

全美中文大会

2015
National
Chinese
Language
CONFERENCE

Pathways
to Global
Engagement

April 16–18, 2015 | Atlanta, GA

Organized by



In Collaboration with



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

At a Glance

Wednesday, April 15

1–6 p.m. Registration Open*

Thursday, April 16

6:30 a.m.–6 p.m. Registration Open*

7:15 a.m.–4 p.m. Preconference School Visits

9 a.m.–noon Preconference Workshops**

1–4 p.m. Exhibits Open****

1–4 p.m. Preconference Workshops**

4:45–8:30 p.m. Plenary I: Bridging the Pacific Through Comedy and Music***

Friday, April 17

7 a.m.–6:30 p.m. Registration Open*

7–8:15 a.m. Continental Breakfast in Exhibit Hall****

7–8:15 a.m. Exhibits Open****

8:30–9:45 a.m. Plenary II: Pathways to Global Engagement***

9:50 a.m.–12:15 p.m. Exhibits Open****

10–11 a.m. Breakout Sessions I**

11:10 a.m.–12:10 p.m. Breakout Sessions II**

12:30–2 p.m. Luncheon Plenary III: Presidential Forum: A Conversation on Global Education, Engagement, and Exchange***

2:10–6:30 p.m. Exhibits Open****

2:15–3:15 p.m. Breakout Sessions III**

3:25–4:25 p.m. Breakout Sessions IV and Vendor Demonstration**

4:35–5:35 p.m. Breakout Sessions V and Vendor Demonstration**

Saturday, April 18

7 a.m.–noon Registration Open*

7–8:15 a.m. Continental Breakfast in Exhibit Hall****

7–8:15 a.m. Exhibits Open****

8:30–9:30 a.m. Plenary IV: Stars of the Profession: Engaging Nontraditional Models for an Evolving Workforce***

9:35 a.m.–noon Exhibits Open****

9:45–10:45 a.m. Breakout Sessions VI**

9:45 a.m.–noon Teacher Swap Shop, Technology Forum

11 a.m.–noon Breakout Sessions VII**

* Registration Booth, Second Floor

** Various Meeting Rooms, Second and Third Floors

*** Grand Ballroom, Second Floor

**** Grand Salon, Second Floor

Dear Colleagues:

Welcome to Atlanta, Georgia and to the eighth annual National Chinese Language Conference!

We are so pleased to come together again to celebrate the Chinese language and cultural education field in the United States and to share ideas about how we can continue to support and expand this field across the entire country.

The theme of this year's conference is "Pathways to Global Engagement," which recognizes that while our work has an important impact on our local communities, its reach and goals extend internationally. The students in our care are committed to learning the tools to make them both multilingual and multicultural, opening doors and building bridges between their homes and communities across the globe. This is something that we at Asia Society and the College Board deeply celebrate, and we commend and thank the educators who are working so hard to bring these opportunities to life.

Our plenary and breakout session schedule was curated with the goal of demonstrating a variety of ways that a strong foundation in Chinese language can translate into academic and professional success. We will have a chance to hear from leaders in the field as well as students and professionals who have taken their study of Chinese into an array of fields and professions, with much success.

The National Chinese Language Conference is the largest annual gathering in the United States of teachers, administrators, and policymakers engaged in the teaching of Chinese language and culture. It has become a homecoming of sorts for this dynamic community, and we are so pleased you are here to contribute to this meaningful dialogue. We hope that this conference increases your own capacity for engagement and impact with the work you do, and that you leave equipped with innovative approaches to instruction and learning, as well as many new colleagues and friends.

On behalf of the College Board and Asia Society, we thank you for your hard work, your dedication, and your energy. We warmly welcome you to the 2015 National Chinese Language Conference.



David Coleman

President
The College Board



Josette Sheeran

President
Asia Society



For updates, speaker bios, and session materials, scan this code to download the official **2015 NATIONAL CHINESE LANGUAGE CONFERENCE APP!**

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Asia Society and the College Board wish to thank the following organizations and individuals for their contribution to and support of the 2015 National Chinese Language Conference.

Collaborating Organizations:

- 100,000 Strong Foundation
- American Council on the Teaching of Foreign Languages (ACTFL)
- AP® Chinese Language and Culture Development Committee
- Center for Applied Linguistics (CAL)
- Chinese Early Language and Immersion Network (CELIN @ Asia Society)
- Chinese Language Association of Secondary-Elementary Schools (CLASS)
- Confucius Institute Headquarters (Hanban)
- 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)
- The Chinese Language Teachers Association (CLTA)
- The Language Flagship

2015 Program Advisory Committee:

Kaveri Advani, Program Manager, The Language Flagship

Chengzhi Chu, President, Chinese Language Teachers Association (CLTA)

Catherine Ingold, Executive Director, National Foreign Language Center (NFLC) at the University of Maryland/STARTALK Project

Carola McGiffert, President, 100,000 Strong Foundation

Rita Oleksak, Past-President, National Network for Early Language Learning (NNELL)

Lisa Podbilski, Co-Chair, AP Chinese Language and Culture Development Committee

Paul Sandrock, Director of Education, American Council on the Teaching of Foreign Languages (ACTFL)

Dali Tan, President, Chinese Language Association of Secondary-Elementary Schools (CLASS)

Shuhan Wang, President, ELE Consulting International, LLC

Ryan Wertz, President, National Council of State Supervisors for Languages (NCSSFL)

Terrence Wiley, President, Center for Applied Linguistics (CAL)

2015 Regional Advisory Committee:

Greg Barfield, Lead Program Specialist, World Languages and Global Initiatives, Georgia Department of Education

Krista Forsgren, President, Windows on Asia

Ken Jin, Director of Confucius Institute, Kennesaw State University

Jun Liu, Associate Provost for International Initiatives, Georgia State University

Kun Shi, Director of Confucius Institute, University of South Florida

Jon Valentine, Director of Foreign Languages, Gwinnett County Public Schools

Fangxia Zhao, President, Georgia Chinese Language Educators (GCLE)

Preconference

Thursday, April 16

6:30 a.m.–6 p.m.

Registration Open

LOCATION: REGISTRATION BOOTH, SECOND FLOOR

7:15 a.m.–4 p.m.

Preconference School Visits

(Advance registration required; departure and return times vary.)

Optional school visits to Chinese language and culture programs in the greater Atlanta area give participants the opportunity to visit elementary and secondary schools and to observe different student age groups and proficiency levels. These programs have a track record of high-quality instruction and student achievement.

Route A:

The Lovett School
North Atlanta High School

Route B:

Maynard H. Jackson High School
Wesley International Academy

Route C:

North Atlanta High School
Wesley International Academy

Route D:

Gwinnett School of Math, Science and Technology
New Life Academy of Excellence

Route E:

Northview High School
Gwinnett School of Math, Science and Technology

Route F:

The Globe Academy
Dutchtown Elementary School

Special thanks to host schools for opening their classrooms to conference participants, and to Krista Forsgren, president of Windows on Asia, a member of the conference regional advisory committee, for help in organizing the preconference school visits.

9 a.m.–noon

Preconference Workshops (Advance registration required.)

Unless otherwise noted, sessions will be presented in English.

AM 1 Teaching Chinese Characters: Seeking Effective Methodology and Technologies**LOCATION: ROOM 201**

Want to enhance your Chinese character teaching with technology and with language-specific and active-learning approaches to make learning more fun and meaningful? This workshop will start with using free Web tools such as self-created character animations with sound, matching games, activity bulletin board, and character mapping chart to design learning activities. The workshop will then move to the instructional methods on teaching strokes, radicals, and basic characters to different levels of K–12 students, and to designing teaching activities such as orthographic-based activities, integration of image and abstract-thinking activities, discovery-based activities, and situated problem-solving activities to engage students in high-order thinking during character learning.

SPEAKERS: HELEN SHEN, CHEN-HUI TSAI, JOHN JING-HUA YIN**AM 2 Using Language, Building Literacy, Assessing Growth****LOCATION: ROOM 202**

Connect Chinese language learning and assessment with the PK–16 focus on literacy and 21st-century skills. The American Council on the Teaching of Foreign Languages (ACTFL) is facilitating an initiative to guide teachers in a process of collaborative inquiry in which they explore an area of literacy to embed in language instruction to improve learners' performance. Learn and apply strategies for developing engaging tasks in order to practice and assess this literacy-focused application of language skills. Participants practice using Conversation Builder, a free online tool that guides teachers through the design of several rounds of prompts for learners who wish to explore a single focus or topic as they practice conversation strategies and receive feedback from their teacher. In this workshop, educators design interpretive tasks in which learners demonstrate what they understand from what is heard, read, or viewed — without relying on production of Chinese to assess this receptive skill.

Expand the practice of the Presentational Mode beyond formal writing or memorized presentations to focus on tasks that learners would do in their daily life.

SPEAKER: PAUL SANDROCK**AM 3 CAL K–8 Formative and Summative Oral Proficiency Assessment****LOCATION: ROOM 203**

Participants will become familiar with the Center for Applied Linguistics' K–8 formative and summative assessments. Three formative assessment tools, the Student Self-Assessment (SSA), the Teacher Observation Matrix (TOM), and the Classroom Observation Checklist Kit (CLOCK) will be introduced, along with two summative assessments, the Early Language Listening and Oral Proficiency Assessment (ELLOPA) and the Student Oral Proficiency Assessment (SOPA). Participants will engage in interactive discussions, demonstrations, and hands-on practice with the assessments. The presenter will use materials specifically designed for teachers of Chinese including video clips, Chinese SOPA and ELLOPA proficiency tasks, and rating rubrics. Participants will gain an understanding of these assessments and will come away with ideas for creating both formative and summative assessments for their program and classroom.

SPEAKER: LYNN THOMPSON

1–4 p.m.

Exhibits Open**LOCATION: GRAND SALON, SECOND FLOOR**

1–4 p.m.

Preconference Workshops (Advance registration required.)

Unless otherwise noted, sessions will be presented in English.

PM 1 I Love Chinese Early Language and Immersion Programs, but I Have Tons of Questions: A Preconference Workshop for Prospective and Current Administrators**LOCATION: ROOM 201**

This half-day workshop is for education and business leaders who are seeking to establish, or who have established, a Chinese early language or immersion program as an independent school, charter school, or program within a school. Workshop participants will have opportunities to learn from experts with proven track records in the field and engage in discussions with them and other participants about key areas of program establishment and sustainability. At the end, they will learn about ways that Chinese Early Language and Immersion Network (CELIN) at Asia Society, which represents a growing network of educators, researchers, and policymakers, can support their work.

SPEAKERS: CHRISTINE ALOIS, SUE BERG, ROBIN HARVEY, LUYI LIEN, EDDIE PARK, JOY KREEFT PEYTON, PEGGY SHARKEY, SHUHAN WANG, PEARL YOU**PM 2 World Readiness in Pre-K–12 Learning Standards and Performance Standards****LOCATION: ROOM 202**

This workshop introduces language learning content standards, i.e., what students should know and be able to do, in its newly revised version, as well as Performance Standards, namely ACTFL Performance Descriptors for Language Learners and NCAAF–ACTFL Can-Do Statements. The outcomes for this workshop are to help language teachers set instructional goals that prepare their students to function successfully in the 21st-century academic and career world.

SPEAKERS: BAOCAL JIA, LUCY LEE, CAROL CHEN-LIN, YU-LAN LIN, DALI TAN**PM 3 Implementing Proficiency-Based Standards in K–12 Chinese Programs for Success in College and Career****LOCATION: ROOM 203**

Several states have implemented proficiency-based language standards that outline what students should be able to do with language as a result of K–12 programs. This workshop will provide an overview of the policies and initiatives at the state and national levels that supported this implementation, focusing on how this impacts programs like dual language/immersion, heritage language, and the traditional K–12 sequence. Participants will examine recent language research, intercultural competence initiatives, and student learning outcomes that have been used to establish proficiency expectations in different programs. International examples showing the use and alignment of proficiency scales will be presented. Free classroom resources like LinguaFolio will be shared, as well as activities that can help parents and administrators understand proficiency-based learning. Participants will learn about the progress of proficiency-based initiatives and gather resources they can use for professional development.

SPEAKERS: ANN MARIE GUNTER, RYAN WERTZ

4:45–8:30 p.m.

Plenary I: Bridging the Pacific Through Comedy and Music**LOCATION: GRAND BALLROOM, SECOND FLOOR**

Join colleagues and leaders from the U.S. and China for the opening plenary of the eighth annual National Chinese Language Conference. In addition to remarks from luminaries from both countries, the evening will treat you to an exquisite demonstration of how language and arts bridge the vast Pacific. Two young stand-up comedians from North America, who have taken the study of Chinese language to a whole new level, will present their practice of humor that provokes curiosity and interest in cultures and societies; and two young American professionals will dazzle us with their mastery of Chinese and western instruments. All of them share a journey as students of the Chinese language, and each has embarked on a path as a global citizen equipped with an appreciation for the traditions and aspirations of the Chinese people, and with the competence and confidence to make true understanding and collaboration across boundaries a reality.

SPEAKERS: DAVID COLEMAN, PRESIDENT AND CEO, THE COLLEGE BOARD; TOM NAGORSKI, EXECUTIVE VICE PRESIDENT, ASIA SOCIETY; XU LIN, CHIEF EXECUTIVE, CONFUCIUS INSTITUTE HEADQUARTERS AND DIRECTOR-GENERAL OF HANBAN; YAWEI LIU, DIRECTOR, CARTER CENTER CHINA PROGRAM

PERFORMERS: NICHOLAS ANGIERS, JESSE APPELL, NICHOLAS BINIAZ-HARRIS, ANTHONY DODGE

**Yawei Liu**

Yawei Liu, also known as 刘亚伟, joined The Carter Center in 1998 and has been the director of its China Program since 2005. Liu is the associate director of the China Research Center in Atlanta. He is also a Zijiang Professor of Political Sciences at East China Normal University as well an adjunct professor of Political Science at Emory University. Yawei edited three Chinese book series: *Rural Election and Governance in Contemporary China* (Northwestern University Press, Xian, 2002 and 2004), *the Political Readers* (China Central Translation Bureau Press, 2006) and *Elections & Governance* (Northwestern University Press, 2008). He is the coauthor of *Obama: The Man Who Will Change America* (Chinese language, 2008). Liu is the founding editor of www.chinaelections.com which went online in 2002. Other websites Liu founded include www.uscnpm.org, www.uscnpm.com and www.chinatransparency.org. His tencent microblog is at <http://t.qq.com/zhongguoxuanju>. Liu earned his B.A. in English literature from Xian Foreign Languages Institute (1982), M.A. in recent Chinese history from the University of Hawaii (1989) and Ph. D. in American History from Emory University (1996).

