MARYLAND B, LOBBY LEVEL**

Participants will learn about the program model design of the summer 2011 Utah Chinese Dual Immersion Teacher Training Program, which allowed teachers to experience professional growth through a videotaped teaching practicum and through self- and group-evaluation in a collaborative teaming environment. Participants will work with the presenters to analyze and discuss key elements that led to the program's success. By viewing selected video segments from the 2011 summer program and investigating the guiding principles that led to a collaborative teamwork environment, participants will be equipped to successfully reproduce and implement the model design.

SPEAKERS: **Marty Chen, Myriam Met, Sandra Talbot**

5:30–7 p.m.

**Plenary IV: Evening Reception**LOCATION: **SALONS 1–3, LOBBY LEVEL**

Join us for refreshments and to network with colleagues and peers, view a highlights reel of the forthcoming documentary by the 100,000 Strong Initiative, and celebrate the fifth anniversary of the National Chinese Language Conference.

SPEAKERS: **Anthony Jackson**, *Vice President, Education, Asia Society (see full biography on page 64)*; **Andrea Mainelli**, *Senior Vice President, The College Board (see full biography on page 64)*; **Carola McGiffert**, *Senior Advisor, Bureau of East Asian and Pacific Affairs, U.S. Department of State (see full biography on page 51)*

**Saturday, April 14**

7 a.m.–1 p.m.

**Registration Open**LOCATION: **CONVENTION REGISTRATION DESK, LOBBY LEVEL**

7:15 a.m.–8:30 a.m.

**Continental Breakfast in Exhibit Hall**LOCATION: **EXHIBIT HALL A, EXHIBITION LEVEL**

7:15 a.m.–11 a.m.

**Exhibits Open**LOCATION: **EXHIBIT HALL A, EXHIBITION LEVEL****Key to Session Codes****A** - Articulation and Proficiency**C** - China Across the Curriculum**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**R** - Research**S** - Assessment**T** - Teacher Development**X** - Technology

8:45–9:45 a.m.

**Breakout Sessions V**

Sessions will be presented in English or bilingually, unless otherwise noted.

**A4 Lakeside School: The Articulation of a High-Functioning Chinese Program**LOCATION: **MARYLAND B, LOBBY LEVEL**

The three instructors from the Chinese Program at Lakeside School, an independent, college-preparatory school in Seattle, will give an overview of the middle school and upper school Chinese programs and the development of the Chinese program over 12 years. The presenters will share how the Chinese program has grown, the challenges it faced, and the opportunities the school considered to expand the program and connect with other curricula at the school. The presenters will share scopes and sequences, provide lists of the curricular materials used, and demonstrate technology-based teaching materials developed by the school. Issues of articulation between the two Chinese programs will be discussed, and examples of the success of Lakeside graduates in Chinese at the university level will be presented. Participants will leave the session with information and best practices for creating and sustaining a successful Chinese program.

SPEAKERS: **Cheyenne Zhang Matthewson, Jillian Tsai****I3 Urban Elementary Mandarin: A Triangulated Design for Successful Implementation and Sustainability**LOCATION: **VIRGINIA B, LOBBY LEVEL**

Administrators, Chinese teachers and foreign language experts work together to triangulate the components essential for developing a content-rich Chinese curriculum in a K–6 urban charter elementary school. A collaborative and dynamic paradigm among these three constituents strengthens the foundation of a third-year Chinese program and engenders commitment and sustainability for program growth. The presenters will discuss the process of developing a Chinese curriculum from multiple standpoints that include the strategies for Chinese teaching, themes selection, teamwork implementation and research-based feedback. Participants will learn how K–6 content-enrichment and content-related Chinese curriculum can be developed to ensure a high quality of articulation for Chinese instruction. Evidence to illustrate the increase in students' language proficiency, as well as excerpts of curriculum, assessment and classroom observation and protocol will be provided.

SPEAKERS: **Mary Cazabon, Roger Harris, Jinhui Xu****I11 Bringing Language to Life: Using Activities, Games and Technology to Enhance Language Learning**LOCATION: **MADISON A, MEZZANINE LEVEL**

This session will focus on meaningful games and activities that keep students engaged by using the target language in and out of the classroom. Technology such as interactive whiteboards, flip video cameras and microphones help students develop essential skills for lifelong learning in the 21st century. Students' use of another language and the ability to make discerning and effective use of technology will help them make connections and reinforce learning. Participants in this session will learn hands-on activities that can be adopted in the classroom and will explore ways to use different forms of technology across the curriculum to encourage students' enthusiasm and facilitate language learning.

SPEAKERS: **Marisa Fang, Jingjing Wu**

## 2012 National Chinese Language CONFERENCE

### I15 Beat the Challenges of Chinese Characters and Tones: Innovate Strategies to Enhance Beginners' Achievements

LOCATION: **MARYLAND C, LOBBY LEVEL**

Chinese has been categorized as one of the most difficult languages for English native speakers, and Chinese characters and tones are particularly challenging aspects of the language. Presenters will share proven pedagogical strategies for the successful learning of Chinese characters and tones at the beginner level. To make Chinese characters more accessible, multipath modules, based on the unique features of the Chinese written system and on brain studies of how humans assimilate information effectively, were developed. To learn tones accurately, practice of the third tone has been taken as a breaking point that leads to the practice of other tones. The chanting of rhythmic verses is adopted to reinforce the learning of the tones and to help students learn difficult grammatical patterns quickly and effectively. Participants will be equipped with a meaningful and innovative toolbox for beginners' self-motivated, effective and rapid learning.

SPEAKERS: **Xiaoping Teng, Jean Yu**

### I21 Development and Application of Chinese Language Teaching Materials for Primary and Secondary Schools (120-MINUTE SESSION, PART I)

LOCATION: **VIRGINIA C, LOBBY LEVEL**

The participants will learn how to use selected teaching materials to carry out classroom activities, how to make students more involved in these activities, and how to provide students with the skills needed to succeed in the 21st century. This session will also introduce Chinese language teaching materials developed recently for secondary and primary schools, such as *Happy Chinese* and *Jia You*. Participants will also learn how to develop excellent auxiliary teaching resources, which meet local needs and are loved by students.

SPEAKERS: **Katharine Carruthers, Baocai (Paul) Jia, Cynthia Ning, Zeng'an Peng, Dali Tan, Jiuping Wang**

### P3 Using your Chinese Program to Promote Global Competency

LOCATION: **VIRGINIA A, LOBBY LEVEL**

This session will provide information on steps taken by a school district and a community school to increase awareness of how Chinese language study can promote global competency, increase job opportunities and enhance the economic climate at the state level. Presenters will describe how they leveraged their Chinese programs to create partnerships and advance awareness of the benefits of language study, which led to the expansion of Chinese language programs in their schools. They will also share strategies on how to engage parents, administrators, business partners and state agencies to advocate for Chinese programs in this effort. Participants will brainstorm and develop a draft plan that would work in their districts/schools.

SPEAKERS: **Betsy Hart, Alisha Dawn Samples, Jing Zhang**

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### R2 A Survey of Students' Motivation in Learning Chinese: Implications for Pedagogy and Program Development

LOCATION: **MADISON B, MEZZANINE LEVEL**

Knowing what motivates students to study Chinese is critical for Chinese language educators and program directors. Up to now there has been little research on what motivates African American students to learn Chinese. This session will present the findings of a survey on learner motivations, that was conducted at two historically black colleges and universities and two Atlanta high schools. The findings will be compared with prior research on this topic in order to provide a balanced assessment. This research will provide valuable information for curriculum development and for building a sustainable Chinese studies program. Participants will learn factors that contribute to students' choice of Chinese and their success in learning Chinese. They will also reflect on the strategies in their program development based on the information they obtain from this session.

SPEAKERS: **Hong Li, Richard Lu, Henrietta Yang**

### S1 Improving Proficiency Outcomes Through Effective Assessment in the Chinese Immersion Classroom

LOCATION: **DELAWARE B, LOBBY LEVEL**

Where are you going? Where are you now? How do you close the gap? These three simple questions are the foundation for effective formative assessment practices that empower students to improve their performance. Reflecting on lessons learned over the past 14 years of building a K-12 Mandarin immersion program and collaborating with the University of Oregon's Chinese Flagship Program, the presenters will share their experiences in utilizing formative assessment strategies and data to improve language proficiency outcomes. The discussion will focus on setting ACTFL-aligned, proficiency-based outcomes; using language assessment data to drive curricular, instructional and programmatic decisions; and identifying formative assessment strategies that result in higher outcomes.

SPEAKERS: **Michael Bacon, David Kojo Hakam, Yin Shen**

### T2 The Supply and Effectiveness of Chinese Language Teachers: What Have We Accomplished and What Are the Next Steps?

LOCATION: **DELAWARE A, LOBBY LEVEL**

Since 2006, the STARTALK project has been working to develop teacher capacity in 10 critical languages, of which Chinese is the largest. In this session, participants will review findings from STARTALK teacher programs, to date, about who the participating Chinese language teachers are, what their professional needs are and how these programs have addressed their needs. Based on the analysis of STARTALK data, presenters will share elements that are essential to effective program design and implementation of teacher development. Participants will discuss implications for funding, teacher credentialing, enhancement for teacher education capacity, and the offering of effective training that targets the needs of teachers in various stages along the continuum of development in support of action plans for their own context.

SPEAKERS: **Catherine Ingold, Shuhan Wang**



## 2012 National Chinese Language CONFERENCE

### X5 Bring Excitement to Your Chinese Classroom with Free Online Materials

LOCATION: **MARYLAND A, LOBBY LEVEL**

Participants will learn about online resources and ready-to-use language learning materials that they can adapt and easily integrate into their classes. Presenters will introduce MERLOT, a world language learning community where teachers can browse and submit online materials; the Mandarin Center, an online resource center where Chinese language educators can collaborate to share content; and the Student to Student Language Lab, a new online resource for Chinese language classrooms created through a U.S. Department of Education International Research and Studies Program grant. Participants will discuss and develop strategies for evaluating, adapting and incorporating such resources into their own curriculum without spending hours modifying them.