**David Coleman**

President and CEO, The College Board
Complete bio can be found on page 66.

**Tom Nagorski**

Executive Vice President, Asia Society
Complete bio can be found on page 64.

**Xu Lin**

Xu Lin has served as chief executive and director-general (vice minister) of Confucius Institute Headquarters (Hanban) since 2004. In 2009, Xu was appointed by the Chinese Premier to be a member of the Counselors' Office of the State Council. She is a member of the 12th Chinese People's Political Consultative Conference (CPPCC) National Committee. She also served as education counselor for the Chinese Consulate General in Vancouver, Canada (2000–2003); president of the Service Center for Chinese Study Fellows in New York City (1999–2000); and head of the Loan Office of Foreign Capital, Ministry of Education (1997–2000). Xu graduated from Fudan University with a B.S. in chemistry and received her master's degree in economics from Beijing Normal University. She was awarded 16 honorary doctorates and Professor Honoris Causa from, among others, the University of Arizona, University of Edinburg (UK), University of Bucharest (Romania), University of St. Thomas (Chile), Chulalongkorn University (Thailand), Veliko Turnovo University (Bulgaria), J.F. Oberlin University (Japan), University of Antananarivo (Madagascar), Tajik National University, and Keimyung University (Korea). She has received, among other honors, the International Education Award from the College Board; the Blue Cloud Award from China Institute and the United Nations University; the Order of Academic Palms, Officer Grade, from the Government of France; the Highest Honor for Defender of Friendship and Cooperation from the Government of Cambodia; and Grand Maitre de L'ordre National from the president of the Republic of Madagascar.



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Nicholas Angiers

Nicholas Angiers, also known as 安仁良, has received awards in Chinese Bridge Chinese Proficiency Competitions including the competition for foreign college students (2007, 2nd-tier prize) and the competition for foreign students in China (2009, silver). During his seven-year residency in China, he became an official disciple of Ding Guangquan, a master performer of *Xiàngsheng* (a comedic performance art based on Chinese language and culture), with whom he has traveled and performed throughout China. He has hosted television shows such as CCTV's *Outlook English* and *Taste, Culture*, and HK TV's *Roaming China*; he has also appeared as a guest and/or performer on dozens of other programs for major television stations, including CCTV, Beijing TV, and Hunan TV. In 2014, Angiers founded Revolution! Chinese, an educational program featuring innovative methods to teach Chinese to students around the world, and the Revolution! International Performance Troupe, who perform *Xiàngsheng* in both Mandarin and English, sharing their love for the Chinese language and this unique art.



Jesse Appell

Jesse Appell, also known as 艾杰西, is a Fulbright Scholar Alumni whose research focuses on Chinese humor and performance. He is a disciple of master Xiangsheng performer Ding Guangquan, and regularly performs Xiangsheng, bilingual improv comedy, and Chinese stand-up live and on TV. Appell creates comedic online videos intended for the Chinese audience; one of these, "Laowai Style," gathered 2 million hits across several media platforms. Appell's performances, writing, and commentary on Chinese comedy, media, and culture have been seen and heard on CBS, TEDx, PBS, NPR, and PRI, as well as Chinese media such as CCTV, BTV, and CRI. He has performed Chinese comedy at several venues, including Yale, University of Washington, and Brandeis on his Great LOL of China North American tour. He was listed as one of the People of the Year by the *Global Times* in 2012. Jesse founded Laugh Beijing in order to use comedy to bridge cultural gaps. Find more information about his work at www.laughbeijing.com.



Nicholas Biniáz-Harris

Nicholas Biniáz-Harris, also known as 海仲杰, is a freshman at Yale University, where he studies music and is premed. A native of Washington, D.C., Biniáz-Harris attended Georgetown Day School, where he studied Chinese, and the Levine School of Music, where he studied piano with Irena Orlov. In October 2013, he tied for first prize in the Chinese Bridge Chinese Proficiency Competition for Foreign Secondary School Students in Kunming, China. He has won several piano prizes, including first prize in the Levine School's solo, concerto, and chamber music competitions; first prize in the National Symphony Orchestra's 2013 Young Soloists Competition; third prize in the Friday Morning Music Club's 2013 high school piano competition; third prize in the high school division of the 2012 William Kapell Piano Competition and, most recently, honorable mention in the Yale Symphony Orchestra's concerto competition.



Anthony Dodge

An avid student of Chinese language and culture, in 2013 Dodge, also known as 宋安居, represented the United States in the 12th Chinese Bridge Chinese Proficiency Competition for Foreign College Students, where he won first prize and placed as one of the top 10 students in the world. A winner of *The Instrumentalist* Magazine Musicianship Award, Dodge has played the cello for 15 years and recently began study of the erhu. During his time in China he enjoyed learning from and performing with friends and teachers from many of the 20 different provinces that he visited. By far the most rewarding part of Dodge's time in China was teaching English to underprivileged children in the countryside of Anhui and Henan. Currently an associate at PwC in New York City, he plans on attending the MBA program at Peking University and pursuing a career in education in China in the future.

Conference Agenda

Friday, April 17

7 a.m.–6:30 p.m.

Registration Open

LOCATION: REGISTRATION BOOTH, SECOND FLOOR

7–8:15 a.m.

Continental Breakfast

LOCATION: GRAND SALON, SECOND FLOOR

7–8:15 a.m.

Exhibits Open

LOCATION: GRAND SALON, SECOND FLOOR

8:30–9:45 a.m.

Plenary II: Pathways to Global Engagement

LOCATION: GRAND BALLROOM, SECOND FLOOR

All learning is about lighting a path toward achievement and fulfillment — learning Chinese language and culture is no different. This panel will feature individuals who have not only studied the language and culture but also made that knowledge, understanding, and transformative experience an integral part of their global life and career. The panelists' trajectories are diverse — an Amazon.com, Inc. employee, a start-up founder, a corporate attorney, a premed student, a polyglot, and a future hopeful U.S. Ambassador to China — but what binds them on this stage is their shared story and journey in exploring the language and culture and how they intend to keep that as part of their life. We will hear reflections and aspirations of these representatives of a new generation of American workforce — globally minded and globally competent — whose study and appreciation of world language and culture will allow them to not only take advantage of this globalizing community but also to contribute to making the world a better place.

WELCOME REMARKS: RICHARD WOODS, SUPERINTENDENT, GEORGIA DEPARTMENT OF EDUCATION

SPEAKERS: KARA BABB, RETAIL BUYER FOR AMAZON CANADA'S KITCHEN CATEGORY, AMAZON; NATHAN BEAUCHAMP-MUSTAFAGA, EDITOR, CHINA BRIEF; JEFF KELLOGG, CO-FOUNDER AND MANAGING PARTNER, BEST COAST TRAVEL; MATEUSZ NASLONSKI, STUDENT, GEORGETOWN UNIVERSITY; CLARISSA SHAH, SUPPLY CHAIN STAFF COUNSEL, EMERSON ELECTRIC COMPANY; ASHLEY TOLBERT, STUDENT, AGNES SCOTT COLLEGE

MODERATOR: JEFF WANG, ASIA SOCIETY



Jeff Wang

Director of China Learning Initiatives, Asia Society

Complete bio can be found on page 65.



Richard Woods

Richard Woods was born in Pensacola, FL and, while growing up in a military family, lived in California, Hawaii, and Virginia before moving to Georgia. He received a bachelor's degree from Kennesaw State University and a master's degree from Valdosta State University. Woods has over 22 years of pre-k through 12th grade experience in public education. He was a high school teacher for 14 years, serving as department chair and teacher mentor. During his tenure, he was also selected as Teacher of the Year. For eight years, he served in various administrative roles such as assistant principal, principal, curriculum director, testing coordinator, pre-K director, and alternative school director. Woods also brings a business background to the superintendent's position at the Georgia Department of Education, having been a purchasing agent for a national/multinational laser company and a former small business owner. He and his wife Lisha, a retired educator, are longtime residents of Tifton.



Kara Babb

Kara Babb grew up in Corrales, N.M., and attended the University of Redlands, where she received a B.S. degree in global business and Mandarin Chinese. Babb began studying Mandarin in her second year of university, studying abroad at Beijing (Peking) University. Her interest in Mandarin arose from her international business study and grew from there. Babb received an M.A. in East Asian Languages and Literatures, with an advanced program in Chinese culture from the Ohio State University Chinese Flagship Program. Her thesis focused on Chinese domestic private enterprises (中国民族企业的振兴), and she completed her internship in Beijing with Siemens China. While attending the Flagship Program, Babb competed in the Confucius Institute's International Chinese Bridge Competition (孔子学院汉语桥), hosted by Hunan Television. After defending her thesis, Babb spent three years developing the international recruiting program for the University of Redlands in Asia, more than tripling international enrollment numbers. Currently she is working for Amazon in Seattle as the retail buyer for Amazon Canada's Kitchen Category, building out the company's three year-old Kitchen business in Canada.



Nathan Beauchamp-Mustafaga

Nathan Beauchamp-Mustafaga is the editor of *China Brief*. He is a graduate of the dual-degree master's in international affairs program at the London School of Economics and Peking University, where he focused on Chinese foreign policy and wrote both of his master's theses on China-North Korea relations. He holds a bachelor's degree in international affairs and Chinese language and literature from George Washington University's Elliott School of International Affairs. Beauchamp-Mustafaga has lived in China for over three years and completed a year each of his high school, university, and master's education at seven universities in five cities throughout China. He has studied at the International Institute for Strategic Studies (IISS), the Stockholm International Peace Research Institute (SIPRI), the Center for International and Strategic Studies at Peking University (CISS) and, most recently, the U.S.-China Economic and Security Review Commission (USCC). He is also a proud alumnus of School Year Abroad China, where he spent his junior year of high school living with a Chinese host family in Beijing and attending high school. He has been published in numerous academic journals and websites, including *Korea Review*, *China Analysis*, *PacNet*, *38North*, *SinoNK*, and the *South China Morning Post*. He has also been interviewed by the Associated Press on North Korea issues. He was selected as one of the 25 Under 25 top rising scholars on U.S.-China relations by Yale University's *China Hands* magazine.



Jeff Kellogg

Jeffrey Kellogg is co-founder and managing partner of Best Coast Travel, a travel services provider and tour operator based out of Seattle, Wash. Best Coast Travel emphasizes unique, high-end itineraries that are highly sensitive to Chinese tastes and culture, and it aims to provide meaningful experiences that are the essence of impactful travel. Kellogg is a graduate of the University of Oregon's Chinese Flagship Program, with a double major in Chinese and international studies. He is an entrepreneur and traveler with a passion for people and languages who believes that travel is the best way to promote peace. That belief comes from his time spent in China.



Mateusz Naslonski

Mateusz Naslonski is currently a sophomore at Georgetown University, majoring in Chinese with a certificate in Asian Studies focused on Sino-Korean relations. He is a native speaker of Polish, has studied Mandarin for five years, and is currently studying both Japanese and Korean. In 2013, he participated in a six-week NSLI-Y summer program in Suzhou, and in 2014, he participated in the inaugural two-week AP[®] International Leadership Program in Beijing. Naslonski is an avid ballroom dancer and enjoys watching Korean variety shows in his spare time.



Clarissa Shah

Clarissa Shah, also known as 浦可兰, is a lawyer and Chinese language, culture, and history enthusiast. She is the supply chain staff counsel at Emerson Electric Company, an American multinational corporation headquartered in St. Louis, MO. Shah graduated magna cum laude and with honors from Colgate University, earning a B.A. in Chinese languages and literature. She received a joint J.D./M.A. in East Asian Studies and Chinese language and history from Washington University in St. Louis. Shah considers herself fortunate to have been able to use her Chinese language skills in a variety of environments, from the Washington, D.C., office of then-Senator Barack Obama, to the classrooms at Peking University, to her current position at Emerson. Shah is passionate about Chinese studies and considers herself to be a lifelong student, insisting that there is always more to learn. Shah resides in Chicago, IL., with her husband, Tushin.



Ashley Tolbert

Ashley Tolbert, a native of Atlanta, GA. completed her undergraduate career at Smith College in May 2014, where her studies included international relations and Chinese. In 2009, Americans Promoting Study Abroad (APSA) presented her with the opportunity to study in Beijing, China, to immerse herself into the Chinese language and culture. In spring 2013, she completed her junior study abroad program at Capital Normal Beijing University by way of Middlebury College. In summer 2013, Tolbert worked with the JUMP! Foundation, an organization that works to empower youth through hands-on activities in China. She worked as an intern for Massachusetts Congressman James McGovern and First Lady Michelle Obama. Tolbert connects with her global community by traveling to China to participate in volunteer work and intensive Chinese language learning. She has traveled to Mongolia, Korea, Thailand, and the U.K. She continues to take on new learning adventures and is preparing to enter the medical field. She will be starting medical school at Agnes Scott College in May.

9:50 a.m.–12:15 p.m.

Exhibits Open

LOCATION: GRAND SALON, SECOND FLOOR

10–11 a.m.

Breakout Sessions I

Unless otherwise noted, sessions will be presented in English.

C3 Integrating the Arts into Chinese Language and Humanities Classrooms: A Collaborative Perspective

LOCATION: ROOM 201

Focusing on a collaborative approach to teaching, participants will sample hands-on, highly engaging integrated arts lessons to introduce students to Chinese language, culture, and history, and they will examine methods to increase intercultural and language competencies to enhance the support of Chinese culture and language throughout the school community. Teachers will learn how to use the various arts disciplines to kick-start classroom studies in order to deepen and enrich students’ experiences and understanding, to open dialogue for discussion, and to make authentic connections between students’ home cultures and those they have chosen to study.

KEYWORDS: CURRICULUM, INTERNATIONAL LEARNING, TECHNOLOGY

SPEAKERS: JING GAO, KATHERINE LOWTHER

M2 Building Global Readiness in the K–16 Chinese National Standards

LOCATION: ROOM 202

For the past five years, Chinese educators across the nation have worked closely to create contemporary progress indicators for the 11 National Standards, providing examples and writing scenarios for each of the five goals. The scenarios have been thoroughly field-tested by K–16 Chinese educators and endorsed by both learners and instructors. In this presentation, we will introduce the new K–16 National Chinese Standards and share how this project has redefined K–16 education. The developed series of tasks and theme-based learning scenarios will provide all stakeholders with a clearer understanding of what students at each level know and can do in terms of both content and skills. This endeavor in defining knowledge with standards-based tasks will help Chinese educators to assist all learners in achieving and maintaining higher proficiency levels, which in turn will improve the sustainability of all Chinese programs.

KEYWORDS: FUTURE INSTRUCTION, GLOBAL READINESS, STANDARDS

SPEAKERS: JIANHUA BAI, CAROL CHEN-LIN, DALI TAN

PRESENTATION LANGUAGES: CHINESE, ENGLISH

10–11 a.m.

I1 Blended Learning and Flipped Instruction in K–12 Chinese Instruction

LOCATION: ROOM 203

The use of digitized lessons and online tech tools are gradually transforming the landscape of K–12 education. This presentation will introduce the concepts of blended learning and flipped instruction, and it will show how the Chinese American International School (CAIS) and the Chinese program at Lakeside School are developing a set of “flipped classroom” digitized online lessons in Mandarin Chinese to supplement traditional classroom instruction. This demonstration will also model modes of delivery to students and formative assessment techniques delivered via learning management systems. The presentation will conclude with ramifications for improving the learning experience for students as well as thoughts for continued development in blended learning for Chinese programs.

KEYWORDS: CURRICULUM, TECHNOLOGY

SPEAKERS: ADAM ROSS, CHEYENNE ZHANG MATTHEWSON

PRESENTATION LANGUAGES: CHINESE, ENGLISH

T7 Ten Best Practices for Chinese Language Teachers to Promote Chinese Programs

LOCATION: ROOM 204

The Chinese language has a reputation as a difficult language to learn, and those who teach it face the challenge of recruiting and retaining students. The presenter will focus on practices to help build strong programs promoting growth and sustainability, including the 10 best practices teachers can employ to keep their Chinese language programs in the spotlight. Topics will include the admission process, aligning the curriculum with school themes and activities, showcasing student work, sharing student achievements in school social media, creating opportunities for students to participate in contests, promoting programs in feeder grades, building Chinese traditions schoolwide, supporting the program from the college counseling office, organizing Chinese families for resources, and strengthening immersion experiences that are advertised by word of mouth. Participants will walk away with tools to apply to their programs immediately.

KEYWORDS: PROGRAM PROMOTION, PROGRAM SUSTAINABILITY, STUDENT RECRUITMENT

SPEAKERS: PENG JIE, JEANNIE SABISAK, HEIDI STEELE

PRESENTATION LANGUAGES: CHINESE, ENGLISH

KEY TO SESSION CODES

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| A# Assessment | P# Partnerships & Community Engagement |
| C# China Across the Curriculum | R# Research |
| I# Curriculum & Instruction | T# Teacher Development & Sustainability |
| M# Program Models & K–16 Articulation | |



For updates, speaker bios, and session materials, scan this code to download the official **2015 NATIONAL CHINESE LANGUAGE CONFERENCE APP!**

10–11 a.m.

I4 Reading, Writing, and Language Study in a Dual Language Classroom

LOCATION: ROOM 205

A commonly held idea among Chinese teachers is that students cannot write stories in Chinese until they have mastered basic words and sentence patterns. We disagree. As a leading dual language school in Hong Kong, we are pioneering the implementation of dual language reading and writing workshops in Chinese and English. We are amazed by the amount of writing our five-year-old students produce in Chinese. We are also amazed at how much language students have learned through the integration of language study, reading workshops, and writing workshops. Most important, because students love to read and write, they do both regularly and are growing as readers and writers. How have we achieved this? In this session, presenters will share practical teaching pedagogy of language study including tailor-made resources created to meet students’ needs. Participants will learn effective differentiation tools that they can apply in their classrooms and will walk away with a toolkit to enhance students’ learning in Chinese.

KEYWORDS: LANGUAGE STUDY, READING WORKSHOP, WRITING WORKSHOP

SPEAKERS: WENDY NGAI, CATHY ZHANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I7 Understanding Proficiency: What Makes Students Novice, Intermediate, and Advanced Speakers of Chinese?

LOCATION: ROOM 206

More than anything else, students studying Chinese want to be able to speak the language, and we know programs that understand how speaking develops along a proficiency continuum foster happier and more motivated students. When teachers understand what characterizes the different levels of speaking ability, they can do a better job of planning lessons that will deliver the results they and their students desire. Participants in this session will gain deeper insights into what it means to be a novice, intermediate, or advanced speaker of Chinese and how they can plan to support their students in reaching those levels of proficiency.

KEYWORDS: PLANNING, PROFICIENCY

SPEAKER: GREGORY W. DUNCAN

10–11 a.m.

P2 How to Reach Beyond Education with Chinese Language

LOCATION: ROOM 208

Come learn about how Chinese language programs in North Carolina reach beyond education to build programs that prepare students to use language skills in their careers. Connections to government organizations like the Department of Commerce and to business leaders help students see the many opportunities available to employees who are bilingual, biliterate, and bicultural. Partnerships with Sister Cities, provinces in China through Memorandums of Understanding (MOU), and Chinese heritage communities locally provide avenues for cultural exchanges and the sharing of resources. Networking strategies and alliances among the North Carolina Department of Public Instruction, Confucius Institute at North Carolina State University, the Center for International Understanding, and other agencies have resulted in a biennial summit on Chinese language education and led to the launch of the Chinese Language Advisory Council for North Carolina. Workshop participants will engage in an ongoing discussion and planning session about how to replicate similar connections, partnerships, and strategies in their own settings.

KEYWORDS: ENGAGEMENT, PARTNERSHIPS IN THE COMMUNITY

SPEAKER: ANN MARIE GUNTER, ANNA LAMM

A1 Using Authentic Resources to Assess Visual Interpretation

LOCATION: ROOM 210

Today we encounter more and more visual information in everyday life. This requires our students to develop their interpretation and communication skills in response to those authentic resources. Visual texts may be hard copy, electronic, or live. Symbols and signs, graphs, tables, diagrams, leaflets, brochures, posters, advertisements, cartoons, comics, graphic novels, television programs, films, music video clips, newspapers, magazines, websites, and dramatic interpretations are all examples of visual text types with which students may engage in order to develop their visual interpretation skills. This workshop aims to demonstrate how to use the above authentic visual resources to assess students’ viewing and presenting skills. These resources allow students to understand the interplay of image and language to convey cultural facts, ideas, values, and attitudes. Practical activities will be introduced, and authentic visual resources will be shared. This workshop will be presented by three teachers representing elementary, middle, and high school.

KEYWORDS: AUTHENTIC ASSESSMENT, COMMUNICATION, VISUAL INTERPRETATION

SPEAKERS: LILI JIA, AIQIN LI, MAGGIE MA

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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10–11 a.m.

T2 Teacher Education: In-Service Training, Teachers as Researchers, and Assessment Model

LOCATION: ROOM 211

The first presentation (Ma) examines a Midwestern university Confucius Institute’s teacher development scheme that combines preservice training with Hanban and locally based, ongoing in-service training. Data collected from training sessions, observational journals, and pre- and posttraining interviews with CI instructors will be presented. The second presentation (Shen) discusses the significance of employing action research for the purpose of empowering individual teachers to become reflective practitioners through examining their own teaching process and methodology within their local contexts. Evaluations of current action research on Chinese as a second language as well as direction for its future development will also be presented. The third presentation (Ke) presents a model for the assessment of international Chinese language teachers’ second language acquisition theoretical foundation and language pedagogy. Assessment criteria, assessment techniques, as well as results of an empirical study investigating the reliability of the assessment criteria, will be presented.

KEYWORDS: ASSESSMENT, IN-SERVICE TRAINING, TEACHERS AS RESEARCHERS

SPEAKERS: CHUANREN KE, XI MA, HELEN SHEN

A7 The Chinese Proficiency Test (HSK), Youth Chinese Tests (YCT), and CLT Assessments: Perspectives on Themes and Learning Tasks

LOCATION: ROOM 212

The framework of themes and learning tasks focusing on Chinese Test Criteria was teased out based on empirical analysis of 40,000 HSK and YCT items tested by more than 10 million test-takers. The findings show that 10 themes, 54 subthemes, and more than 200 topics and 65 learning tasks cover almost all aspects of Chinese language-related social life as well as Chinese Language Teaching (CLT) tasks. Experiences in the promotion of HSK/YCT through Chinese language teaching and Chinese cultural programs will be shared.

KEYWORDS: ASSESSMENT, CLT, HSK, YCT

SPEAKERS: PEIZE LI, YU SHENG-HEUI, JIAXIN XIE, YONGLING ZHANG-GORKE

PRESENTATION LANGUAGES: CHINESE, ENGLISH

10–11 a.m.

C4 Living and Learning in China: Developing Students’ Intercultural Perspectives

LOCATION: ROOM 214

A major challenge faced by today’s world language teachers is how to integrate language and culture study to develop students’ intercultural competence, which includes understanding of cultural products, practices, and perspectives (ACTFL 2007). Some Chinese language teachers tend to shy away from teaching perspectives, such as the philosophies and values that underlie cultural practices. In this presentation, three teachers will present their innovative study abroad programs, which are designed to enable students to experience the culture and to enhance cultural perspectives and address misconceptions between cultures. The presenters will share evidence and cases that illustrate how their students gained a deeper understanding of Chinese cultural perspectives. Participants will also learn about activities to foster intercultural competence that can be administered before, during, and after a study trip to China.

KEYWORDS: CHINESE CULTURE, INTERCULTURAL PERSPECTIVES, STUDY ABROAD

SPEAKERS: YUSI GAO, ROBIN HARVEY, MICHELLE MI, YIJUE SUN

M8 Chinese on the Chattahoochee: Successful K–12 Chinese Language Programs in Georgia

LOCATION: ROOM 302

In 2000, there was only one struggling K–12 Chinese language program in the entire state of Georgia. Today, though Chinese is still considered a “specialty” program, there are thousands of students with at least some access to Chinese language instruction in the state. At what types of schools are these programs operating? What are enrollments at different levels? Where are teachers being found? Are the programs thriving? A panel of teachers, administrators, and stakeholders who have started and grown successful Chinese programs in the Atlanta area over the past 15 years will share insights into these questions, and the panel will collectively identify the key characteristics of potential model programs for the state. Participants will leave with a framework of both the most innovative and the most essential features of model Chinese language programs today.

KEYWORDS: ADMINISTRATIVE SUPPORT, MODEL PROGRAMS, SCHOOL-COMMUNITY PARTNERSHIPS

SPEAKER: KRISTA FORSGREN

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10–11 a.m.

M4 Selecting Literacy Materials for the Chinese Immersion Classroom

LOCATION: ROOM 303

This session will describe a collaborative project between the Utah State Office of Education and the University of Utah Confucius Institute initiated to design and create a practical literacy program that meets the unique needs of K–6 Chinese immersion students enrolled in U.S. programs. The project is intended to develop the levels of literacy Chinese immersion students need to access rigorous academic content, as well as the ability to read fictional texts. Participants will discover conceptual principles that shape decisions about which characters students learn, how many and in what sequence, and how the characters are presented and practiced in meaningful, engaging texts to produce students with strong reading skills. The role of contextualization will receive special emphasis as stories become the initial means for introducing characters and their meanings. Attendees will form small groups to discuss reactions to specific literacy materials (including teacher resources) provided by the team, and share out with the larger group.

KEYWORDS: IMMERSION, LITERACY

SPEAKERS: ERIC CHIPMAN, STACY LYON, MYRIAM MET

11:10 a.m.–12:10 p.m.

I18 Chinese Immersion: Implemented Around the World

LOCATION: ROOM 202

Immersion programs vary greatly, but many things can be learned from each. Educators from Washington Yu Ying, Chinese International School, and 3e International School will share instructional strategies used in their unique immersion programs that not only allow for academic growth but also take into consideration the social and emotional development of children. Participants will have the opportunity to see how these three schools use performance-based tasks, a balanced literacy program, and assessment portfolios to help students not only master content, culture, and language goals but also keep track of their progress. Sample student work, pictures, videos, and student data will also be shared with conference participants. Participants will be given a number of resources and will leave with a better understanding of the successes that are possible when implementing these sorts of programs at immersion schools and the challenges schools face during the implementation phase.

KEYWORDS: COMMUNICATION, IMMERSION, INSTRUCTION

SPEAKERS: HAILING WU, PEARL YOU, CATHY ZHANG

11:10 a.m.–12:10 p.m.

Breakout Sessions II

Unless otherwise noted, sessions will be presented in English.

T12 Tapping Authentic Resources to Enhance Language and Culture Learning

LOCATION: ROOM 201

Immersing students in a natural target culture and language environment is a key objective for language classes. Effective strategies to create the desired environment include integrating a visiting teacher from the target culture and use of authentic materials and task design. Visiting teachers from China can play a key role in facilitating language acquisition and knowledge of Chinese culture, as they represent the modern culture in China. Presenters will share examples of how guest teachers from China working in U.S. immersion programs integrate the best of the U.S. and Chinese educational learning strategies and authentic materials to promote high academic achievements for their students to meet the 21st-century learning standards. Participants will acquire information about the Chinese guest teacher programs, learn about their contributions to immersion programs, and take away useful tips to expand authentic cultural and language resources for their Chinese language programs.

KEYWORDS: AUTHENTIC MATERIALS, CULTURE, TEACHER DEVELOPMENT, VISITING TEACHERS

SPEAKERS: PAT LO WEN-TSUI, YUQING HONG, JUAN SUN, FAN CAO

M3 Using Technology to Empower Teaching and Learning in K–12 Mandarin Programs

LOCATION: ROOM 203

This session focuses on using technology to move students to higher proficiency levels and build K–12 articulated Mandarin programs. The panel shares their expertise in working with eight Confucius Classrooms across three school districts in Arizona. The presentation will include how to integrate fun apps, animation, and technology tools into instructional strategies, curriculum development, and assessment in both immersion and secondary Chinese programs. Successful examples from the Cave Creek Unified School District will be presented.

KEYWORDS: IMMERSION, SECONDARY CHINESE PROGRAMS, TECHNOLOGY

SPEAKERS: SHUN (JEREMY) CHEN, WENJING (GRACE) XIE, FANG WU

I2 Developing Interculturality Competency in the Chinese Language Classroom

LOCATION: ROOM 204

How do we integrate intercultural communicative competency into language learning? In this interactive session, we will discuss how to define interculturality, how to benchmark it, assess it, and fully integrate it in the classroom. Examples of cultural tasks that promote intercultural communicative competency within thematic units will be shared. Participants will collaboratively develop age-appropriate intercultural can-do statements.

KEYWORDS: CURRICULUM, INTERCULTURALITY, THEMATIC UNITS

SPEAKERS: ALICIA VINSON, YAN WANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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11:10 a.m.–12:10 p.m.