SPEAKERS: **Lilia Cai-Hurteau, Laura Franklin, Benson Zhao**

10–11 a.m.

### Breakout Sessions VI

Sessions will be presented in English or bilingually, unless otherwise noted.

#### A2 AP Chinese Updates

LOCATION: **MADISON B, MEZZANINE LEVEL**

This session provides updates about the AP Chinese course and exam and information on best practices in incorporating authentic materials in the AP course. Participants will receive an introduction to the AP Chinese course and exam, and learn the results of the 2011 exam administration, glean information on which tasks are the most difficult and how student performance has changed over the years. Participants will also be exposed to a variety of sources for authentic materials and ways to scaffold student interaction with these materials. They will develop strategies for identifying appropriate materials and designing instruction to allow students to engage successfully with authentic texts.

SPEAKERS: **Cecilia Chang, Lea Ekeberg**

#### C3 What Do Your Students Know About China — Other Than the Language?

LOCATION: **MARYLAND C, LOBBY LEVEL**

It is important for all students to know not only the Chinese language but other information about China as well. Chinese language programs are more successful in schools that provide a general China context for all students — with content related to China in other courses and subject areas. This session will address the needs of schools looking for staff development in this area and will provide an overview of the many online curriculum materials and professional development opportunities on China for teachers in all grade levels and in all subject areas, including literature, history, art and current events.

SPEAKERS: **Jacqueline Fludd, Roberta Martin, B.J. McElderry, Stephanie Lee Rizas**

#### Key to Session Codes

**A** - Articulation and Proficiency

**C** - China Across the Curriculum

**F** - Sustainability and Funding

**I** - Curriculum and Instruction

**M** - Program Models

**P** - Global and Local Partnerships

**R** - Research

**S** - Assessment

**T** - Teacher Development

**X** - Technology

### I10 Empowering Young Learners: Integrating Literacy into FLES Instruction

LOCATION: **VIRGINIA B, LOBBY LEVEL**

Storytelling is one of the most effective tools for communicating new information to young learners — more prevalent and powerful than facts and figures. Folk tales, fairy tales and legends can give learners a culture experience in common with that of children living in the target country. This session showcases an innovative model of building literacy skills in early language classroom through children's stories. Presenters will demonstrate the strategies to connect Chinese instruction with English language art, to merge popular children's stories into early language instruction, and to deliver these stories with various teaching materials such as toys, finger puppets, posters, minibooks, PowerPoint slides and movies. Multimedia tools for creating digital stories, such as Windows® Movie Maker, Voki, Audacity, VoiceThread and ToonDoo, will be highlighted to show how these tools can motivate and engage young learners. Pictures and video clips of students' performances will also be shared.

SPEAKERS: **Alicia Vinson, Yan Wang**

### I13 Classroom Management in the Chinese Immersion Classroom

LOCATION: **VIRGINIA A, LOBBY LEVEL**

Effective classroom management in the Chinese immersion class is essential to teaching. Participants will learn how to develop and implement effective classroom management strategies for Chinese immersion. Presenters will share best practices from Washington Yu Ying Public Charter School's schoolwide behavior management system; schoolwide and grade-level rules and expectations; ways to work in tandem to benefit the students; examples of individual classroom rewards for positive behavior and consequences for negative behavior; ways to engage children when the language is new to them; useful management tools and skills to reengage students if attention is lost; individualized plans for students who need extra attention and help; and ways to address issues caused by the cultural differences between Chinese and U.S. classrooms. Participants will also be invited to share their own classroom management experiences.

SPEAKERS: **Yi Shao, Lijin Yang, Shanshan Yang**

### I21 Development and Application of Chinese Language Teaching Materials for Primary and Secondary Schools (120-MINUTE SESSION, PART II)

LOCATION: **VIRGINIA C, LOBBY LEVEL**

The participants will learn how to use selected teaching materials to carry out classroom activities, how to make students more involved in these activities, and how to provide students with the skills needed to succeed in the 21st century. This session will also introduce Chinese language teaching materials developed recently for secondary and primary schools, such as *Happy Chinese* and *Jia You*. Participants will also learn how to develop excellent auxiliary teaching resources, which meet local needs and are loved by students.

SPEAKERS: **Katharine Carruthers, Baocai (Paul) Jia, Cynthia Ning, Zeng'an Peng, Dali Tan, Jiuping Wang**

## 2012 National Chinese Language CONFERENCE

### M5 Integrating Chinese Language in the Elementary Math Curriculum

LOCATION: MADISON A, MEZZANINE LEVEL

This session will demonstrate an innovative Chinese language initiative piloted by the Gahanna-Jefferson Public School District that combines foreign language in elementary schools instruction and immersion strategies for elementary students. This instructional design combines Chinese language with second-grade math concepts to support both disciplines. Participants will examine how this framework provides a learning environment for beginning Chinese instruction while enhancing student understanding of critical math concepts. Presenters will focus on how the Chinese/math instructional model can be used to sustain an elementary Chinese program while enriching the academic experience and increasing student achievement. By viewing classroom video, analyzing instructional models, interpreting assessment data and reviewing instructional methods with very specific lesson objectives, participants will acquire the necessary tools and a new understanding of an alternative model for elementary Chinese language instruction.

SPEAKERS: Hank Langhals, Chiwei Lin

### P4 Developing Qualified Chinese Language Teachers: A Collaborative Effort Between Universities in China and Universities in the United States

LOCATION: DELAWARE A, LOBBY LEVEL

The panel presentation focuses on two collaborative Chinese teacher development programs between two American universities and two Chinese universities. Presenters will report the findings of a case study on the five-year collaborative teacher preparation program between New York University and East China Normal University, including a brief background of the project, its funding sources, its curriculum design, and survey and interview data on program effectiveness and the graduates' teaching experiences in American K–12 schools. The presenters will also introduce a newly established dual-degree model of the Chinese teacher preparation program between China Central Minzhu University and Seton Hall University and the University of Rhode Island, with the focus on program design, student recruitment, curriculum development and degree conferral.

SPEAKERS: Wayne Wenchao He, Aoshuang Jiang, Frank Lixing Tang, Yinghui Wu

### T3 Chinese Teacher Certification: Lessons Learned

LOCATION: MARYLAND B, LOBBY LEVEL

Teacher certification programs are vital components in sustaining Chinese programs. Participants in this session will acquire an overview of the STARTALK and FLAP programs of the Seattle Public Schools, review how the two programs overlap to create a self-sustaining Chinese program, and examine lessons learned from five years of Chinese teacher certification through STARTALK, with implications for professional development. The goal of this interactive presentation is to disseminate ideas for program replication and to raise awareness of the effective elements of Chinese language teacher certification and professional development.

SPEAKERS: Margaret Chow, Betty Lau

### T5 Chinese Teacher Training Center

LOCATION: DELAWARE B, LOBBY LEVEL

This session introduces main tasks of the Chinese Teacher Training Center, criteria for the establishment and support of the Headquarters and American project organizers; discusses how to connect Chinese Teacher Training Center with existing Chinese language teacher programs and Chinese language teacher certification in the United States; and discusses effective ways for Chinese Teacher Training Center to promote the professional development of Chinese language teachers.

SPEAKER: Hui Zhou

#### Key to Session Codes

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T - Teacher Development

X - Technology

### X4 Think Innovatively, Engage Effortlessly and Connect Globally Via Effective Web Tools

LOCATION: MARYLAND A, LOBBY LEVEL

Do you feel overwhelmed with the ever-changing world of technology? Do you wish you had an easy way to bring 21st-century teaching strategies into your classroom? Are you finding it difficult to meet your students' technology demands? If you answered "yes" to any of above questions, then this session is for you. Participants will be introduced to various technological tools (along with samples of student work) that will enhance curriculum, engage students, release pressure and motivate both the teacher and the learner. Presenters will demonstrate and discuss how to use social media in a classroom, how to engage and support students to learn more efficiently and effortlessly, and how to collaborate across the curriculum and globally — and more! Participants are encouraged to bring their mobile devices for a personal experience of back channeling with one another to reflect, interact, and share resources.

SPEAKERS: Chen Dong, Haiyun Lu, Joanne Shang

11:15 a.m.–12:45 p.m.

### Plenary V: U.S.–China Cultural Exchanges

LOCATION: SALONS 1–3, LOBBY LEVEL

As an accomplished journalist and long-time China scholar, Orville Schell has been an important voice in U.S.–China relations for more than 40 years. In a career that spans 14 books — nine of them about China — he has explored and documented the growing U.S.–China relationship. In November 2011, he organized the first U.S.–China Forum on the Arts and Culture and launched a series of cultural exchanges aimed at strengthening mutual understanding between Americans and Chinese. The Forum featured such leading figures in the arts as Yo-Yo Ma, Meryl Streep, Amy Tan, and many others who collaborated and performed with their Chinese artistic counterparts in Beijing. The ties between the U.S. and China grow closer every year, and such landmark events not only suggest a new direction for U.S.–China arts and cultural exchanges, but also illustrate how far we have come since the days of ping-pong diplomacy. Please join Schell and Maghan Keita, professor of history and director of the Undergraduate Institute for Global Interdisciplinary Studies at Villanova University, for an engaging discussion of what programs such as the Forum mean for the future of U.S.–China cultural exchange.

INTRODUCED BY: Chris Livaccari, Director, Education and Chinese Language Initiatives, Asia Society (see full biography on page 64)

SPEAKERS: Maghan Keita, Professor of History; Director, Undergraduate Institute for Global Interdisciplinary Studies, Villanova University; Orville Schell, Director, Center on U.S.–China Relations, Asia Society

CLOSING BY: Robert Davis, Executive Director, Chinese Language Initiatives, The College Board (see full biography on page 64)

**Maghan Keita**

Maghan Keita is professor of history and the former director of both Africana studies and the Center for Arab and Islamic Studies at Villanova University. Keita now directs the university's undergraduate Institute for Global Interdisciplinary Studies. He is the current vice-chair of the College Board's board of trustees and former chair of its National Academic Advisory Council. His areas of specialization are African, African American, world history and historiography, and issues in class, race, and gender. As an undergraduate, he majored in East Asian history and Chinese language. Keita's book, *Race and the Writing of History: Riddling the Sphinx* is the recipient of the 13th annual Cheikh Anta Diop Award for Best Scholarly Book. He is also on the editorial board of several academic journals, and author of a number of scholarly publications. Keita is the former associate secretary for Africa for the National Council of Churches of Christ in the USA, and the former associate director for Africa for the American Friends Service Committee.

**Orville Schell**

Orville Schell is the Arthur Ross Director of the Center on U.S.–China Relations at Asia Society in New York. He is a former professor and dean of the Graduate School of Journalism at the University of California, Berkeley. Schell is the author of 14 books, nine of them about China, and a contributor to numerous edited volumes. He is also a contributor to magazines such as *The New Yorker*, *The Atlantic*, *The New York Times Magazine*, *The Nation*, *Los Angeles Times Magazine*, *Granta*, *WIRED*, *Newsweek*, *Mother Jones*, *The China Quarterly* and *The New York Review of Books*.

Schell graduated magna cum laude in Far Eastern history from Harvard University, was an exchange student at National Taiwan University in the 1960s, and earned a Ph.D. (ABD) at the University of California, Berkeley, in Chinese history. He worked for the Ford Foundation in Indonesia, covered the war in Indochina as a journalist, and has traveled widely in China since the mid-1970s. He is a fellow at the Weatherhead East Asian Institute at Columbia University, a senior fellow at the Annenberg School for Communications and Journalism at the University of Southern California, and a member of the Council on Foreign Relations. Schell was a fellow at Columbia University's Graduate School of Journalism and the recipient of many prizes and fellowships, including a Guggenheim Fellowship, the Overseas Press Club Award, and the Harvard-Stanford Shorenstein Prize in Asian Journalism.

**Postconference Events**

1–4 p.m.

**College Board Chinese Guest Teacher Symposium**

BY INVITATION: *Open only to teachers participating in the College Board Chinese Guest Teacher program*

LOCATION: **DELAWARE A-B, LOBBY LEVEL (LUNCH)**

**VIRGINIA A-B, LOBBY LEVEL (SYMPOSIUM)**

2–8 p.m.

**Hanban North America Confucius Institutes Postconference Meeting**

LOCATION: **WASHINGTON 4-6, EXHIBITION LEVEL (MEETING)**

**SALON 1, LOBBY LEVEL (DINNER)**

**Speaker Biographies**

**Shi Ai** completed a B.A. in teaching Chinese as a second language from Huazhong Normal University in 2010, and expects to complete an M.A. in the same subject in 2013. She holds a secondary school teaching license in China and a K–12 teaching license for Chinese language in the state of Kansas. Shi has two years of experience teaching Chinese to foreign students at Huazhong Normal University and is now teaching beginning Chinese to high school students in Kansas by videoconferencing (IDL) in the University of Kansas (KU) Confucius Institute IDL Chinese program.

**Maquita Alexander** is serving in her third year as principal of the Washington Yu Ying Public Charter School. She has 17 years of experience in public education, both as a teacher and administrator. She has a master's degree in teaching in elementary education and a B.S. in psychology from Virginia Commonwealth University.

**Aileen Bach** is a research assistant at the Center for Applied Linguistics (CAL), where she works on oral proficiency assessment, research, evaluation and professional development.

**Michael Bacon** works as the Portland Public Schools immersion achievement coordinator, providing program, professional and curriculum development for 10 immersion programs in Spanish, Japanese, Mandarin and Russian. He also oversees the K–12 portion of the NSEP (National Security Education Program)-funded K–16 Chinese Pipeline Project grant in collaboration with the University of Oregon.

**Jianhua Bai** is a professor of Chinese at Kenyon College and director of the Chinese School of Middlebury College. He teaches Chinese language at all levels, as well as courses in Chinese language pedagogy. He served on the executive board and as president of the Chinese Language Teachers Association (CLTA) from 2003 to 2004.

**Scott Barnett** has spent almost three decades involved in public policy issues in San Diego County. In 1984, at age 21, he was elected to the Del Mar City council, becoming the youngest elected official in California. Until his election to the San Diego Unified School Board in 2010, he ran the San Diego County Taxpayers Association and then the San Diego Taxpayers Advocate, organizations that analyze public spending.

**Jeffrey Bissell** is the head of the Chinese American International School in San Francisco and the former resident director of School Year Abroad (SYA) in Beijing. Before returning to the U.S., he lived and worked for 15 years in China and spent more than 500 days on the road leading educational travel programs with U.S. students. Bissell designed and implemented SYA–China's Integrated Learning Project, a month-long capstone experience for U.S. high school students living in Beijing. He also developed SYA's summer intensive language program.

**Jacque Bott Van Houten**, world language and international education consultant for the Kentucky Department of Education, has B.A. and M.A.T. degrees from the University of Louisville, an M.A. in French from the University of Cincinnati and a Ph.D. in educational Leadership from Miami University of Ohio. She is president of the National Network for Early Language Learning (NNELL), a past president of the National Council of State Supervisors for Languages (NCSSFL) and a board of directors member for the Joint National Committee for Languages and the University of Kentucky Asia Center and Confucius Institute. Her teaching experience spans middle school through postgraduate levels.

**Matt Burton** is the East Asia program director at Where There Be Dragons, an organization with more than 20 years of experience leading students through China. He worked in Asia for many years before completing an M.Ed. in his home country of Australia. Burton is responsible for the China custom, summer and semester programs and is currently overseeing Princeton University's Bridge Year Program in China.



**Lilia Cai-Hurteau** is a Chinese instructor at the Phillips Academy in Andover, Mass. She has a bachelor's degree in teaching Chinese as a second language from East China Normal University and a master's degree in curriculum development and instructional technology from the State University of New York at Albany. When she was a graduate student, she wrote and received a three-year federal grant (the International Studies Program from the U.S. Department of Education) to develop the Student to Student Chinese Language Lab, an online Chinese-learning resource featuring students from China.

**Katharine Carruthers** (see biography on page 16)

**Mary T. Cazabon** is a senior program/research associate at WestEd. She has experience in the design and inception of innovative research-based programs. She has received numerous awards, including the Appreciation Award for Dedicated and Inspirational Service to the Amigos School, Cambridge, Mass., in 2006.

**Cecilia Chang** is an associate professor of Chinese and chair of the Asian Studies Department at Williams College. In addition to teaching modern Chinese at Williams, she offers courses in applied linguistics. From 2006 to 2010, she was involved in teacher training at Middlebury College's Summer Chinese School and, in 2008, served as a faculty member at the Middlebury Summer School's M.A. program in Chinese. Chang has an Ed.D. from the University of Massachusetts at Amherst. Her current research focuses on methodologies of reading and teacher development.

**Chiungwen Chang** is a Chinese language support teacher at the Chinese American International School (CAIS). Her focus is on planning strategies to help struggling Chinese learners to improve language skills in small groups settings. She has more than six years of teaching experience both in Taiwan and San Francisco.

**Jingwoan Chang** teaches Chinese language at Lindblom Math and Science Academy in Chicago Public Schools. She has an M.A. in East Asian languages and civilizations from the University of Chicago and an M.A. in history from San Jose State University. She is interested in curriculum development for non-heritage speakers and the use of Chinese film for promoting proficiency.

**Marty Chen** received her bachelor's degree in early childhood education and master's degree in curriculum. She has taught kindergarten and art, and five years of second grade in a traditional Utah classroom. In 2009, she started teaching Chinese dual Immersion. In 2010, she became an instructional specialist and is now in a coordinator position.

**Weijun Chen** is a Chinese instructor in the Department of East Asian Languages and Literatures at the University of Oregon. She received her M.A. in Chinese literature from Nanjing University in 2000, and studied for several years in the Department of Theatre at the University of Illinois for her Ph.D. Currently, she teaches advanced Chinese and literary Chinese courses.

**Yuying Chen** is serving her second year as the second-grade Chinese lead teacher at Washington Yu Ying Public Charter School. In 2010, she received a master's degree of education in foreign language education from the University of Maryland, College Park. She is also a certified music and Chinese language teacher from Taiwan.

**Lilly Cheng** is managing director of the Confucius Institute at San Diego State University and professor of speech, language and hearing sciences. She is a fellow of the American Speech-Language-Hearing Association. She has published many books and professional journal articles on language acquisition and bilingualism. She lectures throughout the world on topics of speech and language disorders.

**Carol Chen-Lin** is head Chinese language teacher and the director of the Chinese Summer Program and Academic Term Program in Beijing for Choate Rosemary Hall. She is the past president and is currently on the board of directors of the Chinese Language Association of Secondary-Elementary Schools. At the national level, she participated in the task force to develop Chinese National Standards.

**Chiachyi Chiu** currently teaches Chinese at St. Andrew's School in Middletown, Del. She conducts teacher-training workshops and works nationally with teachers of Chinese. She is a coauthor of *Flying with Chinese*, a series of Chinese textbooks for learners in grades K–6.

**Margaret Chow** is director of the superintendent, principal and program manager's credentialing pathway at City University of Seattle. She also serves as the volunteer certification consultant to Seattle Public Schools' STARTALK teacher certification project.

**Carol Ann Dahlberg**, retired from Concordia College, Moorhead, Minn., is a consultant, presenter and author in the area of early language learning. She is a coauthor of *Languages and Children: Making the Match*.

**Ken Dirkin** is the head of operations at the Confucius Institute at Michigan State University. He is an information technologist, IT manager, graphic artist and filmmaker. He has won awards for his documentary and online language learning products.

**Francesca Di Silvio** has been a research assistant at the Center for Applied Linguistics (CAL) since 2009. She serves as project coordinator for CAL's collaboration with the National Capital Language Resource Center, for which she designs and conducts online courses and face-to-face workshops to strengthen teacher expertise in assessment, and develops materials and articles for teacher training. She has also worked in test development at CAL on a computerized test of oral proficiency in Mandarin Chinese. Di Silvio has an M.A. in linguistics from Georgetown University.