R2 Preservice and New Chinese Teachers’ Knowledge and Challenges in Teaching Students with Special Needs

LOCATION: ROOM 205

Focusing on the teachers in a Chinese teacher certification program, this study aims to investigate preservice and new Chinese language teachers’ knowledge and challenges in teaching Chinese to students with special needs in public K–12 schools in two Midwestern states in the U.S. The study collects both qualitative and quantitative data. Initial data analysis of this study indicates that the majority of the teachers did not possess enough knowledge about teaching students with special needs. Thus, they found it challenging to teach Chinese to this group of students, not to mention teaching subject matters in Chinese to this group of students. The findings of this study provide important implications for teacher education programs, particularly in language education and special education.

KEYWORDS: CHINESE K-12 TEACHERS, KNOWLEDGE AND CHALLENGES, STUDENTS WITH SPECIAL NEEDS

SPEAKERS: NAI-CHENG KUO, WENXIA WANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

M9 Intensive Language, Cultural, and Character Development Programs as Catalysts for Lifelong, Self-Driven Learning, and Global Engagement

LOCATION: ROOM 206

Americans Promoting Studying Abroad (APSA) programs provide opportunities for high-achieving U.S. high school students from underserved communities to become engaged as global citizens. Our flagship program is designed to address these fundamental goals while achieving particular learning and personal development objectives. This session will explore key elements necessary for designing successful study abroad programs for students from underserved communities. We have identified the following programming elements as crucial for delivering successful outcomes: (1) pretrip preparation, (2) socioeconomic diversity, (3) character development and community service, (4) intensive learning in small-class environments, (5) collaborative exchange with Chinese students, (6) real-life language use, (7) exposure to a wide variety of role models from diverse backgrounds and careers, and (8) posttrip follow-up, including continued language learning as well as opportunities to give presentations and teach classes. Ultimately, more than 70 percent of our alumni continue to study Chinese and find new ways to study abroad in China and other countries.

KEYWORDS: DEVELOPMENT, IMMERSION, UNDERSERVED

SPEAKERS: JESUS BECERRA, ELENA DIECI, SANDRA JEFFREY, BRIANA MARSHALL, ASHLEY TOLBERT, CHAZ TORRES

11:10 a.m.–12:10 p.m.

I24 Focus on High-Quality Instruction

LOCATION: ROOM 208

Delivering high-quality instruction should be a priority in any Chinese immersion classroom. High-quality instruction keeps students engaged and motivated, supports classroom management, and sharpens students’ cognitive skills — all while developing Chinese language and culture in students. In this session, CELIN at Asia Society will feature a veteran Chinese immersion teacher and curriculum specialist of 16 years, who will share her experiences and demonstrate how she (1) works with young learners that have no background in Chinese; (2) cultivates these students to develop writing skills in their first year; and (3) adapts textbooks into daily writing prompts that align with standards. Participants will learn about effective strategies, materials, and resources that this teacher has developed over the years. They will also become familiar with CELIN as a resource for teachers to exchange information and strategies, or to seek solutions to problems encountered in their classrooms.

KEYWORDS: CELIN AT ASIA SOCIETY, IMMERSION, INSTRUCTION

SPEAKERS: SHUHAN WANG, YIN SHEN

T5 Framing an Online Module to Support Effective Early Career Teachers’ Professional Development

LOCATION: ROOM 210

Based on the survey results of 120 in-service Chinese language teachers from different institutions in the U.S., we intend to frame an online professional development module for early career teachers to support their successful role in an effective U.S. classroom. The online module will be a platform of orientation and training, designed to help novice teachers understand U.S. classroom culture, and instructional challenges encountered by veteran teachers, and their successful experiences in tackling the problems. The online professional development aims to provide opportunities for beginning teachers to effectively transition into the culture of the U.S. school system and provide peer support, thereby fostering a “community of practice,” where they can update the theoretical knowledge acquired in their previous training or teacher preparation programs and apply it to complex, real-life teaching. Participants, especially administrators, will learn to design and implement the module to encourage teacher professional development in a virtual environment.

KEYWORDS: ADMINISTRATION, TEACHER TRAINING, TECHNOLOGY

SPEAKERS: XIAOYAN MA, LIHONG WANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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11:10 a.m.–12:10 p.m.

I16 Culture as the Core: On Cutting-Edge Approaches That Integrate Chinese Culture into Language Curriculum, Instruction, and Reading Materials

LOCATION: ROOM 211

How much culture should be used in curriculum and instruction? How has Chinese culture been integrated into the content-based instruction (CBI) curriculum design? These are the questions the proposed panel will address. The discussion will focus on cutting-edge approaches to curriculum and instruction that incorporate culture into Chinese language teaching and learning. Interview results and cases will be analyzed in light of Stoller and Grabe’s (1997) Six-T’s Approach and the 11 standards of Five Cs set by ACTFL. The first presentation discusses approaches in integrating Chinese culture through developing content-based readings for low-intermediate to advanced learners; the second presentation focuses on transferring cultural information through using Chinese materials for social studies courses at K–6/K–8 levels; the third presentation discusses the importance of incorporating Chinese culture in CBI (content-based instruction) in identical language and instruction. Interview results and cases will be presented and analyzed.

KEYWORDS: CBI, CULTURE, CURRICULUM, INSTRUCTION, MATERIAL DEVELOPMENT

SPEAKERS: MEIRU LIU, LINA LU, IRIS HONG XU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

P1 Corporate Customized Training Programs and Partnerships for Local Economic Development

LOCATION: ROOM 212

Confucius Institute for Business at SUNY (CIB) in New York City is the only business-focused CIB in North America. As the home of many Fortune 500 companies and art institutions, New York offers great financial and cultural advantages unparalleled in any other city. Our target participants are the business leaders and thought professionals based in New York. Based on thorough and careful marketing research, CIB developed a unique curriculum integrating language, culture, and business that is the foundation of our Corporate Customized Training Programs. The curriculum customizes an individual program’s contents for a particular business or profession in order to facilitate its communication with Chinese clients or partners. In addition, the Corporate Customized Training Programs provide an opportunity for CIB to reach out to participating companies and provide other services such as Chinese cultural performances at Chinese holidays and invitations to our seminars and symposia that are related to their businesses. So far we have successfully completed sessions with Tiffany & Co., Sotheby’s International Realty, and Halstead Property, among others. Currently, CIB is in discussions with a Global 50 company in the financial sector to develop its own Corporate Customized Training Program.

KEYWORDS: BUSINESS, CUSTOMIZED TRAINING, INTEGRATION

SPEAKERS: WENHONG DAI, TINGTING LIU, MARYALICE MAZZARA

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11:10 a.m.–12:10 p.m.

M6 Voices from the Trenches: What We Have Learned as Students in Chinese Immersion

LOCATION: ROOM 214

This session will share firsthand, personal stories of three students who have grown up in full Chinese Immersion programs in Minnesota. For these students, learning Chinese was not an option; it was the language of daily lessons in science, social studies, language arts, and math. They could not understand their teacher from the first day of school until about January, six months after school started. Each student will present the impact this has had on their life, their education and school experience, and their dreams for their future and career. The students will share the challenges they encounter, the benefits they see in the programs, and recommendations for schools or programs that aspire to start a Chinese Immersion Program in their community from the perspective of the children. These programs were initiated for the students, and this session will provide an opportunity for us to learn from our greatest teachers about the programs: the students.

KEYWORDS: BENEFITS, CHALLENGES, IMMERSION, STUDENT PERSPECTIVES

SPEAKERS: AMEENA EYO, KRISTOFF THOMAS KOWALKOWKI, CONNOR WACKER, SEAN WACKER

PRESENTATION LANGUAGES: CHINESE, ENGLISH

P3 Exploring New Opportunities Through Community Colleges

LOCATION: ROOM 302

In this presentation, the panelists will discuss creating a Chinese program at a community college, integrating Chinese and American students, and other forms of community engagement, including Americans studying and teaching in China, local outreach, and partnerships with other institutions of higher education. The first community college instructor sponsored by the Confucius Institute in Ohio will discuss the initial challenges and successes of sustaining and growing the language program. The department chair and a Sister City Board member from Columbus State Community College will give an administrative perspective on local outreach, launching a Chinese language program, and teaching English in China. The assistant director of Admissions at Capital University will present on various community activities engaging Chinese and Americans as well as the challenges facing Chinese students living and studying in the U.S.

KEYWORDS: ARTICULATION, COLLABORATION WITH INSTITUTIONS AND THE COMMUNITY, COMMUNITY COLLEGE

SPEAKERS: GARRY FOURMAN, LING HU, JOYIN TANG

11:10 a.m.–12:10 p.m.

T10 Show Me Effective Classroom Strategies in Chinese**LOCATION:** ROOM 303

One successful approach to facilitate teachers' acquisition of new instructional strategies is to provide opportunities to see real teachers effectively using the strategies with real students. To help achieve its goal of increasing the number of skilled teachers of Chinese, STARTALK has created video clips that show teachers in our summer programs using the strategies that the language education profession has identified as highly effective. In this session, presenters will introduce these new video vignettes and explain how they support professional development for teachers of Chinese. The teachers in these video clips demonstrate how STEM courses can be taught to novice learners in Chinese. Participants will also learn about strategies for classroom management, and how to engage students in hands-on scientific activities appropriate for their age and proficiency levels.

KEYWORDS: INSTRUCTIONAL STRATEGIES, STEM, TARGET LANGUAGE USE**SPEAKERS:** BETSY HART, MYRIAM MET

12:30–2:00 p.m.

Luncheon Plenary III: Presidential Forum: A Conversation on Global Education, Engagement, and Exchange**LOCATION:** GRAND BALLROOM, SECOND FLOOR

Leaders from several universities from the U.S. and China to discuss the growing role of global education in institutes of higher education, specifically the role dialogue and partnerships between the U.S. and China are playing in the larger international education landscape. Leaders will present examples and models of international partnerships and will discuss the benefits and challenges faced when expanding international education opportunities both in the U.S. and China.

SPEAKERS: MARK P. BECKER, PRESIDENT, GEORGIA STATE UNIVERSITY; DANIEL S. PAPP, PRESIDENT, KENNESAW STATE UNIVERSITY; BEVERLY TATUM, PRESIDENT, SPELMAN COLLEGE; HUILIN YANG, FORMER VICE PRESIDENT, RENMIN UNIVERSITY OF CHINA; LIZHONG YU, CHANCELLOR, SHANGHAI NEW YORK UNIVERSITY

MODERATED BY: JAMES MONTOYA, THE COLLEGE BOARD**James Montoya**

Vice President of Higher Education and International, The College Board

Complete bio can be found on page 67.

**Mark P. Becker**

Since beginning his tenure as Georgia State University's seventh president in January 2009, Mark Becker has provided a vision for the future of Georgia State and led the institution into a period of marked growth and advancement. Reflecting his vision of the urban public research university for the 21st century, the university adopted a dynamic 10-year strategic plan that has Georgia State well on its way to becoming one of the nation's premier urban research universities. Prior to his appointment as president of Georgia State, Becker was executive vice president for academic affairs and provost at the University of South Carolina and dean of the School of Public Health and assistant vice president of Public Health Preparedness and Emergency Response at the University of Minnesota. He has also held academic and leadership positions at the University of Michigan, the University of Washington, the University of Florida, and Cornell.

**Daniel S. Papp**

Daniel S. Papp is president of Kennesaw State University (KSU), the third largest university in Georgia, with approximately 32,000 students, and 2,500 faculty and staff members, which makes it one of the 50 largest public institutions in the nation. A Phi Beta Kappa graduate of Dartmouth College, Papp received his Ph.D. from the University of Miami in international affairs. Since becoming president of KSU in 2006, Papp has led the creation of a new KSU strategic plan; implemented a new university governance structure; overseen KSU's re-accreditation by the Southern Association of Colleges and Schools; initiated the university's first five doctoral programs; increased the number of bachelor's and master's degrees that it offers; launched the university's first Comprehensive Campaign, a \$75 million effort that reached its target after four years; and improved the university's visibility and standing within Georgia and nationally.

**Beverly Tatum**

Beverly Daniel Tatum has served as president of Spelman College since 2002. A 2013 recipient of the Carnegie Academic Leadership Award, her tenure as president has been marked by a period of great innovation and growth. Recognized as a race relations expert, she is the author of several books including *Can We Talk About Race? And Other Conversations in an Era of School Resegregation* (2007) and *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race* (1997). In 2005, she was the recipient of the Brock International Prize for Innovation in Education. Prior to 2002, she spent 13 years at Mount Holyoke College as professor, dean, and acting president. Tatum holds a B.A. degree in psychology from Wesleyan University, an M.A. and Ph.D. in clinical psychology from the University of Michigan, and an M.A. in religious studies from Hartford Seminary.



Huilin Yang

Huilin Yang, born in Beijing in 1954, was the vice president of Renmin University of China (2008–2014), vice president of the University Academic Council (2012), president of China Comparative Literature Association (2010–2014), vice president of the China Religious Society (2012), and a member of the Académie de la Latinité (2012). As a scholar of religious studies and comparative literature, his recent publications in Chinese include *Theological Hermeneutics* (2010), *At the Boundary of Literature and Theology* (2012), and *Searching for the Meaning* (2013). His works in English include *Christianity in China: the Work of Yang Huilin* (M.E. Sharpe Ltd., 2004), and *China, Christianity, and the Question of Culture* (Baylor University Press, 2014) which earned a 2015 Book Awards Award of Merit from Christianity Today.



Lizhong Yu

Lizhong Yu is chancellor and chairman of the board of Shanghai New York University (NYU Shanghai). Yu joined NYU Shanghai after serving as president of East China Normal University (ECNU) from 2006 to 2012; he is also a former president of Shanghai Normal University. Yu received his Ph.D. in geography from the University of Liverpool and holds honorary doctorates from Montclair State University, École Normale Supérieure, the University of Loughborough, and the University of Liverpool. Yu’s research focuses on environmental processes, environmental change, and sustainable development. He has published over 150 refereed papers in major journals and is widely recognized as an influential scholar in the field, serving on the boards of multiple educational, environmental, and scientific organizations throughout China.

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2:10–6:30 p.m.

Exhibits Open

LOCATION: GRAND SALON, SECOND FLOOR

2:15–3:15 p.m.

Breakout Sessions III

Unless otherwise noted, sessions will be presented in English.

I3 Best Practices in Chinese Literacy: Raising the Level of Language Proficiency

LOCATION: ROOM 201

We all know learning to read and write in Chinese is hard; what strategies and scaffolds can we use to support students and make the work easier both for them and for us as teachers? In this session, you will explore the ways in which we have used a balanced literacy approach in English and Chinese. We will demonstrate what the elements of balanced literacy can look like in Chinese and how children’s work in one classroom can complement their work in the other, allowing for a true transfer of skills. Using photos, videos, children’s work samples, and planning documents, we will give an overview of studying literacy in the immersion classroom.