**Chen Dong** is a Wisconsin-certified Chinese teacher, and teaches at a high school in Wales, Wis., that ranks in the top 3 percent of public high schools nationwide. Originally from northern China, she has been teaching Chinese language and culture in Wisconsin since 2007.

**Janice Dowd** is the director of the ACTFL/CLASS (American Council on the Teaching of Foreign Languages/Chinese Language Association of Secondary-Elementary Schools) STARTALK program for Chinese teachers in Connecticut and the project coordinator of the Montclair Public Schools' Foreign Language Assistance Program (FLAP) Grant. She was the executive supervisor for instructional programs, world languages, English as a Second Language (ESL) and social studies in the Teaneck School District.

**Robert Duncan** has been the arts and humanities consultant at the Kentucky Department of Education since August, 2009. Prior to that, he was a visual arts teacher and department chair at Spencer County High School for 10 years and visual arts teacher at Scott County High School from 1992 to 1999. He began his teaching career at Union City High School in Tennessee. Duncan received his Bachelor of Fine Arts degree from Murray State University in 1979 and Master of Arts in education in 1988.

**Sam Eisen** is director of the Language Flagship and director of programs at the Defense Language and National Security Education Office. Previously at the U.S. Department of Education, he managed Title VI and Fulbright programs to promote foreign language and area studies and, at the U.S. Department of State, Eisen coordinated exchange and democracy programs with the former Soviet Union and Eastern Europe. Prior to government service, Eisen was assistant professor of Russian studies at American University and has a Ph.D. in Russian language and literature from Stanford University.

**Lea Ekeberg** teaches Chinese at Sidwell Friends School in Washington, D.C., and serves as co-chair of the AP Chinese Language and Culture Development Committee. She has a Bachelor of Arts degree in Asian studies and French from Swarthmore College and a Master of Arts degree in Chinese language pedagogy from The Ohio State University.

**Marisa Fang** is a Chinese/ESL teacher in Plainview–Old Bethpage Central Schools on Long Island, N.Y. She has taught Chinese to American students for more than 15 years. She has been a frequent conference speaker, workshop lecturer, teacher training consultant and author of Chinese teaching materials. Her publications include *Far East Chinese Culture for Children*, *Chinese 123—I Sing Along*, *Flying With Chinese*, *Chinese Treasure Chest* and *Chinese Culture Enrichment Activities for Reading and Writing*.

**Doug Finch** is a Utah-licensed teacher in mathematics, Japanese and K–12 administration. He has spent nine years as a high school teacher and assistant principal, two years as a district curriculum director, and four years as an elementary principal. Finch received his B.A. and M.A. from Brigham Young University and is currently a doctoral student at the University of Nevada–Las Vegas.

**Jacqueline Fludd** is the social studies instructional resource teacher at Paint Branch High School in Montgomery County, Md., and has been teaching Advanced Placement® World History courses for seven years. She helped build the knowledge base about East Asian history at her school by participating in the National Consortium for Teaching About Asia (NCTA) held at the University of Maryland. Last year, Fludd had the opportunity to travel to Beijing, Hangzhou and Shanghai during a 14-day study tour sponsored by NCTA. She is passionate about global travel and fostering cultural exchange by sharing her world experiences with her students.

**Laura L. Franklin** is a professor at Northern Virginia Community College (NOVA) in Alexandria, Va. She is the founding co-editor of the World Languages collection of the Multimedia Educational Resource for Learning and Online Teaching (MERLOT) and its founding World Languages portal editor. She has designed and implemented many faculty development workshops and courses, including the grant-supported STARTALK program “Power Up Your Chinese and Arabic Classes with Technology.”

**Yuan Gao** has been a teacher of Chinese and French for three decades. Gao currently teaches at Peddie School, a private boarding school in New Jersey. He established Peddie’s Chinese program when he first joined the school in 1990. He currently serves as a member of the College Board’s AP Chinese Curriculum and Assessment Committee and as a Reader for the AP Chinese Exam. He has also served as the Chinese language director at Middlebury Language Academy since summer 2009.

**Terry B. Grier** is the superintendent of the Houston Independent School District, the seventh-largest school district in the country. Grier has been a school superintendent for more than 20 years in several districts, including San Diego Unified School District. He led the creation of that district’s first Mandarin Chinese school, which he now is developing in Houston.

**David Kojo Hakam** is the curriculum specialist for the Middle and High School Mandarin Immersion program of Portland Public Schools. He has more than 15 years of experience in teaching, designing, and/or directing Chinese programs, including Concordia Language Villages, the Middlebury–Monterey Language Academy and the Defense Language Institute.

**Hsiu Halligan** is currently serving as a FLAP assessment assistant at Washington Yu Ying Public Charter School. She helps to create, prepare, and develop Chinese assessments and resources for the Chinese program. She has more than six years of teaching experience.

**Roger F. Harris** has worked for 37 years with youth in Boston’s public schools. He serves as the superintendent/CEO and member of the board of trustees for the Boston Renaissance Charter Public School. He is the recipient of the Massachusetts Principal of the Year Award and the National Distinguished Principal Award by the U.S. Department of Education.

**Betsy Hart** is director of national outreach at the National Foreign Language Center (NFLC) at the University of Maryland. She oversees the STARTALK project to support programs in providing effective learning experiences for students and professional development opportunities for teachers. She is actively involved in STARTALK outreach activities and disseminates information on STARTALK through presentations at national conferences and workshops.

**Robin Harvey** is an urban master teacher in foreign language and TESOL education at New York University, where she is also the coordinator of the Project for Developing Chinese Language Teachers (DCLT).

**Trevor Hay** is a senior fellow of the Melbourne Graduate School of Education (MGSE), University of Melbourne, and an expert in Chinese drama of the Cultural Revolution (the “model operas”). He is a member of Tsinghua University’s Forum on Translation and Interdisciplinary Studies and has written several books, including biography and fiction, and many short stories. He has recently been working with Wang Yongyang (also affiliated with MGSE) on approaches to teaching Chinese through drama at Collingwood College, Melbourne, Australia.

**Wayne Wenchao He** is an associate professor of Chinese at the University of Rhode Island (URI). He is director of the URI Chinese Language Flagship Program and director of the Confucius Institute at URI. He is a coauthor of the *Chinese for Tomorrow* series and *Structures of Mandarin Chinese for Speakers of English*.

**Lisa Huang Healy** is the associate director of Chinese Language and Culture Initiatives of the College Board. She works for the Chinese Guest Teacher Program of the College Board and supports the guest teachers who teach K–12 Chinese across the United States. She is also an experienced Chinese/ESL teacher, with publications including *Learning Chinese with Signs* (看标识学汉语Far East) and articles in Chinese Language Teachers Association’s (CLTA) Journal, *Chinese Language World*.

**William Heaton** is a program officer in the Teacher Exchange Branch of the Bureau of Educational and Cultural Affairs at the U.S. Department of State. Previously, William worked as an English Language Fellow in southern Thailand, served as a Peace Corps Volunteer in Mongolia, and taught ESL at an international school in Tajikistan. He is a graduate of Middlebury College.

**Margaret Heisel** is director of the National Center for Capacity Building in Study Abroad, an organization based in Washington, D.C., and sponsored by the Association of International Educators (NAFSA). Heisel earned a Ph.D. in Spanish and Latin American Studies at the University of Kansas. She served as a faculty member and assistant dean of the College of Liberal Arts and Sciences at the University of New Orleans, and has taught language and literature courses at Middlebury College and the University of the Pacific. She has extensive experience as an administrator at the University of California Davis, and the University of California Office of the President, where she was deputy vice provost for Academic Affairs.

**Chi-ju Hsieh** is a Chinese instructor at Duke University. He regularly teaches intermediate Chinese and readings in modern Chinese.

**Guiling (Gloria) Hu** is a faculty research assistant for STARTALK at the National Foreign Language Center at the University of Maryland. She has a Ph.D. in applied linguistics from Georgia State University. She has taught Chinese and English to a variety of student groups in China, New Zealand and the United States.

**Xiaoyan Hu** is a Chinese instructor at Zhejiang University. She is currently at the Confucius Institute of the University of Rhode Island as a visiting instructor.

**Shelley Yichun Huang** graduated from the School of Teaching Chinese as a Foreign Language at East China Normal University, and received her Master of Arts degree in teaching foreign language (Chinese) from New York University. She is head teacher in the Chinese immersion kindergarten program, as well as a teacher of science and Chinese, in the Renaissance School International in Panama City, Fla.

**Mei-Ju Hwang** is the founder and the lead teacher of the 25-year-old Chinese language program at Springfield Public Schools in Massachusetts. She also is head of the STARTALK Chinese Summer Immersion Program. Hwang enjoys sharing language and culture and making it accessible to all children. Her greatest reward is the success of her students.

**Catherine Ingold** is the executive director of the National Foreign Language Center (NFLC) at the University of Maryland. She serves as principal investigator for the Analysis and Language Learning (ALL) and the STARTALK projects. Prior to her appointment at NFLC in 1996, Ingold was provost at Gallaudet University and president of the American University of Paris. She has a Ph.D. in French from the University of Virginia.

**Anthony Jackson** (see biography on page 64)

**Baocai (Paul) Jia** is a Chinese teacher at Cupertino High School in California, a teacher trainer of the Bay Area Foreign Language Program (BAFLP) at Stanford University and current vice president of the Chinese Language Association of Secondary–Elementary Schools (CLASS).

**Aoshuang Jiang** has a Ph.D. from Shandong University. She is associate professor of Chinese at Minzu University of China. Her research interests include methods of teaching Chinese as a foreign language and the spread of Chinese.

**Yandong Jiang** is the director of Confucius Institute Affairs Division I (Asia and Africa), Hanban/Confucius Institute Headquarters.

**Xiaonan Jin** completed a B.A. degree in teaching Chinese as a foreign language from Huazhong Normal University in June 2011. She holds a secondary-school teaching license in China and a K–12 teaching license for Chinese language in the state of Kansas. She taught beginning Chinese at Huazhong Normal University during the fall of 2009. Jin is currently teaching Elementary School Chinese 1 and Elementary School Chinese 2 via videoconferencing (IDL) from the Confucius Institute.

**Zhuo Jing-Schmidt** is assistant professor of Chinese linguistics in the Department of East Asian Languages and Literatures at the University of Oregon. She has a Ph.D. in general linguistics from the University of Cologne, Germany. Her research and teaching cover a wide range of topics in Chinese linguistics and Chinese second language acquisition.

**Michaela Kabat** is assistant director of the Chinese Language and Culture Initiatives at the College Board, where she focuses on the administration of the Chinese Guest Teacher and Trainee Program. She has worked with hundreds of guest teachers and host institutions to ensure a successful experience in the program for both parties. She lived and worked in China for three years.

**Dorothy Ko** is a professor at Barnard College and specializes in pre-modern Chinese history as well as the history of women and gender in East Asia. She received her B.A. and Ph.D. from Stanford University. Ko is the author of *Teacher of the Inner Chambers: Women and Culture in Seventeenth-Century China* and *Every Step a Lotus: Shoes for Bound Feet*.

**Cristina Ladas** is a world language consultant in the Phoenix, Ariz., area. Her mission is to help bring world language and immersion programs to K–12 schools and districts that are open to international education. Ladas assists with finding resources through both local and national grants (e.g., FLAP, Confucius Classroom, guest teacher programs). She then guides the various stakeholders through a research-based implementation process that leads to high-quality programs.

**Hank Langhals** is the director of pupil services and curriculum for the Gahanna-Jefferson School District and also oversees the district's international language curriculum, instruction and professional development. In his 20 years of school administration, including 10 years as a middle school principal, Langhals was instrumental in introducing world language instruction to the Gahanna-Jefferson middle schools. In the past five years, he has directed the Chinese language program, with instruction at the high school level, seven elementary schools and three middle schools.

**Betty Lau** is director of Seattle Public Schools' Foreign Language Assistance Program (FLAP) and STARTALK. Certificated in Chinese, language arts and history, she is also the chair of the English Language Development (ELD) Department at Franklin High School and teaches ELD language arts.

**Lucy C. Lee** is a veteran teacher at Livingston High School in New Jersey, a teacher educator at Rutgers University and William Paterson University, and a past president of CLASS.

**Kuangchi Lee**, also known as Kathy Miller, is an elementary Chinese teacher at Young Scholars of Central Pennsylvania Charter School (YSCP). She has a master's degree in education technology, and she worked in the Altoona Area School District for three years as an instructional designer and Web-course programmer before she joined YSCP. In addition to three years of teaching experience at the local Chinese heritage school, she has taught Chinese for five years.

**Hong Li** is a senior lecturer of Chinese at Emory University in Atlanta, Ga. She has been teaching courses in Chinese language, Chinese culture, and linguistics since 1996. She also directs Emory's summer study abroad program in Beijing. Her primary research interests include Chinese language pedagogy and second language acquisition. Before joining the faculty at Emory University, she received her M.A. and Ph.D. in Chinese linguistics from the University of Minnesota, Twin Cities.

**Szu-Ming Li** teaches two-way Chinese immersion at the Dr. Martin Luther King Jr. school in Cambridge, Mass. She holds a master's degree in applied linguistics from UMass-Boston, and a master's degree in teaching from Taiwan. Li has been working with foreign language learners extensively in Taiwan and in the U.S. for five years.

**Jen Lin** has been teaching Chinese at Glastonbury High School since 2005. She also served as Glastonbury's first head teacher of the Chinese STARTALK student program.

**Chiwei Lin** is the curriculum and assessment coordinator of the Chinese program at Gahanna-Jefferson Public Schools (GJPS). She has a master's degree in second and foreign language education from The Ohio State University. She has taught various levels of Chinese to students ranging from second grade to high school. She directs the GJPS Chinese teacher training and several out-of-district workshops to share her technology-integrated, innovative Chinese teaching methods.

**Shwu-Fen Lin** teaches Chinese at Princeton High School, where she has developed the Confucius Classroom program. A frequent speaker on best practices in Chinese teaching, she was also a master teacher in the Princeton/West Windsor STARTALK program.

**Yu-Lan Lin** is the senior program director of world languages of the Boston Public Schools. She is also the executive director of the Chinese Language Association of Secondary–Elementary Schools (CLASS).

**Hua Liu** has been a Chinese teacher at Wardlaw Hartridge School in New Jersey for the past four years. Liu has developed the program from a single level I high school elective to a full program, beginning with grade seven. Since the school's admission to the Confucius Classrooms Network in September 2011, Liu has been instrumental in forming a partnership with Huzhou High School in Zhejiang Province, China.

**Kevin Liu** is associate director of the Confucius Institute and manages the K–12 videoconferencing (IDL) Chinese program, children's summer camps, workshops and community classes, the Kansas City Chinese Film Festival, and other projects for the Institute. Liu holds an MBA degree with concentrations in international business and marketing, and a B.S. degree in secondary education from KU. He has four years of experience teaching English at the secondary level in Kansas.

**Meiru Liu** is a Chinese language and culture professor and director of the Confucius Institute at Portland State University (PSU). She has more than 20 years of language teaching experience in both Chinese universities and American universities. She founded the business Chinese program at PSU and developed the curriculum and course design for all levels of generic and business Chinese. Liu has written Chinese language and culture books and journal articles, and is a frequent presenter at regional, national and international conferences.

**Na Liu** is a Chinese language and assessment specialist at the Center for Applied Linguistics (CAL). She has a Ph.D. in language education and policy from The Arizona State University. Her current research expertise focuses on Chinese language assessment and heritage language education.



**Haiyun Lu** teaches Chinese language and culture at the University School of Milwaukee (Wisconsin). She passionately believes all language instruction should be comprehensible. She sees the language classroom as a bridge for connecting different cultures.

**Jane Lu** is the coordinator of the Chinese World Language Program in Chicago Public Schools (CPS) and the director of the Confucius Institute in Chicago. She has worked at CPS as a Chinese teacher, curriculum writer and instruction differentiation specialist and has served on the Illinois State Board of Education Content Advisory Committee.

**Lina Lu** has been teaching Chinese language and culture since 1986 at various levels and different universities in the United States and Canada. She currently serves as chair of the Association for Teachers of Chinese in Oregon and as a board member of the Confederation in Oregon for Language Teaching. Her research interests are teaching Chinese as a second language, intercultural communication, and comparisons of the Chinese and the U.S. education systems. Lu is the author of a set of spoken Chinese textbook series.

**Richard Lu** is an assistant professor at Spelman College, where he teaches language and culture courses. His research interests include technology applications in language acquisition, multimedia and distance learning, and cross-cultural studies.

**Margaret E. Malone** is senior testing associate at the Center for Applied Linguistics (CAL) and co-director of the National Capital Language Resource Center (NCLRC). Currently, she directs projects on assessment research and technology-mediated tests of oral proficiency, evaluates the effectiveness of a national effort to teach critical languages during the summer, and provides professional development on language assessment to teachers. She holds a doctorate in Linguistics from Georgetown University.

**Heidi Manley** works on initiatives such as the Critical Language Scholarship Program and the Fulbright-mtvU Award. She oversees all Fulbright enrichment activities, including the Fulbright Student Enrichment Seminars and Gateways, Fulbright Foreign Scholar Enrichment Activities, and Fulbright U.S. Student and Scholar Pre-Departure Orientations. Manley previously led the creation of the International Fulbright Science and Technology Award and the Critical Language Enhancement Award, and spent three years overseeing public affairs for the Office of Academic Exchange Programs, including its flagship Fulbright Program. She is a graduate of James Madison University and has done graduate course work at Georgetown.

**Roberta Martin** is director of the Asia for Educators program at the Weatherhead East Asian Institute, Columbia University, and a founding codirector of the National Consortium for Teaching about Asia (NCTA). She has a doctorate in Chinese politics from Columbia and teaches online professional development courses for the Social Studies Program at Teachers College, Columbia University.

**Huajing Maske** is the director of the Confucius Institute at the University of Kentucky. She received her Ph.D. in Chinese art history from Oxford University, England, her master's degree in international cultural exchange from Peking University, and her bachelor's degree in English literature from the University of International Relations, Beijing, China. Maske has taught Asian art history at several colleges and universities in the Northeastern United States. In 2000, she developed Massachusetts' first public school Mandarin Chinese language program, which was featured on *ABC World News Tonight*.

**Cheyenne Matthewson** was born in Fujian, China, and is currently a Chinese instructor at Lakeside Upper School in Seattle, Wash., teaching beginning-level through advanced-level Chinese. Prior to coming to Lakeside, she taught heritage students and worked as a translator and interpreter.

**B. J. McElderry** teaches art and AP art history in the Upper School at Garrison Forest School and has been chair of the Art Department since 1978. She has been instrumental in integrating the arts throughout the K–12 curriculum, and developing STEAM initiatives. She has a B.S. from Frostburg State College, an M.F.A. from Maryland Institute College of Art and an M.L.S. from Wesleyan University. McElderry also serves on the regional advisory board for the National Consortium for Teaching about Asia. As coordinator of Garrison Forest's Confucius Classroom, she works with the Confucius Institute at Maryland to enrich the Garrison Forest School community with programs, resources and exchanges for Chinese language and culture.

**Carola McGiffert** is senior advisor to the assistant secretary of State for East Asia and the Pacific and director of the 100,000 Strong Initiative, which is designed to increase significantly the number and diversify the composition of Americans studying in China. From 2002–2009, she worked at the Center for Strategic and International Studies (CSIS), a Washington, D.C.–based think tank. Previously, she served in various capacities in the Clinton administration, at the White House, the Department of Commerce and the Office of the U.S. Trade Representative.

**Myriam Met** (see biography on page 17)

**Margaret Reed Millar** is a senior program associate who focuses on standards, assessments and accountability at the Council of Chief State School Officers (CCSSO). Millar joined CCSSO after teaching high school social studies through Teach for America in Washington, D.C., and teaching English in Hong Kong. She has a master's degree in the art of teaching from American University and degrees in political science and communications from Boston College.