KEYWORDS: BEST PRACTICES, IMMERSION, LITERACY

SPEAKERS: SIQI (CHLOE) GUO, DANIEL WALLACE, ANGELA XU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I15 Chinese Language and Leadership Development: Motivate Deeper Learning for Our Future Leaders

LOCATION: ROOM 202

How do we motivate middle school language immersion students and effectively support their language and cultural learning? How can we engage older immersion students in a deeper cultural understanding and analysis? In this session, the audience will learn about our collaboration program with Minnesota Online High School, how we designed our summer programs incorporating leadership training, service-learning opportunities, and an online-learning component to answer these two frequently asked questions. Participants will review authentic classroom video clips of our middle school students working in stations to practice their language and leadership skills. Examples of classroom activities will be provided to help participants plan for their own classrooms, followed by a discussion of participants’ action plans for implementing ideas from this session.

KEYWORDS: CULTURAL LITERACY, IMMERSION, ONLINE HIGH SCHOOL PARTNERSHIPS

SPEAKERS: LUYI LIEN, BO LIU, LU YANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH



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2:15–3:15 p.m.

R1 The Effects of Learners’ Anxiety on Oral Proficiency of Foreign Learners of Chinese

LOCATION: ROOM 203

Oral proficiency of foreign learners of Chinese is measured against four standards: fluency, accuracy, complexity, diversity. My research focuses on how learners’ anxiety affects fluency, one of the above-named oral proficiency markers, and how this marker is affected by a certain type of learners’ anxiety. Using information collected from the Foreign Language Classroom Anxiety Scale survey and from the Personal Information Questionnaire, I can cross-reference the results from these against the oral corpus of the Institute for International Students, Nanjing University. Of the 270 questionnaires collected from foreign students at Nanjing University, only 73 matched directly with the university’s corpus; however, all results were used in collating data for the research study. The data collected from the surveys are processed using SPSS and STATA software, and Hyconc was used to transcribe and analyze recordings from the Nanjing University corpus. My results show that there is a significant difference in fluency of oral proficiency between high-level anxiety students and low-level anxiety students. My research fills the gap between research on anxiety and on oral proficiency.

KEYWORDS: LEARNERS’ ANXIETY, ORAL PROFICIENCY, SECOND LANGUAGE ACQUISITION

SPEAKER: LIJIE QIN

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I21 Lost in Translation and Cultures: Cultural Differences and Political Correctness in the U.S. K–16 Chinese Classroom

LOCATION: ROOM 204

Cultural differences and political correctness (PC) are important issues in the Chinese classroom that frequently receive insufficient attention. As the student body in the U.S. K–16 classrooms gets more diversified, educators are asked to be more culturally proficient in their pedagogy. Many issues such as racial inequality, gay and lesbian rights, change of family structures, and the conflict among different cultures are also important topics that Chinese teachers should address in their classrooms. However, as an old language, many expressions in Chinese are likely to be considered “not politically correct” for contemporary U.S. society. Furthermore, many Chinese teachers are not sensitive enough about the cultural differences between U.S. and China, and therefore lose the chance to lead their students to higher-level thinking about different cultures. First, we would like to address the issue of “political incorrectness” in the teaching of Chinese language and culture by showing common examples in the classroom; second, we will ask participants to share their experience; and third, we would like to suggest possible methods to avoid cultural misunderstandings in the classroom and techniques to transform differences into teachable moments.

KEYWORDS: CLASSROOM PRACTICES, CULTURAL DIFFERENCES, POLITICAL CORRECTNESS

SPEAKERS: ROGER CHIFENG LIU, HSIN-HUNG YEH

PRESENTATION LANGUAGES: CHINESE, ENGLISH

KEY TO SESSION CODES

A# Assessment	P# Partnerships & Community Engagement
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2:15–3:15 p.m.

P8 Teaching Mandarin to American Students – Teaching English to Chinese Students

LOCATION: ROOM 205

Through careful instructional planning, technology can be used in and outside the world language classroom to foster development of interpersonal communication skills that connect students to native speakers. See how programs in the U.S. and China take a real-world immersion approach to teaching language that extends language learning outside the boundaries of the classroom into the target language country. The Mandarin Institute, First Leap, and other schools engage their local communities to create dynamic partnerships while integrating technology that creates authentic dialogues into contemporary language and culture. The presenters will share program designs, reasoning for implementing real-time and asynchronous interpersonal communication, and discuss how effective it was. Talk with a panel of middle school immersion students who interact in structured and spontaneous conversations with students in China of similar ages and interests. The presenters look forward to engaging in a dialogue on authentic communication, student feedback, and lessons learned.

KEYWORDS: AUTHENTIC COMMUNICATION, TECHNOLOGY EXCHANGE

SPEAKERS: DON CAI, YALAN KING

T11 Paving the Way to Success for Chinese Language Teachers: The Asia Society Chinese Teaching Fellowship

LOCATION: ROOM 206

Asia Society initiated the project of “Asia Society Chinese Language Teaching Fellows” in 2013, aiming to nurture the next generation of teaching leaders in the field. Every year, candidates who show a strong passion for Chinese language teaching and a great promise in leadership are selected to work with our master teacher on a one-on-one basis and hone their lesson planning, instructional methodologies, and classroom management strategies. After carrying out strict mid-term evaluations, Asia Society will film the classroom instruction of finalists and publish the videos on the Asia Society website. In this session, participants will be able to learn more about this project, including its detailed plans, selection criteria, and outcomes and receptions so far. A Teaching Fellow will also share her experience and stories of joining this project.

KEYWORDS: ASIA SOCIETY, CHINESE LANGUAGE TEACHERS, K–12, PROFESSIONAL DEVELOPMENT, TEACHING FELLOWS

SPEAKERS: YUN QIN, YAN WANG

2:15–3:15 p.m.

A4 Using Performance-Based Assessment in Chinese Immersion Classrooms

LOCATION: ROOM 208

Performance-based tasks allow students to show their knowledge and skills in a more authentic way than paper tests. Integrating technology, such as creating Web pages, virtual posters, and using Google Classroom, will prepare students for their future studies. Participants will learn how to design highly engaging performance-based tasks and rubrics to assess students’ knowledge in Chinese language, science, and social studies units. Participants will get a number of ideas on how to implement performance-based formative and summative assessments in the immersion class. Participants will see videos, pictures, and student work samples demonstrating how two Chinese teachers use short plays, foldable books, living museums, etc., to assess students’ knowledge.

KEYWORDS: ASSESSMENT, PERFORMANCE-BASED TASK, TECHNOLOGY

SPEAKERS: YI SHAO, LIJIN YANG, PEARL YOU

M5 Reframing Chinese Language Learning for Reaching Global Goals

LOCATION: ROOM 210

How can Chinese language programs connect language learning with global goals? Intercultural competencies provide a framework to make language learning real. Learn numerous strategies to develop such global competence by embedding collaboration, analytical skills, and technology into communicative activities. Take language learning beyond the surface of cultural products and practices as learners investigate, explain, and reflect on the related cultural perspectives. Apply an intercultural framework to add important skills and knowledge to the language goals in programs of all types.

KEYWORDS: GLOBAL COMPETENCE, INTERCULTURAL FRAMEWORK

SPEAKER: JACQUE VAN HOUTEN

I20 Get Talking! Leading Students to Mandarin Fluency in the Classroom

LOCATION: ROOM 211

This session focuses on best practices that lead to students developing communicative competence and confidence in speaking Mandarin. The presenters, teachers, and a supervisor from the Princeton Public Schools, which are both Confucius Classrooms and New Jersey Model Program designees, model how to guide students toward achieving this goal through thematic unit planning and classroom learning experiences. Participants analyze sample unit designs and view classroom video clips of learning activities to see what does and does not work for effective language teaching and learning. With a focus on using the target language at the middle and high school levels, presenters model and attendees practice best practices from Level I through AP®, specifically the exclusive use of the target language in instruction, strategies for providing comprehensible input in the target language, and effective interpersonal communicative activities to use from day one of instruction.

KEYWORDS: COMMUNICATIVE COMPETENCE

SPEAKERS: SHWU-FEN LIN, PRISCILLA RUSSEL, WEEFEN TSUI

PRESENTATION LANGUAGES: CHINESE, ENGLISH

2:15–3:15 p.m.

T1 21st-Century Schooling: Engaging Chinese Teachers in Discourse on Classroom Management and Discipline

LOCATION: ROOM 212

Currently there is an increased demand for Chinese language teachers across the U.S. The majority of today’s Chinese teachers are faced with the daunting realization that teaching in U.S. schools is tremendously different from their own schooling experiences; numerous factors contribute to this contrast. This study specifically focused on classroom management and discipline and examines how teachers address the challenges of working across the languages and cultures of U.S. schooling. Through a carefully designed sequence of blended learning activities, this study provided participants multiple opportunities to explore and examine introspectively critical considerations that directly influence transitioning into a learner-centered classroom, utilizing various classroom management skills and strategies with millennial learners. Data collection instruments included two online surveys, a group interview, and online discussion board threads. Results indicate that there remains a great deal to be done in this area to assist Chinese teachers.

KEYWORDS: CULTURE, DISCOURSE, RESEARCH

SPEAKERS: MARJORIE HALL HALEY, SHERRY STEELEY, LIHONG WANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

T3 Building a Sustainable Teaching Team with Wraparound Support

LOCATION: ROOM 214

This session aims to share some of our best practices from a wraparound professional support system to attract and retain the best and brightest bilingual and biliterate teachers for dual language schools and programs. Participants will take home with them strategies to develop an effective teacher support structure, ideas to collaborate with their school district, and tools to foster partnerships with stakeholders from school and local communities. They will engage in interactive practices to enhance positive and productive personal development and experience effective protocols to promote teacher leadership and ownership. Presenters and participants will jointly develop an e-PLN (professional learning network) to ensure ongoing postconference collaboration.

KEYWORDS: COMMUNITY PARTNERSHIPS, IMMERSION EDUCATION, TEACHER DEVELOPMENT

SPEAKERS: TINA BOGUCHAROVA, VIVIAN TAM, MELISSA TAYLOR

KEY TO SESSION CODES

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M# Program Models & K–16 Articulation	

3:25–4:25 p.m.

Breakout Sessions IV

Unless otherwise noted, sessions will be presented in English.

I14 Aligning the Common Core with Chinese and World Language Classes**LOCATION: ROOM 201**

In the second decade of the 21st century, many states agreed to implement the standards of the Common Core. However, many world language teachers believe that the Common Core does not pertain to language teaching. In this session, the presenters will explain the Common Core and describe how it relates to teaching Chinese as a second language. Once Common Core concepts and criteria are clarified, teachers will view actual lessons and strategies to see how they do or do not align with the Common Core. Participants will have the opportunity to discuss sample exercises reflective of the Common Core that they can implement in their own classes.

KEYWORDS: COMMON CORE, STRATEGIES**SPEAKERS: JANICE DOWD, LUCY CHU LEE, CAROL CHEN-LIN****PRESENTATION LANGUAGES: CHINESE, ENGLISH****P9 District Perspectives: Leveraging Partnerships and Advocacy to Support Chinese Learning****LOCATION: ROOM 202**

Developing a successful Chinese language program requires effort at many levels. In addition to focusing on curriculum and instruction, it is important to build a strong base of support for the program and to tap into all available resources. In this session, presenters from three different regions will share how their districts' Chinese programs have grown through participation in Hanban–College Board collaborative programs such as the Chinese Bridge Delegation, Chinese Guest Teacher and Trainee Program, and Confucius Institutes and Classrooms. Participants will learn useful strategies and tips on how to gain support from school leadership and the school community, and how to develop international and local partnerships to expand the resources and scope of a program.

KEYWORDS: ADVOCACY, DELEGATION, PARTNERSHIPS, RESOURCES**SPEAKERS: BRYAN BOWLES, ROBERT DAVIS, RICK VAN SANT, JAMES YODER****KEY TO SESSION CODES**

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3:25–4:25 p.m.

I23 Chinese Grammar in Early Elementary Immersion Programs**LOCATION: ROOM 203**

This session is specifically focused on teaching Chinese grammar in early elementary grade-level Chinese immersion programs. In our teaching practices, we've noticed that students in upper-grade-level immersion programs continually struggle with Chinese grammar. We believe there should be a more effective and integrated instructional model at an early stage to address the importance of grammar and alleviate the confusion that often occurs when comprehensive English instruction is offered first. Teaching grammar, however, can be challenging with younger students. Participants in this session will join the discussion of whether or not there should be more emphasis on grammar in early immersion programs. More important, participants will be introduced to the various instructional approaches we've created and collected. Teaching materials will be provided as well.

KEYWORDS: GRAMMAR, IMMERSION, LITERACY**SPEAKERS: YANG GAO, FANG YUAN****M11 Strategies, Lessons, and Challenges in a Proficiency-Based Program Model****LOCATION: ROOM 204**

Mastering a language takes time, exposure, and effort, and students gain proficiency at different rates. At the Latin School of Chicago, grades reflect proficiency in the four language skills, and proficiency determines placement. The school's Chinese program is structured upon the idea that students are always moving forward, though at different rates. Therefore, we place students with those working on similar skills, rather than with their peer group or according to the number of years they have studied the language. Session participants will examine the reasons for this change and learn about the various challenges, including the college application process, course names, grades and honors credit, and the implications for other languages. This session also examines participation grading and shows how to promote engagement through peer teaching and varied cognitive strategies, while focusing on measurable proficiency as the goal.

KEYWORDS: PLACEMENT, PROFICIENCY**SPEAKERS: JINGWOAN CHANG, JESSICA DZIEWECZYNSKI****I29 From Design to Practice: Hands-on Activities for a Dynamic K–12 Chinese Classroom****LOCATION: ROOM 205**

An organized classroom requires a design that provides instructors and learners with a unique set of opportunities and challenges. In a dynamic classroom, the teacher creates different types of activities to more effectively engage students. In this session, the three presenters will showcase helpful tips to design quality lessons and share best practices with students. As designed, these activities carefully integrate school curriculum with linguistic and cultural perspectives. It has been proven that students better develop linguistic and cognitive skills for literacy while engaging in these hands-on activities. At the end of this workshop, participants will learn innovative and practical teaching techniques through songs, chants, games, total physical response, role-play, mini-book reading, and arts and crafts, which they can apply in their classroom to help students learn Chinese.

KEYWORDS: INSTRUCTIONAL STRATEGIES, HANDS-ON ACTIVITIES, TPR**SPEAKERS: MARISA FANG, SHUNMEI ZHU, LING ZHANG**

3:25–4:25 p.m.