**James M. Montoya**, vice president of relationship development at the College Board, is nationally recognized as an advocate for education and for students. In his position, he directs the College Board's efforts to support the work of colleges and universities across the globe in the areas of recruitment, admission and retention. Prior to joining the College Board, he served as vice provost for student affairs and, earlier, as dean of admissions and financial aid at Stanford University in California, where he was also a lecturer through the Center of Comparative Studies in Race and Ethnicity. He currently serves on the advisory board of the Stanford School of Education.

**Harvin C. Moore** has served for eight years on the board of the Houston Independent School District and is employed as an executive in the aerospace industry. He has traveled to China five times and led the effort to create Houston's first dual language Mandarin Academy, which opens in August 2012.

**Jamila Nightingale** is a mother of two daughters who are enrolled in a Chinese Immersion preschool. She is the founder/director of Parents of African American Students Studying Chinese (PAASSC). PAASSC offers play dates and workshops and provides an informative website ([www.paassc.com](http://www.paassc.com)) that also serves as a tool for monolingual parents raising bilingual children.

**Cynthia Ning** is associate director of the Center for Chinese Studies at the University of Hawaii and U.S. director of its Confucius Institute.

**Edward Park** has been principal of Barnard Mandarin Chinese Magnet School in the San Diego Unified School District for four years. During his tenure he has implemented an immersion program that is modeled nationwide. Barnard has achieved California Distinguished School Recognition, a Title 1 Academic Achievement Award, and the California Business for Education Excellence Honor Roll School Recognition. Park travels to China and Hong Kong, where he lectures and promotes sisterhood with schools and organizations.

**Zeng'an Peng** is the director of the Division of Teaching Materials at Hanban.

**Carol Radomski** is a program officer with the Bureau of Educational and Cultural Affairs at the U.S. Department of State. She manages the National Security Language Initiative for Youth (NSLI-Y) program for a number of languages, including Chinese. Radomski has a Ph.D. in international education policy and a master's degree in social work. She has worked in international education and development for both government and nongovernmental organizations. She was also a Peace Corps Volunteer in the Philippines.

**Stephanie Lee Rizas** is a high school history teacher in Montgomery County, Md., as well as a graduate student in curriculum and instruction at the University of Maryland, College Park. She has attended the National College Testing Association seminar program as well as a study tour in Japan and has plans to attend another study tour in China this summer. Since 2009, Rizas has worked with the Asia Pacific War Atrocities Memorial Association to develop a curriculum guide for teaching about China during World War II. Through this research and her experiences traveling in East Asia, she hopes to encourage a more profound presence for East Asian history in secondary curriculum.

**Priscilla Russel** supervises world languages for the Princeton Regional Schools. She is a member of the Confucius Classrooms Network and the New Jersey Bilingual/ESL Model Program Resource Center. Associated with STARTALK from its beginning, she codirected a program for four years and is a team leader for the program.

**Dawn Samples** is the coordinator for world languages in Lexington School District One, South Carolina. Her experiences working on state and national initiatives have assisted her in the development and promotion of Lexington One's new Chinese language program. Lexington One currently offers Chinese at K–12 levels. The STARTALK program has been crucial to the implementation of Lexington One's Chinese program initiative.

**Paul Sandrock** is the associate director for professional development at the American Council on the Teaching of Foreign Languages (ACTFL). He previously served at the Wisconsin Department of Public Instruction as assistant director, heading that state's implementation of Common Core State Standards, and as state consultant for world languages. Sandrock taught Spanish for 16 years in middle school and high school and is the author of *The Keys to Assessing Language Performance and Planning Curriculum for Learning World Languages*.

**Yu Sha** graduated from the School of Teaching Chinese as a Foreign Language at East China Normal University in 2010 and has a Master of Arts degree in teaching foreign language (Chinese) from New York University's Steinhardt School in 2011. She is now a pre-K assistant teacher in Washington Yu Ying Public Charter School, which is an IB candidate school with a Chinese full immersion program from Pre-K through the fourth grade.

**Mary Shaffner** is the founding executive director of Washington Yu Ying Public Charter School. She was a member of the founding team and has been working at the school since its inception. She has two decades of management and marketing experience in the not-for-profit and for-profit world. She has an MBA from George Washington University.

**Joanne Shang** teaches seventh through 12th grades at Durham Academy in North Carolina and is professionally focused in student-centered pedagogy, evidence-based proficiency assessment and instructional technology for 21st-century learning. She is a coauthor of *Barron's AP Chinese Language and Culture*, and has served as a Reader for the College Board/ETS since the inauguration of AP Chinese in 2007. Shang speaks regularly at national and global conferences such as ACTFL, International Conference on Internet Chinese Education, and Advanced Placement.

**Yi Shao** is the first-grade Chinese lead teacher at Washington Yu Ying Public Charter School. She received her bachelor's degree in teaching Chinese as a foreign language from Shanghai Normal University and her master's degree in international and multicultural education from the University of San Francisco. This is her third year teaching Chinese immersion.

**Yin Shen** teaches kindergarten in the Portland Public Schools' Mandarin Immersion Program at Woodstock Elementary in Portland, Ore., and also serves as the elementary Mandarin immersion curriculum specialist.

**Eric Shepherd** is an assistant professor of Chinese and head of the Chinese Section in the Department of World Languages at the University of South Florida. He is the author of *Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture* (The Ohio State University Foreign Language Publications, 2005) as well as book chapters and articles on language learning, teacher training, interpersonal communication, hospitality and oral traditions in China. He has served as master teacher and lead trainer on Chinese language teacher training programs associated with The Ohio State University Chinese Flagship and SPEAC programs, STARTALK, the Office of Chinese Language Council International, the Ohio Regents Chinese Academy, and the University of South Florida.

**Peter Stearns** is provost at George Mason University. He has taught previously at Harvard, the University of Chicago, Rutgers, and Carnegie Mellon; he was educated at Harvard University. Stearns has authored or edited over 100 books. As provost at George Mason, Stearns has worked to expand research capacities, to add or enhance centers of strength such as the arts, biomedical research and education, and public health, and to increase the global activities and educational goals of the university.

**Vivien Stewart** (see biography on page 64)

**Susan Buck Sutton** received her Ph.D. from the University of North Carolina at Chapel Hill and joined the faculty at Indiana University, where she developed an extensive body of research on contemporary Greece. In 2003, she became Indiana University's first full-time international programs leader and built the infrastructure for a campuswide organization for strategic international partnerships, allowing Indiana to develop broad and sustained crossdisciplinary collaborations with partners such as Moi University in Kenya and Sun Yat-Sen University in China. As an alumnus of Bryn Mawr College, she has now joined that institution to study its existing international programs, to direct college participation and investment in global initiatives, and to develop college goals for internationalization.

**Sandra Talbot** is project director for the Utah Chinese Dual-Immersion Elementary Programs and a world language consultant for the Utah State Office of Education. She is program director for a 2010 SEA FLAP grant and the Utah China Kids STARTALK student- and teacher-training programs. She also co-organized the 2009 and 2011 Utah Chinese Literacy Summits, focused on the importance of literacy in Chinese language curriculum and its impact on student proficiencies.

**Vivian Tam** is the project coordinator for the Nihao FLAP Chinese Immersion Program at the Dr. Martin Luther King Jr. School in Cambridge, Mass. She has taught grades K–12 in both urban and suburban public schools.

**Dali Tan**, 2008 president of the Chinese Language Association of Secondary–Elementary Schools (CLASS), serves on the board of directors of the Northeast Conference on the Teaching of Foreign Languages and CLASS. She is a co-chair of the K–16 Chinese performance standards project and a member of the STARTALK Taskforce for Curriculum Development. She was the 2003 recipient of the Teacher Recognition Award issued by the U.S. Department of Education.

**Frank Lixing Tang** teaches second language methodology and research at New York University (NYU). He is the codirector of TESOL/Foreign Language Education/Bilingual Education Programs and director of the Center for Developing Chinese Language Teachers at NYU.

**Xiaoping Teng** has been teaching Chinese at all levels for more than 20 years. She is now working as a senior lecturer in Chinese in the Department of Asian Languages and Civilizations at Amherst College.

**Lynn Thompson** is a research associate at the Center for Applied Linguistics (CAL). She has a Master of Arts degree in international relations from American University and a Master of Science degree in applied linguistics from Georgetown University. She has been involved in K–12 and postsecondary world language assessment for more than 20 years. Her current focus is on K–8 world language assessment, particularly for less commonly taught languages.

**Jillian Tsai** was born and raised in Taiwan and has been teaching at Lakeside School in Washington state since 2007. She received a graduate degree in applied linguistics with a specific focus on language teaching from Portland State University. Prior to coming to Lakeside School, she taught all levels of Chinese (beginning to advanced) at Lewis & Clark College and at Portland State University.

**Weefen Tsui** teaches seventh-grade Chinese in the Princeton Regional Schools, a Confucius Classroom. She participated in the Princeton/West Windsor/Rutgers STARTALK program and uses technology extensively in her teaching.

**Yao Tu** works as an online designer for the Confucius Institute at the University of Kansas (CIKU). In addition to working at the CIKU, she is a Ph.D. student in curriculum and instruction.

**Alicia Vinson** is currently the world languages immersion program coordinator for Fayette County Public Schools in Lexington, Ky. She has developed and implemented immersion programs in the United States and abroad. Vinson oversees K–12 world and classical languages programs including the district's Confucius Classrooms, and will be directing the STARTALK 2012 Chinese Summer Camp. The Fayette County Public Schools District was the recipient of the 2011 Confucius Classroom of the Year Award.

**Gail Wang** is the coordinator of the Jiayou FLAP Program at Boston Public Schools. Prior to this position, she was an ESL and Chinese teacher. She has worked as an exhibition developer at the Boston Children's Museum and the Peabody Essex Museum.

**Jiuping Wang** is a Chinese teacher at Delaware's Conrad School of Science.

**Shan Wang** teaches Chinese language at Juarez Community Academy of the Chicago Public Schools.

**Shuhan Wang** (see biography on page 17)

**Yan Wang** is currently a Chinese instructor at Dixie Magnet Elementary School in Fayette County Public Schools, Ky. She also serves as president of the Kentucky Association of Chinese Language Teachers (KACLT) and master teacher for the STARTALK program.