I30 Language Instruction in Immersion Program Math and Science Classrooms

LOCATION: ROOM 206

The quote, “All teachers are language teachers,” particularly holds true for immersion program teachers, who are required to teach content in a target language that may be very different from their students’ home language. While teaching subjects like math and science, immersion program teachers face the challenge of striking an appropriate balance between language instruction and content-area instruction. In this workshop, math and science sample lessons will be shared to illustrate the interdependent relationship between language and content, in which content aids the student to achieve language learning objectives, and language is used to support content learning objectives. Participants are invited to join in the discussion of ways to help students to develop language and literacy skills in all subject-area classes.

KEYWORDS: IMMERSION, INSTRUCTIONAL STRATEGIES, STEM

SPEAKERS: XUEBIN CHENG ,WEN-TSUI PAT LO, YINYAO YOU

I19 Biliteracy Development: A Purposeful Collaboration Between English and Chinese Immersion Teachers

LOCATION: ROOM 208

A central challenge within biliteracy education relates to how teachers can effectively encourage students to simultaneously draw upon knowledge of two languages while, at the same time, develop linguistic and contextual integrity for each language in its own right. In this presentation, educators representing both Chinese and English teaching will describe innovative methods to advance paired literacy instruction within contemporary contexts of limited preparation time, competition between instructor types, and institutional burdens that emphasize and value content mastery over language learning per se. They will outline proven strategies in preparing such activities and illustrate one example in depth. The manners in which said methods advance teaching collaboration (versus rivalry) and facilitate students’ analysis of metalinguistic concepts (e.g., word, syntactic, and morphological awareness) and literacy (e.g., learning about stories, learning about print, and reading strategies) will be highlighted. Next steps in furthering knowledge and best practices in biliteracy education will be outlined in conclusion.

KEYWORDS: BILITERACY, IMMERSION

SPEAKERS: QINGLING MENDENHALL, PING PENG, JING ZHAO

3:25–4:25 p.m.

T6 K–12 Chinese Language Teaching – Introducing a New CLTA Journal for K–12 Chinese Teachers’ Professional Development

LOCATION: ROOM 210

The panel is a joint effort of two presenters to introduce *K–12 Chinese Language Teaching*, a new journal initiated by CLTA, as a platform for communication among Chinese language teachers at all levels of professional development who are interested in information sharing. The first presenter introduces the journal’s column construction and contents, and demonstrates the built-in interactive feature of the journal that allows for communication between the author and reader. Call for paper requirements are also detailed to provide sufficient information about article contribution. The second presenter focuses on key issues such as Chinese language teacher education/training, the power of integration of theories and practice applied in teaching, guidance for K–12 teachers’ action research, and the full use of the journal to deepen the theory-practice connection. The on-site interaction between the presenters and the audience allows for an immediate survey of the audience’s needs and expectations for the journal’s construction and content.

KEYWORDS: CLTA JOURNAL, PROFESSIONAL DEVELOPMENT

SPEAKERS: STELLA KOWH, ANNIE PING PENG

A2 Using the Automated Spoken Chinese Test in a Chinese Study Abroad Program

LOCATION: ROOM 211

Chinese language study abroad programs have expanded over the past few years, and many provide students with opportunities to learn the language and culture in an immersive and authentic context. Such programs face a challenge to assess students’ incoming levels of language proficiency, in order to place students into appropriate levels efficiently and monitor their progress accurately. Convenience, efficiency, and reliability are difficult to achieve simultaneously. In this presentation, a case study is reported in which 20 U.S.-based students took a technology-enabled automated spoken Chinese test. The test is delivered on the phone or computer and scored automatically. The presenters discuss the details of the test and advantages and challenges of using a technology-enabled assessment in study abroad programs. The participants will try out the test, share their comments, and discuss how the test can be used in their own programs or classrooms.

KEYWORDS: AUTOMATED ASSESSMENT, CHINESE LANGUAGE TEST, STUDY ABROAD PROGRAM

SPEAKERS: JIANLING LIAO, XIAOQIU XU, MASANORI SUZUKI

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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3:25–4:25 p.m.

P5 Creating and Sustaining Effective K–12 Study Abroad Programs for Immersion Students

LOCATION: ROOM 212

The benefits of study abroad for students in college are well understood. What about students in K–12 programs, particularly in immersion programs? In this session, program leaders and school administrators will learn how schools are providing study abroad opportunities for students in grades 5 and 8–12. Participants will hear a brief overview of the research on study abroad and then from leaders of two study abroad programs, who will address questions that include: How are programs aligned with proficiency outcomes? What are students’ experiences while abroad? What assignments do students complete before, during, and after the trip? How much do the trips cost? Who funds them? Who plans these programs? What partners do they work with? What are the challenges? How could the experiences be improved through collaboration and sharing? Participants will have the opportunity to ask their own questions and participate in the discussions.

KEYWORDS: COLLABORATION, PARTNERSHIPS, STUDY ABROAD

SPEAKERS: DAVID KOJO HAKAM, JONATHAN HENRY, JOY PEYTON

T9 Teachers’ Needs Are Our Deeds — How a Teachers’ Association Facilitates Professional Development for Local Teachers

LOCATION: ROOM 214

Because of the large number of novice teachers teaching Chinese, there is an urgent need for professional development opportunities. Georgia Chinese Language Educators (GCLE) has committed to aid local teachers with training programs that utilize expertise and support from within the state and from other regions. These training programs cover a range of themes, from classroom activity to technology. This session will share GCLE’s experiences in leveraging resources to sustain and develop teachers’ skills. Participants will gather strategies and resources for teacher development activities in their own communities.

KEYWORDS: CURRICULUM DEVELOPMENT, PROFESSIONAL DEVELOPMENT, TEACHING METHODOLOGY, TECHNOLOGY

SPEAKERS: ZHAOHUI CHENG, HUIXING HU, FANGXIA ZHAO

PRESENTATION LANGUAGES: CHINESE, ENGLISH

Vendor Demonstration: Chinese in Focus—A Comprehensive Chinese Language Program

LOCATION: ROOMS 304

A representative from Chinese in Focus will discuss the author’s motivation to develop this innovative language series and his commitment to teaching Chinese by creating a stimulating, user-friendly learning environment. This discussion will be accompanied by a demonstration lesson that will highlight the integration of the series’ ancillaries.

PRESENTED BY: CHINESE IN FOCUS

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4:35–5:35 p.m.

Breakout Sessions V

Unless otherwise noted, sessions will be presented in English.

I9 Project-Based Learning via STEM, Social Studies, and Chinese Language Arts in a 50-50 Dual Language Classroom

LOCATION: ROOM 201

In this 60-minute workshop, we will share a project-based learning unit from a third-grade, dual language, immersion program in a public school setting. This unit anchors through math, social studies, reading, writing, and information gathering from online resources. The cumulative product of this project requires students to plan, design, develop, and help sustain a farm in the local area. We invite participants to contribute to the reconstruction of the unit and collaboratively identify areas of connection to the Common Core State Standards in math and language arts, c3 Social Studies Standards, and critical thinking practices in a STEM approach. By the end of this session, participants will learn and experience critical components in designing integrative and authentic learning units that are highly relevant to various content standards. Our goal is for participants to be able to apply transferable skills in their own work.

KEYWORDS: c3 SOCIAL STUDIES, CCSS, CULTURE, IMMERSION, LITERACY, STEM

SPEAKERS: HUI CHEN HSIUNG, JULIE JARVIS, VIVIAN TAM

PRESENTATION LANGUAGES: CHINESE, ENGLISH

M7 Using a Multimedia Approach to K–5 Chinese Language and Culture

LOCATION: ROOM 202

Having trouble staffing an articulated K–12 Chinese program? See how West Virginia, a small, rural state, uses a blended FLES model, combining a FLAP (Foreign Language Assistance Program)–funded DVD program and native speakers. Language Leaper, an interactive, content-related, media-based program, utilizes best practices for early language learning and is facilitated by a trained classroom teacher with little or no previous Chinese language skills. A trained native speaker reinforces the language through face-to-face and virtual experiences. During this session, participants will explore the history, rationale, goals, and assessment data of the program. In addition, attendees will experience a Language Leaper lesson and will have the opportunity to hear from teachers, both native speakers and nonnative speakers, who utilize the program in their classrooms.

KEYWORDS: STAFFING

SPEAKERS: SANDY DEVAULT, CATHY ELLIS, DEBORA NICHOLSON



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4:35–5:35 p.m.

R3 Developing a Sustainable Chinese Program: Survey of Students’ Motivation

LOCATION: ROOM 203

In recent years, Chinese language study has gained in popularity all over the world, and in the United States in particular. The number of institutions that offer Chinese courses is increasing, together with the increasing number of students that choose Chinese as their foreign language over other foreign languages. However, alongside the overall growth, some institutions are experiencing a decrease in enrollment in their Chinese classes, indicating that the sustainability of their Chinese programs should be a concern for administrators and educators. This panel will present research that surveyed students at three private institutions about their motivation in taking Chinese as a foreign language. It will provide food for thought for both policymakers and Chinese language practitioners who aim to develop sustainable Chinese programs.

KEYWORDS: MOTIVATION, PROGRAM DEVELOPMENT, SUSTAINABILITY

SPEAKERS: HONG LI, ZHENGBIN (RICHARD) LU, RUIHUA SHEN

I11 Building Proficiency Through a Consistent Literacy Program and Fun, Engaging Activities

LOCATION: ROOM 204

Mandarin immersion teachers have a big job, especially in the early grades. Building strong vocabulary and understanding of language while ensuring content knowledge mastery can seem daunting. How do you engage students in rigorous Mandarin literacy development? How do you maximize production in your classroom? Teachers from VIF International Education’s Splash Mandarin immersion programs in North Carolina will share the literacy model used for daily word study and guided reading and writing, as well as their strategies for maximizing simultaneous participation. Through practice of hands-on literacy activities used in these classrooms, participants will take away literacy games and strategies to use immediately with their students. Participants will learn how to use a curriculum map and fun, daily literacy rotations for strong academic vocabulary and reading development.

KEYWORDS: IMMERSION, LITERACY, VOCABULARY

SPEAKERS: JIM CHIANG, VICKEY KIM, PEI YING WU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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4:35–5:35 p.m.

I6 Balanced Literacy in a Mandarin Chinese Immersion Environment

LOCATION: ROOM 205

In conjunction with Houston Independent School District’s Literacy by 3 initiative, the balanced literacy approach has been implemented in the Mandarin Chinese Language Immersion Magnet School. Session participants will be introduced to the framework of balanced literacy, including interactive read aloud, shared reading, word study, small-group instruction, and independent reading/readers’ workshop; further, we will discuss the modifications necessary to make balanced literacy fit Chinese language learning. The participants will also review the data demonstrating the outcome of implementing balanced literacy in a primary-grade Mandarin Chinese immersion classroom.

KEYWORDS: IMMERSION, LITERACY, READING

SPEAKERS: GINNY LIANG, NGA LUM, DANE ROBERTS

PRESENTATION LANGUAGES: CHINESE, ENGLISH

A5 Gathering Evidence: Assessment of Language and Literacy

LOCATION: ROOM 206

Students, parents, teachers, administrators, and community members benefit from seeing meaningful proof of language learning. Apply a backward design framework to connect the national World-Readiness Standards for Learning Languages with proficiency targets, end-of-unit assessments, and formative assessments — creating a plan to guide learning. Participants will practice identifying and adapting NCSSFL-ACTFL Can-Do Statements to connect proficiency level targets with learning activities. Through this process, learners and educators will gather evidence of learners’ growing literacy skills as they use Chinese in all three modes of communication (interpersonal, interpretive, and presentational).

KEYWORDS: ASSESSMENT, COMMUNICATION, PROFICIENCY

SPEAKER: PAUL SANDROCK

I27 Maximizing the Outcome of Language Learning Through the Flagship Tutoring Program

LOCATION: ROOM 208

This panel discusses the tutoring methods practiced by Chinese Flagship programs at Arizona State University, the University of North Georgia, and the University of Rhode Island. How to conduct an effective, individualized tutoring service for students at various language proficiency levels is examined. The first presenter introduces a newly implemented, revised Arizona State University Chinese flagship tutoring program that targets specific learner needs and objectives. The second presenter, from the flagship program at the University of Rhode Island, introduces tutoring activities that help students to develop their critical thinking, train students to prepare standardized tests, and provide opportunities for students to get in touch with the Chinese community. The third and fourth presenters, both from the flagship program at the University of North Georgia, focus on the tutoring methods designed to improve advanced students’ language proficiency in speaking, listening, reading, and writing skills in general and in individual students’ domain fields.

KEYWORDS: FLAGSHIP, INDIVIDUALIZED TUTORING

SPEAKERS: YUJUAN HE, YIZHE HUANG, YINGYING ZHANG, JIE ZHU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

4:35–5:35 p.m.

M1 Establish a Successful International Baccalaureate Chinese Language Program in a Public Charter School Setting

LOCATION: ROOM 210

Wesley International Academy is a K–8 public charter school located in downtown Atlanta. This session will use Wesley as an example to illustrate a sustainable development model for language educators, administrators, and state stakeholders. The participants will learn about the essential components of establishing a successful IB language program that reinforces content and skills from the curriculum (organized by proficiency and theme), inquiry-based instruction, and implementation of various Chinese standardized tests to ensure that all students at different age groups are successful and engaged in their Chinese learning experience. Each step of the presentation will be illustrated with examples.

KEYWORDS: K–8 ARTICULATION, PROGRAM MODEL

SPEAKERS: ANTHONY CHUNG, LEA DURDIN, YINGLI ZHANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I8 Building Learners’ Higher-Order Thinking Skills Through Language for Content Learning in Chinese Immersion Programs

LOCATION: ROOM 211

This presentation will introduce the teaching practices for building higher-order thinking skills of Chinese language learners in two dual language immersion programs. One program is in an elementary school in New York City; the other in a charter school in Colorado. The presenters will share how they design and plan for classroom activities, as well as sample lesson plans and teaching materials. Student sample worksheets and classroom video clips will also be shared. Participants will discuss the development of instructional strategies designed to engage students in learning the language through content instruction with scaffolding activities, using the materials provided in this presentation.

KEYWORDS: HIGHER-ORDER THINKING SKILLS, IMMERSION CONTENT LEARNING, READING COMPREHENSION

SPEAKERS: HENRY RUAN, HAIQING (LOUISA) YU, LUYUN ZHANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

KEY TO SESSION CODES

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| A# Assessment | P# Partnerships & Community Engagement |
| C# China Across the Curriculum | R# Research |
| I# Curriculum & Instruction | T# Teacher Development & Sustainability |
| M# Program Models & K–16 Articulation | |

4:35–5:35 p.m.