**Yongyang Wang** is a research fellow of the Melbourne Graduate School of Education, University of Melbourne, Australia. Her research interests include cross-cultural communication, creative pedagogy for Chinese as a second/foreign language (literature and drama in education) and comparative cultural studies. She has recently been working with Joseph Lo Bianco and Trevor Hay on a federally funded research project, Intercultural Approaches to Teaching Chinese.

**Elizabeth Weise** has two children in the Mandarin immersion program at Starr King Elementary School in San Francisco. She was one of the founding members of the Mandarin Immersion Parents Council/金山华语协会 and is writing a book on Mandarin immersion for parents.

**Ryan Wertz** supports the efforts of K–12 world language educators and students throughout Ohio in his role as world languages consultant at the Ohio Department of Education. He also collaborates closely with the College Board and the Hanban on the Chinese Guest Teacher Program, serving as an interviewer, teacher trainer and adviser. As a passionate proponent of the LinguaFolio learner self-assessment tool, Wertz frequently gives presentations on its effective use at state, regional and national conferences.

**Sheree Willis** is executive director of the Confucius Institute at the University of Kansas. Prior to joining the Confucius Institute, Willis held positions at the University of Kansas (KU) Center for East Asian Studies, Office of Study Abroad, and CIBER. Willis worked as a consultant and freelance Chinese-English interpreter for more than 10 years, after serving as a Foreign Service Officer with the U.S. Department of State for eight years, including five years in China. She holds M.A. and B.A. degrees from the University of Kansas in East Asian Languages and Cultures and is pursuing a Ph.D. in Foreign Language Education at KU.

**Jingjing Wu** has 10 years of teaching experience and has received many awards for being a creative teacher in China. She has also worked in the Ohio Education Department on a revision of the World Language Curriculum. Alongside her students, she was featured on a cover story in *Time for Kids* magazine.

**Wei-ling Wu** is an experienced Chinese teacher at West Windsor-Plainsboro High School South in New Jersey. She has been a trainer and head instructor for the STARTALK programs in various locations across the country and has been an adjunct instructor at universities in the United States and China. She is lead author on a series of Chinese textbooks for K–12 students.

**Yinghui Wu** is a professor and dean of the College of International Education at Minzu University of China. His research focuses on Chinese language globalization and includes about 10 research projects funded by national or university agencies or organizations. He is the author of more than 40 books and papers in professional journals.

**Qian Xie** is coordinator at the Confucius Institute at the University of Rhode Island. He obtained his master's degree in Asian studies from Seton Hall University. He has been teaching Chinese language in elementary and secondary schools in Rhode Island and Massachusetts.

**Iris Hong Xu** is an associate professor in Chinese language and culture and second language acquisition, and director of the Confucius Institute and Asian Studies at Troy University. She is an expert in second language acquisition and teacher training. She is a frequent presenter at regional, national, and international conferences and has published numerous journal articles in the field of teaching English/French/Chinese as a foreign language.

**Jinhui Xu** serves as director of global outreach for the Boston Renaissance Charter Public School. Her interest is in studying what elements go into developing and sustaining an effective urban elementary school Chinese program for low socioeconomic status students.

**Jingjing Xue** is a graduate of East China Normal University and has been teaching Chinese at High School #2 of East China Normal University for the past 10 years. Currently visiting Peddie School as a sister-school exchange teacher in New Jersey, Xue is learning the differences in teaching practices and classroom management between the two schools.

**Henrietta Yang** received her M.A. and Ph.D. in linguistics from The University of Texas at Austin. Currently, Yang is the director of the Chinese Studies Program at Morehouse College. Her research interests include Chinese language pedagogy, Chinese linguistics, the interface between instructional technology and foreign language teaching, and intercultural communication between East and West.

**Lijin Yang** is the third-grade Chinese lead teacher at Washington Yu Ying Public Charter School. She received her bachelor's degree in international journalism from Shanghai International Studies University, and her master's degree in international and multicultural education from University of San Francisco. This is her third year teaching Chinese immersion.

**Shanshan Yang** is the fourth-grade Chinese lead teacher at Washington Yu Ying Public Charter School. She was born and raised in mainland China. She received her bachelor's degree in elementary education from the University of the Witwatersrand in South Africa, her master's degree in elementary bilingual education from Arizona State University, and obtained the Arizona elementary K–12 teaching certificate. This is her third year teaching in an American public school specializing in Chinese immersion.

**Yin-Shan Yang** has taught both ESL and Chinese languages in Taiwan and the United States for more than nine years. She is currently a Chinese language leader of Ridgeway High School in Memphis, Tenn. With a master's degree in TESOL from Salem University, W.Va., Yang is particularly interested in the project-based learning method of teaching.

**Shiqi Yin** has been serving as a Chinese teacher and dorm adviser at St. Paul's School in Concord, N.H., since fall 2009. She has a Bachelor of Arts degree in teaching Chinese as a second language from Anhui University in Hefei, China, and is a master's degree candidate in teaching Chinese as a second language at Beijing Language and Culture University.

**Jean Yu** is the director of the Chinese language and culture program and an instructor in Chinese at the Hotchkiss School.



**Hong Zhang**, a mezzo-soprano with a master's degree and a bachelor's degree in voice performance, is currently a senior instructor of Chinese at Binghamton University, SUNY. Combining her rich experience in voice performance and language teaching, she has created the groundbreaking approach of teaching Chinese through song. Zhang is the coauthor of two language textbooks, and she gives lectures, concerts and workshops nationwide.

**Jing Zhang** is the president of Bangor Chinese School and the director of STARTALK (student and teacher) programs in Maine. She has always been intrigued by the expression, "Think globally and act locally." With her years of experience in education management, strong and wide collaboration across the whole state was built up by working on the STARTALK programs and many other Chinese language-related projects.

**Yifang Zhang** has a Master of Arts degree in language pedagogy from the University of Oregon and has been a Chinese and Japanese instructor for more than 10 years. Currently she is working on online Chinese course development and teacher training at the Center for Applied Second Language Studies at the University of Oregon.

**Benson Zhao** is the program manager at the Mandarin Institute, a nonprofit organization dedicated to growing and strengthening Chinese language and culture education in America.

**Bin Zhou** is an esteemed calligrapher and widely published scholar of Chinese calligraphy, and a personal instructor to United Nations Secretary-General Ban Ki-moon. He is a professor at East China Normal University in Shanghai, as well as a member of the China Association of Calligraphers, the Association of Psychologists, and the Center for Japan Studies at Fudan University. He is also a recipient of the prestigious New Century Talent Grant awarded by the Ministry of Education.

**Hui Zhou** is deputy director of the Division of Teachers, Hanban/Confucius Institute Headquarters. She is responsible for program management of cultivating Chinese language teachers.

**Yalun Zhou** is the online Chinese project director and chief curriculum designer for a five-year secondary online Chinese program at the Confucius Institute at Michigan State University. She is also in charge of Hanban teacher training, supervision, course scheduling, and Chinese language and culture learning material development.

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## Thank you to our organizational leadership for their involvement in the conference plenaries:

**Robert Davis** is the executive director of the Chinese Language and Cultural Education Initiative for the College Board. Before joining the College Board he served as manager of world languages and international studies and as director of the Confucius Institute in Chicago at Chicago Public Schools. He lived in China for three years; two years teaching at Xi'an International Studies University and one year studying at Peking University. He is a member of the 100,000 Strong Initiative advisory committee and was named Confucius Institute Director of the Year in 2008 and 2009.

**Anthony Jackson** is vice president for education at Asia Society. He also leads Asia Society's Partnership for Global Learning (PGL), a national membership network of practitioners and policymakers dedicated to integrating knowledge about Asia and the world, as a mainstay of American education. At Asia Society, he has led the development of Asia Society's International Studies Social Schools Network, an effort within the PGL to create a network of small, effective, internationally themed secondary schools across the country. Trained in both developmental psychology and education, Jackson is one of the nation's leading experts on secondary school reform and adolescent development.

**Christopher Livaccari** is director of Education and Chinese Language Initiatives at Asia Society. He is a teacher of the Chinese and Japanese languages and a former U.S. Foreign Service officer who served at the U.S. Embassy in Tokyo, Japan, and as deputy director of the Tokyo American Center, as well as at the U.S. Consulate General in Shanghai, China. He is the co-author of *Structures of Mandarin Chinese for Speakers of English* (Peking University Press) and the *Chinese for Tomorrow* series, among other publications. A graduate of Columbia University, the University of Chicago, and New York University, he speaks Mandarin Chinese and Japanese, reads Classical Chinese, and is proficient in Korean.

**Andrea Mainelli**, senior vice president of the College Board Region and Account Services and International has been leading the regions since June 2010. Her responsibilities cover not only our six regional offices domestically, but also our International activities. Prior to joining the College Board, Andrea served as president and CEO of Kaplan Professional, a division of Kaplan which trained and prepared individuals for career transition and success. Her private sector experience, combined with a deep passion for the College Board mission, have been invaluable to our work.

**Peter J. Negroni** is senior vice president of relationship development at the College Board. A career educator with more than 30 years of experience, Negroni joined the College Board in June 2000. Negroni began his career as a New York City teacher before moving into administrative roles. He received recognition for his work in school reform during his 10 years as a superintendent in the New York City school system, after which he worked as executive director of the Educational Excellence Committee in North Carolina, and superintendent of the Springfield (MA) public school system. He is the recipient of a number of awards.

**Vivien Stewart** is the senior advisor for education at Asia Society and chair of the Confucius Classrooms Initiative. From 2001 to 2009, she led the development of Asia Society's programs to promote the study of Asia and other world regions, languages and cultures in American schools and to build connections between U.S. and Asian education leaders. Before her work at Asia Society, Stewart was the director of education programs at Carnegie Corporation of New York; she has also been a senior advisor on education at the United Nations. She has undergraduate and graduate degrees from Oxford University, and her new book, *A World-Class Education: Learning from International Models of Excellence and Innovation*, was published in February 2012 by ASCD.