P7 Partnerships and Engagement as Key Modes of Learning in Chinese Immersion

LOCATION: ROOM 212

In 2009, American brothers Robert and Bradford Fried founded the Chinese Language Institute (CLI) in Guilin, China and have since hosted over 1,000 students from more than 30 countries and 100 universities. In this session, participants will walk through the CLI model, which draws on Robert and Bradford’s combined 18 years of experience in education-entrepreneurship. Participants will learn how to build an organizational culture that fosters a safe and open environment in which students can interact outside of their comfort zone, make mistakes, and engage in real-time, sustained experiential learning. The session will explore how to utilize the CLI model by examining how programs can foster direct engagement between language learners and native speakers; how programs can create an environment in which long-term relationships between language learners and native speakers can flourish; and how partnerships with Chinese organizations can underpin these community-based goals.

KEYWORDS: ENGAGEMENT, IMMERSION, PARTNERSHIPS

SPEAKERS: ROBERT FRIED, THORSTAN FRIES

C2 Open Your Eyes to the World: Integrating International Program Experiences into Core Curriculum

LOCATION: ROOM 214

What is the purpose of an international program? How can we prepare students to be global citizens? How do we assess and celebrate the success of the program? This session will showcase the international program in a K–8 Chinese immersion school and how it is strategically integrated into core curriculum. Over the past 12 years, our international program has successfully expanded to include trips to Taipei, Beijing, Qinghai, and Kunming for fifth to eighth grades, with distinctive learning goals for each group. In this session, participants will learn how language learning, cultural activities, visits to historical sites, and hands-on service learning are intentionally integrated into the program to maximize students’ learning outcomes. In addition, the presenters will highlight how teachers successfully collaborate to create projects before and after the trips that both integrate technology and core subject knowledge, fostering deeper learning, 21st-century skills, and global competence.

KEYWORDS: CURRICULUM, INTERNATIONAL LEARNING, TECHNOLOGY

SPEAKERS: XIAOQING CHEN, CHU-SHENG LIAO

PRESENTATION LANGUAGES: CHINESE, ENGLISH

Vendor Demonstration: Let Chinese Learning HaFaLa: A New Approach to Learn the Character

LOCATION: ROOMS 305

In Chinese teaching and learning, learners face the difficulties caused by the complicated shape, pronunciation and meanings. As for teachers, all of these make troubles during teaching. HaFaLa, as the world leading Chinese character teaching technology, offers a total solution creating a better and more efficient teaching tool. Shown by the animated movies, series of HaFaLa products are based on the etymology, mind map and cognitive brain technology, including Pinyin, strokes, radicals, characters, words, sentences, paragraphs and writing. HaFaLa products are welcomed and credited with the innovation and creation by Confucius institutes and language schools worldwide. This time, HaFaLa brings the newest product which offers a total solution of Chinese teaching and study to all participants. During the session, attendees will enjoy an amazing class of using HaFaLa teaching tools.

PRESENTED BY: HAFALA CHINESE

Conference Agenda

Saturday, April 18

7 a.m.–noon

Registration Open

LOCATION: REGISTRATION BOOTH, SECOND FLOOR

7–8:15 a.m.

Continental Breakfast

LOCATION: GRAND SALON, SECOND FLOOR

7–8:15 a.m.

Exhibits Open

LOCATION: GRAND SALON, SECOND FLOOR

8:30–9:30 a.m.

Plenary IV: Stars of the Profession: Engaging Nontraditional Models for an Evolving Workforce

LOCATION: GRAND BALLROOM, SECOND FLOOR

This plenary gathers several Chinese language teachers who represent innovation — career changers, non-heritage speakers, online instructors, visiting guest teachers, and classrooms of nontraditional students. Speakers will introduce the stories of how they came to be Chinese language teachers and the successes and challenges they have met along the way. Special focus will be given on how innovative staffing solutions can be used to address teacher shortages in schools and districts and how a growing Chinese language field produces an evolution of thought about who is teaching and how instruction is delivered.

SPEAKERS: **YI HAO**, CHINA PROGRAM COORDINATOR, THE PINGRY SCHOOL; **SUN JUAN**, CHINESE LANGUAGE TEACHER, CASCADE ELEMENTARY; **CHRIS STELLATO**, PRESIDENT, COLUMBUS SCHOOL OF CHINESE; **DANIEL STOLKOWSKI**, CHINESE LANGUAGE TEACHER, CHARLOTTESVILLE HIGH SCHOOL; **YUN QIN**, SENIOR PROGRAM ASSOCIATE OF CHINA LEARNING INITIATIVES, ASIA SOCIETY

MODERATED BY: **ROBERT DAVIS**, THE COLLEGE BOARD



Robert Davis

Executive Director of Chinese Language and Culture Initiatives, The College Board

Complete bio can be found on page 67.



Yi Hao

Yi Hao is a Chinese teacher and coordinator of the China Program at the Pingry School in Basking Ridge, N.J. She is a graduate of the University of Science and Technology of China (B.S., mechanical engineering) and New York University (M.S., computer science). Prior to her teaching career, she gained business expertise in the fields of computer networks, hardware and software, as well as computer applications for banking and Wall Street companies. Hao moved to the U.S., in 1988, thereafter living briefly in Switzerland in 1992. She has volunteered in public and private schools, as well as at a weekend Chinese school in New Jersey, where she served as the chair of the board of trustees. Hao is currently the president of the Purple Swans Corporation, a not-for-profit organization promoting Chinese performing arts and is the chair of the board of trustees for her alma mater's Greater New York Alumni Association of University of Science and Technology of China.



Sun Juan

Sun Juan taught Chinese and English in elementary school in China for over six years before she came to the U.S. as a guest teacher. She worked as a teaching assistant for one year at XinXing Academy in Minnesota, where she also supervised the weekly student news show in Chinese. She is currently a fourth-grade Chinese teacher at Cascade Elementary in Utah's Alpine School District. Juan oversees student culture activities, trains teachers to improve their Chinese in the classroom, and also teaches classroom management. She received the Outstanding Volunteer Chinese Teacher award by Hanban and the Spirit of Alpine award from Alpine School District.



Chris Stellato

Chris Stellato is the founder and president of the Columbus School of Chinese and Sino-American Business Consulting. Under his direction, CSC/SABC has grown into one of the leading Chinese language and culture training centers in the Midwest. He regularly consults for the Confucius Institute, Cardinal Health, Sutphen, MCR Medical, White Castle, Columbus 2020, VanHorn Metz, Miller-Valentine Construction Group, Greif, and others. Stellato has taught Chinese at OSU, CSCC and CSC and has studied and worked extensively in China. He frequently speaks about doing business in China and Chinese language teaching and learning and regularly performs traditional Chinese storytelling to large, international audiences. Stellato holds a B.A. in comparative East Asian religion and philosophy and an M.A. in East Asian languages and literatures with a concentration in advanced Chinese language and culture from the the Ohio State University's (OSU) Chinese Flagship Program. He has also completed course work toward a Ph.D. in Chinese language pedagogy at OSU, a program he left to found CSC in 2010. Stellato serves on the board of Central Ohio Families with Children from China, where he works closely with families and children adopted from China.



For updates, speaker bios, and session materials, scan this code to download the official **2015 NATIONAL CHINESE LANGUAGE CONFERENCE APP!**



Daniel Stolkowski

Daniel Stolkowski teaches five levels of Mandarin at Charlottesville High School in Central Virginia. Before teaching, he worked as a community organizer in Boston, was the director of a field office for an NGO in Hunan province, led American tour groups through western China, and most recently worked for the U.S. Army. In 2013, Stolkowski decided to switch careers and became a Chinese teacher by taking on a long-term substitute position, which eventually transitioned into a full-time role. Over the past 15 years, Stolkowski has taken language classes at Beijing University, Nanjing University, and Xinjiang Shifan University. He holds an M.A. from Middlebury College, a B.A. from Dickinson College, and took evening courses at the University of Virginia to complete his alternative route to teaching licensure.



Yun Qin

Senior Program Associate for Education and China Learning Initiatives, Asia Society
Complete bio can be found on page 69.

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| M# Program Models & K-16 Articulation | |

9:35 a.m.–noon

Exhibits Open

LOCATION: GRAND SALON, SECOND FLOOR

9:45–10:45 a.m.

Breakout Sessions VI

Unless otherwise noted, sessions will be presented in English.

I13 AP® Chinese Language and Culture: Pre-AP Instructional Strategies and Written Presentational Tasks

LOCATION: ROOM 201

This session will focus on two main areas: (1) Best practices in the Pre-AP Chinese Language and Culture classroom; (2) improving student performance on written presentational tasks using Understanding by Design in the AP® Chinese classroom. Participants will explore appropriate Pre-AP activities that can be incorporated into lower-level Chinese language classes to effectively acquaint students with and prepare them for the goals and expectations of the AP® Chinese Language and Culture course. Moreover, based on the concepts of Understanding by Design, participants will learn how to develop effective instructional strategies for written presentational tasks and how to assess students' written responses in order to improve overall student performance in the AP® Chinese classroom. The session will also invite interaction with attendees and will conclude with a question-and-answer period.

KEYWORDS: AP, STRATEGIES, WRITING

SPEAKERS: LISA PODBILSKI, LILI WONG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I17 Strategies for Delivering High-Quality Chinese Language Instruction via Distance Learning

LOCATION: ROOM 202

The Confucius Institute at East Central Ohio Educational Service Center, in partnership with our six Confucius Classrooms and Columbus School of Chinese, will share effective strategies for delivering high-quality Mandarin language instruction via distance learning technology. Through our teaching experience and research, we have identified several highly successful practices enabling us to deliver first-rate Mandarin language instruction via distance learning; each of these will be shared with participants. Our findings have also identified some areas of language instruction that must be modified in order to be successful when delivered via video conferencing. Data show, however, that students enrolled in our program perform at or above their peers when evaluated for listening, speaking, reading, and writing Chinese.

KEYWORDS: DISTANCE LEARNING, IMMERSION, TECHNOLOGY

SPEAKERS: MICHELE CARLISLE, QIANG LI, CHRIS STELLATO

PRESENTATION LANGUAGES: CHINESE, ENGLISH

9:45–10:45 a.m.

P4 Global Understanding: How to Create an Innovative Real-Time Interactive Video Classroom with Students from the United States and China

LOCATION: ROOM 203

The North Carolina School of Science and Mathematics and the Hangzhou Foreign Languages School use real-time video connections every week to conduct joint classes as part of their Global Understanding initiative. This dynamic partnership allows students to build language skills and cultural understanding by creating a virtual community drawn from different sides of the globe; survey data demonstrate the program’s efficacy. Students spend part of each class together as a group and part in one-on-one conversations between Chinese and American partners, and each group of students travels to the other group’s school once a year. Both aspects of the class feature real-time video and audio, and the class covers topics from multiple disciplines. The presentation will include representatives from both schools. Participants will learn strategies for developing such partnerships and gain knowledge of the necessary technology, practical aspects of dual class management, and strategies for innovative instruction across national boundaries.

KEYWORDS: CULTURE, PARTNERSHIP, TECHNOLOGY

SPEAKERS: KYLE HUDSON, HONG LI, GRACE XIE

I5 Best Practices in CFL Reading Literacy Development

LOCATION: ROOM 204

This session presents research-guided best practices in Chinese literacy development, focusing on text-level reading literacy, and illustrates how to incorporate literacy instruction in a standards-based curriculum in grades K–16. The practices were developed in our 2013 and 2014 STARTALK Programs on text literacy, involving K–16 master teachers of Chinese and top researchers in CFL literacy development. Research shows that CFL readers are highly sensitive to the percentage of familiar characters in a text, and that even a small percentage of unfamiliar characters greatly impairs reading comprehension. In this session, we illustrate strategies for the development of lower-level reading skills such as character retention and word-boundary recognition, and follow with strategies that focus on midlevel reading skills involving the identification of key words and text topic, and on higher-level reading skills involving the identification of facts, inferences, assumptions, and author perspectives inherent in a text.

KEYWORDS: ARTICULATION, BEST PRACTICES, LITERACY

SPEAKERS: BAOZHANG HE, CLAUDIA ROSS, MARY WEERTS

PRESENTATION LANGUAGES: CHINESE, ENGLISH

9:45–10:45 a.m.

T8 Preparing and Supporting K–12 Chinese Teachers: A North Carolina Experience

LOCATION: ROOM 205

The number of North Carolina K–12 students enrolled in Chinese classes increased from 323 in 2006 to 8,695 in 2013, and the number of guest teachers from China and Chinese licensure candidates has increased commensurately. Consequently, the need to initiate and sustain K–12 Chinese language programs has also increased. This session will explain and share the development of teacher education programs and the supporting system for these teachers in North Carolina. The presenters will share their classroom observations, identify the unique needs of beginning Chinese teachers, and ways to better prepare and support these teachers. The audience will hear from current teachers about their experiences as Chinese language teachers in North Carolina classrooms and the types of training and support they received. At the end of the session, participants will gather in small groups to reflect on the Chinese teacher preparation and support system in their areas. Participants can offer critical feedback and engage in a question-and-answer discussion.

KEYWORDS: PROGRAM SUSTAINABILITY, TEACHER EDUCATION, TEACHER PREPARATION

SPEAKERS: JUNE CHEN, JANA E. COPELAND, ALISON CHRISTINE WINZELER

C5 The Cultural Activities of Confucius Institutes

LOCATION: ROOM 206

This workshop will focus on cultural activities conducted by the Confucius Institute Headquarters. Directors from the Confucius Institutes at George Mason University, the University of California, Los Angeles, the University of Arizona, and Miami Dade College, and Confucius Classrooms at Dyersburg Intermediate School and Nature Hill Intermediate at Oconomowoc Area School District, will introduce their successful cultural activities. With the purpose of promoting Chinese cultural experience to campuses and communities in order to enhance global awareness and competence for the next generation, and to improve the effectiveness of Confucius Institutes, this workshop will discuss strategies for planning, programming, and implementation of cultural activities and events. Representative from Asia Society will also share their experiences and best practices in organizing cultural events.

KEYWORDS: CONFUCIUS INSTITUTE, COOPERATIVE PARTNER, CULTURAL ACTIVITY

SPEAKER: ZHAO CHEN, QING GAO, NIANNIAN MA, SUSAN PERTEL JAIN, PEIHUA YANG REINKE, XUEJUN YU

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9:45–10:45 a.m.