## Thank you to the conference team and staff:

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**Chantal Bonitto**, Membership and Conference Manager, Education  
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**Cover calligraphy credit:** Professor Zhou Bin, East China Normal University

# Chinese Language and Culture Initiatives

The Chinese Language and Culture Initiatives were established in 2006 as a collaboration of the College Board and Hanban/Confucius Institute Headquarters. The goal of the Initiatives is to support the growth of Chinese language education in U.S. schools through innovative and high-impact programming. Learn more today and take part in these exciting opportunities!



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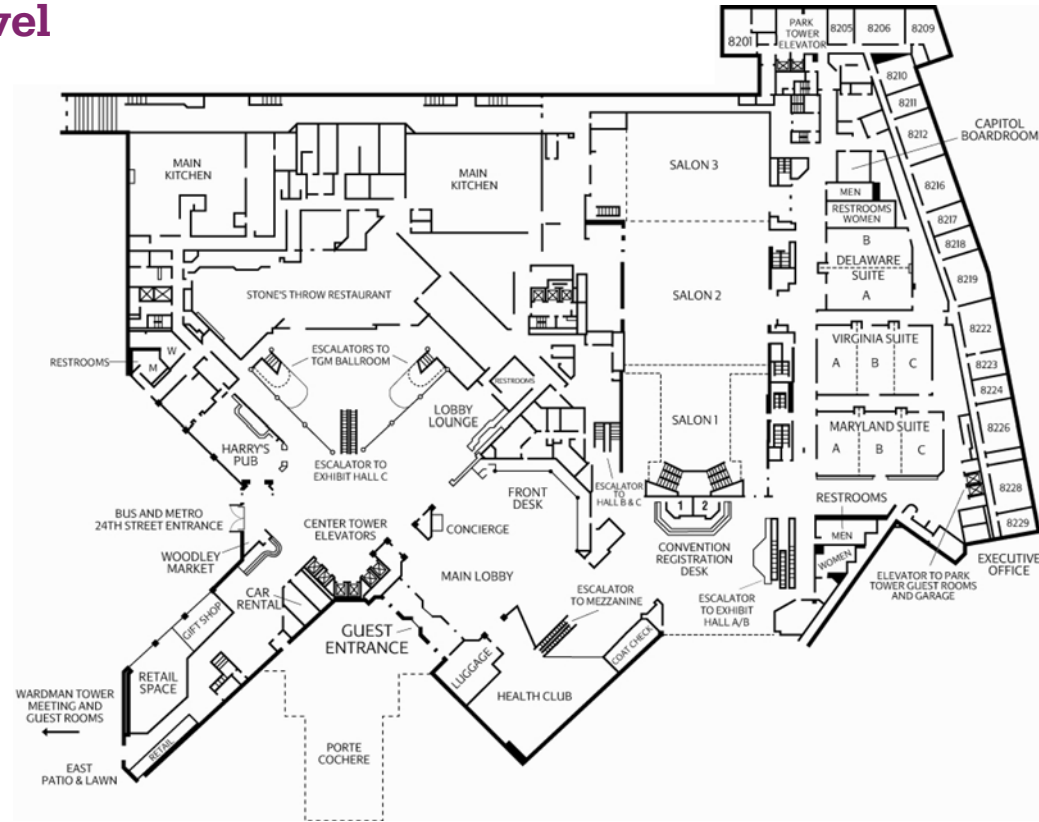
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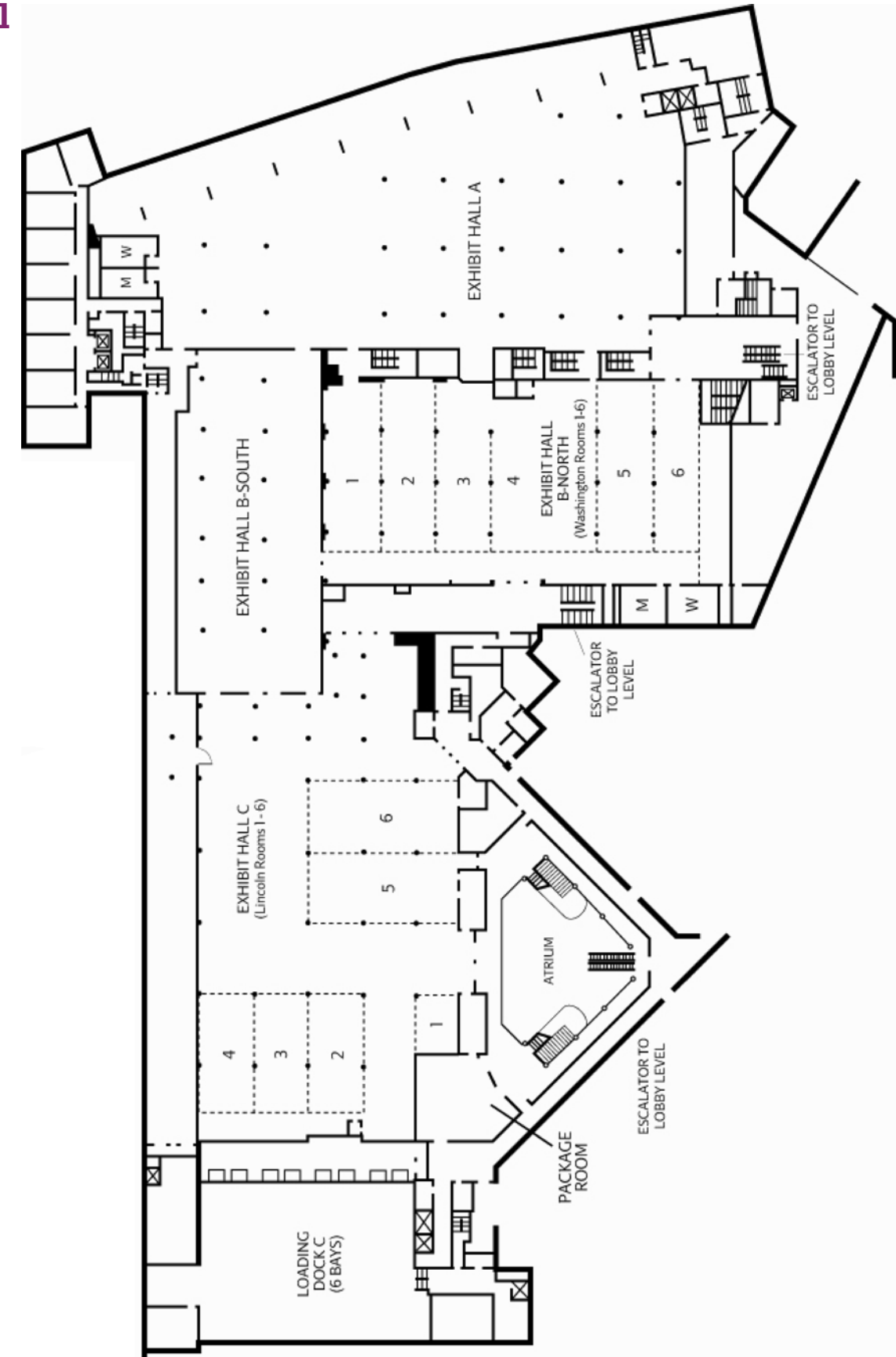
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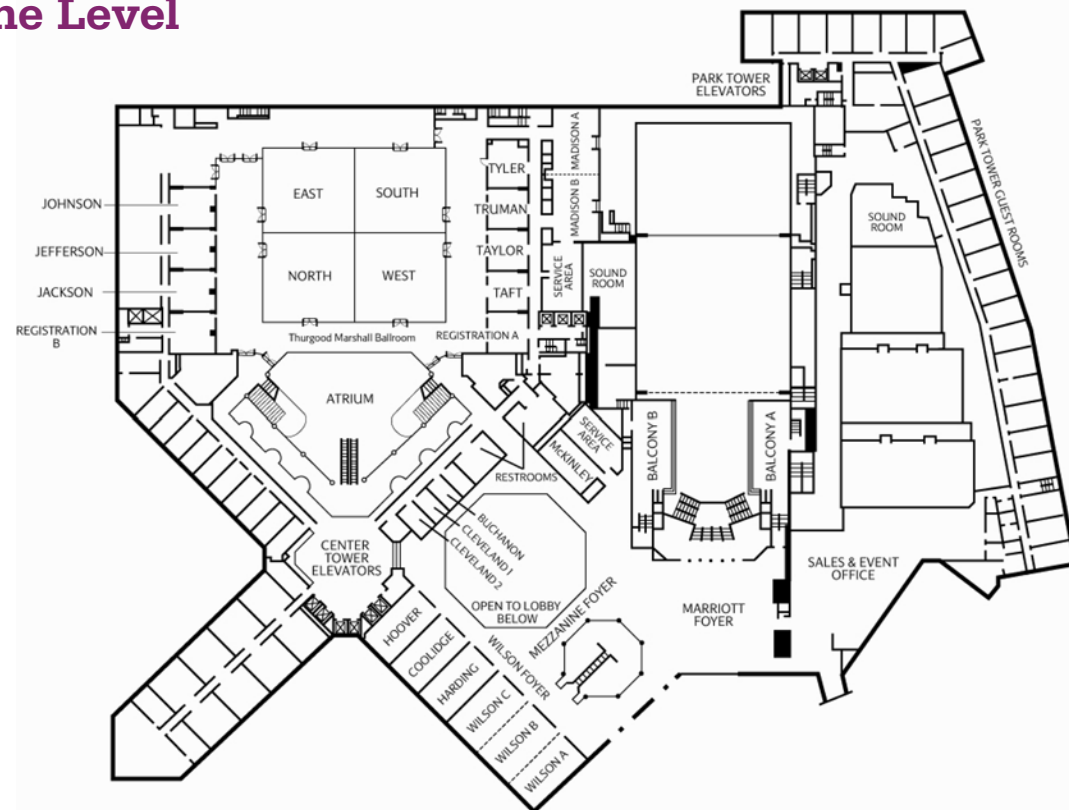
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