I25 Development of a Chinese Curriculum Companion to Support the Georgia Performance Standards for Modern Languages (K–12)

LOCATION: ROOM 208

The Confucius Institute at Kennesaw State University has collaborated with the Georgia Department of Education to develop a Chinese curriculum companion to support the Georgia Performance Standards for Modern Languages (GPS, K–12). The companion builds on research about teaching Chinese as a foreign language, foreign language pedagogy, and elementary and secondary education. The CIKSU surveys of the Georgia Chinese language programs reveal that current education in Chinese language and culture does not conform to the GPS that focus on European languages. In the absence of a Chinese curriculum supporting the GPS, Chinese instruction at schools is arbitrary and the question of how to implement standards-based Chinese instruction remains prevalent among both educational policymakers and teachers. This project aims to provide an elaborated and standards-based Chinese curriculum companion that supports the GPS and can be used as a hands-on guideline for Chinese teachers.

KEYWORDS: CHINESE CURRICULUM, PERFORMANCE STANDARDS

SPEAKERS: YUMIN AO, GREG BARFIELD, JUNWEI FENG, YU LIANG

I22 Leveraging Technology to Enhance Students' Core Content Knowledge and Language Proficiency

LOCATION: ROOM 210

How do teachers in immersion classrooms plan lessons so students can meaningfully use academic language to demonstrate core content knowledge? How do these teachers concurrently assess their students' content and academic language learning? In this session, presenters will use mathematics projects to illustrate how technology can be leveraged to support the use of academic language and conceptual understanding. Participants will walk away with instructional strategies (i.e., building background, using scaffolding, contextualizing grammar, providing meaningful input, maximizing output, giving constructive feedback) for technology-based language instruction. In addition, they will be introduced to modified versions and applications of integrated performance assessments (IPA) and follow-up, targeted support plans for individuals and groups with varied levels of language proficiency. The strategies shared in this session can be easily applied to content-based learning tasks in any subject.

KEYWORDS: CONTENT-BASED LEARNING, IMMERSION, TECHNOLOGY

SPEAKERS: XIAOQING CHEN, WEIWEN YANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

9:45–10:45 a.m.

A6 Oral Proficiency Development in Early Total Mandarin Immersion

LOCATION: ROOM 211

As Mandarin immersion programs proliferate, researchers and practitioners are calling for systematic proficiency assessment to enable programs to optimize effectiveness and meet program goals. Emerging research indicates that these students are succeeding academically in comparison to their nonimmersion peers. However, much less is known about Mandarin language development, in particular for the early total model, in which English-proficient students receive all K–2 subject instruction and initial literacy in Mandarin. This session will briefly review findings from a multiyear oral language assessment project including 277 Mandarin immersion students in kindergarten, grade 2, and grade 5. Session leaders will briefly describe assessment selection, adaptation, and administration. Participants will also view a sample video excerpt, review median proficiency levels attained by grade level, and discuss characteristics of learner language at each grade. Finally, participants will discuss how findings can inform development of appropriate proficiency targets and focus implementation of counterbalanced instruction in similar programs.

KEYWORDS: ASSESSMENT, RESEARCH, PROFICIENCY

SPEAKERS: TARA FORTUNE, PING PENG, MOLLY WIELAND

R4 From Learner Corpus Analysis to Usage-Based Constructionist Language Teaching

LOCATION: ROOM 214

This panel analyzes the systematic and recurrent patterns of structural errors in intermediate-advanced written Chinese based on a corpus of L2 Chinese writings. The presenters identify four major patterns: (1) lexical collocation errors, (2) fossilized basic grammatical errors, (3) semantic prosody errors, and (4) discourse grammatical errors. These patterns suggest a disconnect between the lexicon and the grammar including discourse grammar, and a disconnect between structure and use in the teaching of Chinese language, a problem besetting many current Chinese language textbooks. Based on the corpus analysis, and drawing on the usage-based constructionist approach to language teaching, the presenters suggest form-focused and usage-based teaching of vocabulary and constructional patterns in communicative contexts. This method emphasizes the teaching of reliable form-function mappings, corpus-driven collocation patterns, and discourse functions.

KEYWORDS: ASIA SOCIETY, CHINESE LANGUAGE TEACHERS, K-12, PROFESSIONAL DEVELOPMENT, TEACHING FELLOWS

SPEAKERS: CHAOYI REN, ZHOU JING-SCHMIDT

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9:45 a.m.–noon

Special Sessions

Unless otherwise noted, sessions will be presented in English.

Teacher Swap Shop**LOCATION: ROOM 301**

This year's Swap Shop, cohosted by CLASS, provides an opportunity for teachers and educators to exchange practical classroom activities and materials, in an interactive, informal setting. Participants will share their own activities and materials with other teachers in a series of mini-presentations. Everyone is welcome to join this hands-on session and encouraged to bring their own activities, materials, and classroom tips to share with others. This is an excellent opportunity to share teaching materials and pedagogical ideas.

How to Encourage Students to Remember and Use CharactersPRESENTED BY: **JIE PENG**, *WHEATMORE HIGH SCHOOL***Engagement Class Design**PRESENTED BY: **YIHUI YANG**, *INTERNATIONAL LEADERSHIP SCHOOL IN TEXAS***Another Way of Chinese Poetry Teaching**PRESENTED BY: **JIE ZHAO**, *B. MAHLON BROWN JUNIOR HIGH SCHOOL***Performance-Based Classroom Management Strategies**PRESENTED BY: **SHUNMEI ZHU**, *MAPLETON ELEMENTARY***Language Task and Assessment**PRESENTED BY: **ZHAOHUI CHENG**, *WOODWARD ACADEMY***Digitized Student Projects**PRESENTED BY: **JEANNINE SUBISAK**, *COLUMBUS ACADEMY***How to Promote Students' Interest and Understanding Through Combining TPR with Songs**PRESENTED BY: **DANHUA HUANG**, *STEM SCHOOL AND ACADEMY***Application of Contract in Classroom Engagement**PRESENTED BY: **YUN SHI**, *ALPINE ELEMENTARY SCHOOL***A Highly Effective and Fun Science Class**PRESENTED BY: **RUI ZHANG**, *DRAPER ELEMENTARY***Poem Learning and Picture Drawing**PRESENTED BY: **JIANG YAZHEN**, *SCHLARMAN ACADEMY***Super Beat**PRESENTED BY: **SHU ZHOU**, *CHINA WEST NORMAL UNIVERSITY***Learn Stock Investment in Chinese**PRESENTED BY: **WENLING LIN**, *WEI-HWA CHINESE SCHOOL*

9:45 a.m.–noon

The Use of ClassDojoPRESENTED BY: **FANG YAN**, *ILTEXAS HIGH SCHOOL/GARLAND***The Use of Kahoot! and Edmodo in My Chinese Class**PRESENTED BY: **CHUNJI XIONG**, *ILTEXAS HIGH SCHOOL/GARLAND***Utilize Tablet Apps to Engage Students in Chinese Character Learning**PRESENTED BY: **RUOMU WANG**, *CHINESE LANGUAGE SCHOOL OF CONNECTICUT***Candy and Stick/糖果与大棒**PRESENTED BY: **WEIHANG ZHANG**, *ILTEXAS ARLINGTON HIGH SCHOOL***Paper Folding**PRESENTED BY: **XIA WU**, *INTERNATIONAL LEADERSHIP OF TEXAS PUBLIC CHARTER SCHOOL***One-Minute Chinese Reading Fluency Practice**PRESENTED BY: **YINYAO YOU**, *DRAPER ELEMENTARY SCHOOL***How to Travel to China with Your Students**PRESENTED BY: **JENNY QUACH**, *INTERCULTURAL STUDENT EXPERIENCES (ISE)***Performance-Based and Task-Based Assessment**PRESENTED BY: **MIN LIU**, *OXFORD COMMUNITY SCHOOLS***Classroom Engagement and Management Strategies/Practices**PRESENTED BY: **SAMANTHA TUAN**, *JING MEI ELEMENTARY AT BELLEVUE SCHOOL DISTRICT***Technology Forum****LOCATION: ROOMS 212**

The Technology Forum offers an opportunity to experience innovative technology tools and approaches firsthand as well as to exchange ideas on how to integrate these tools into one's classroom.

10–10:30 a.m.

Utilizing WeChat App in the ClassroomPRESENTED BY: **YING CUI**

10:30–11 a.m.

iPad: Transforming the Teaching and Learning of Chinese LanguagePRESENTED BY: **LILIAN DANG**

11–11:30 a.m.

Student Engagement Through Google ClassroomPRESENTED BY: **YUANYUAN GAO**

11:30 a.m.–noon

Fun Learning with AppsPRESENTED BY: **ALYSSA SHA LUO**

11 a.m.–noon

Breakout Sessions VII

Unless otherwise noted, sessions will be presented in English.

P6 Creating, Collaborating, and Sustaining in a High-Needs School District

LOCATION: ROOM 201

Participants in this session will have the opportunity to review how three separate educational entities have collaborated to build and sustain a strong K–12 Chinese program in a small city school district. Participants will also learn how to build a solid vision for future growth. The Geneva City School District began their program three years ago with the support of Alfred University’s Confucius Institute. To expand the program, the district and university are collaborating with Oneida-Herkimer-Madison BOCES to offer upper levels of language classes. In this session, you will hear an overview of what each educational program offers, how the collaboration has created more opportunities in each program, and the additional benefits to collaborations such as this. The presenters will share their successes and challenges and will take time to answer any questions participants may have.

KEYWORDS: K–12 PROGRAMMING, LITERACY, PARTNERSHIPS

SPEAKERS: KEVIN HEALY, WILFRED HUANG, TRINA NEWTON

A3 Good Thinking Leads to Good Communication: Thinking Routines in an IB Diploma Chinese Course

LOCATION: ROOM 202

At Washington International School, Chinese is taught grades 6–12, culminating in students pursuing the International Baccalaureate Diploma Program Chinese B course (for nonnative speakers). Building in ways to develop strong speaking, writing, listening, and reading skills required for the diploma course is important from grade 6 onward. In this session, the facilitators will demonstrate how they use Thinking Routines — pedagogical tools developed at Project Zero, a research center at the Harvard University Graduate School of Education — to assist students in sharpening their thinking and thereby their communication skills. Participants will experience these routines and develop plans for using them in their own lessons.

KEYWORDS: INTERNATIONAL BACCALAUREATE, PROJECT ZERO, THINKING ROUTINES

SPEAKERS: SHANYING LI, HONGLI LIU, JIM REESE

PRESENTATION LANGUAGES: CHINESE, ENGLISH

11 a.m.–noon

I10 Systematic Development of Motivational Strategies at the CFL Beginner Level

LOCATION: ROOM 203

For American students, Chinese has been regarded as the foreign language that is hardest to learn. This paper presents our systematic development of motivational strategies that have been applied to generate and maintain motivation and rigor at the beginner level. The motivational teaching practice includes (1) how to generate initial motivation by making teaching materials relevant for beginners; (2) how to sustain students’ motivation and enthusiasm by setting high standards yet making learning stimulating and enjoyable; and (3) how to encourage students’ autonomy and develop their metacognitive learning skills as a reflective and mindful learner. The paper will present concrete motivational strategies and techniques at the beginner level, focusing on the training of Chinese linguistic prosody and encoding of the underlying structure of Chinese characters. Participants will learn how to employ these innovative approaches to promote effective learning and sustain students’ motivation, enthusiasm, and autonomy.

KEYWORDS: INNOVATIVE APPROACHES, MOTIVATIONAL STRATEGIES

SPEAKERS: XIAOPING TENG, JEAN YU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

C1 “Voices of Muslim China”: Instructional Units for Novice Through Advanced Levels

LOCATION: ROOM 204

With Title VI support, two faculty members and a professional videographer traveled to Xinjiang in summer 2011 and filmed interviews with a number of Muslim professionals about Islam and Muslim identity issues. These interviews form the basis of a series of instructional modules under development. This presentation will focus on a male Uighur tour guide and a female Hui Muslim government worker talking about their lives, as well as a docent at a “mosque for visitors” explaining the tenets of Islam. It will demonstrate how the same viewing materials can support differentiated instruction from the novice through the advanced levels, as well as how the cultural contextualization afforded by authentic texts can serve as a motivating factor for students of all backgrounds.

KEYWORDS: CULTURE, INSTRUCTIONAL MATERIALS

SPEAKER: CYNTHIA NING

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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11 a.m.–noon

I28 Getting Real with Immersion Instruction and Administration**LOCATION: ROOM 205**

In the changing landscape of immersion language learning, the need for students to demonstrate an increase in second language acquisition and content-based language learning (CBL) often play second fiddle to program growth and a demonstration in an increase of student test scores. In this panel, leading immersion educators and academic supervisors will discuss the need to balance form and function in order to achieve the ultimate goal: a measurable increase in students' language proficiency and a growing demand for immersion language classrooms. The panel will discuss vital topics, including: best practices instructional strategies; sourcing well-qualified Mandarin immersion educators; and creating a culture of sustainable, high-quality, and measurable immersion programs in the U.S.

KEYWORDS: IMMERSION, MEASURABLE, SUSTAINABLE**SPEAKERS: MICHELLE CLOUD, LYNN FULTON-ARCHER, MICHELLE MEDVED, EDWARD PARK, HELEN YUNG****M10 Beyond Textbooks: Proficiency-Based K–12 Chinese Program and Strategies for Differentiation****LOCATION: ROOM 208**

An interactive session that aims to present practical ideas for building a K–12 proficiency-based program that focuses on developing students' authentic oral communication and foundational literacy skills. Differentiation and personalized learning are the keys to a successful program; hence this presentation will include strategies for both. Focus points: proficiency — how to identify students' levels and set learning goals; differentiated instruction — how to meet individual student needs, such as learning styles, IT, and personal interests; metacognition — how to raise the level of awareness of students' self-assessment and provide strategies to move to a higher level of proficiency; resources — how to ensure rich and authentic content and materials; and K–12 program articulation — how to align a program across all grade levels without following a set of textbooks. Presenters will share the Singapore American School model, classroom practices, and examples, along with Q&A and discussion.

KEYWORDS: PROFICIENCY, STUDENT ASSESSMENT**SPEAKERS: SALLY LEAN, YUEHUA (SUSAN) ZHANG****PRESENTATION LANGUAGES: CHINESE, ENGLISH****KEY TO SESSION CODES**

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11 a.m.–noon

T4 Voices and Perspectives of Chinese Immersion Program Coordinators**LOCATION: ROOM 210**

Chinese immersion program coordinators often stay behind the scenes, but they play a critical role in the program, whether to help the program start up or to expand its scope and improve its quality. In the school, they may be the codesigners, communicators, progress monitors, and coordinators. For teachers, they may be coaches, professional development providers, spokespersons, or cultural mentors. For parents, they may serve as resources and advocates. However, not every Chinese immersion program has a dedicated coordinator to maintain these functions. In this session, three program coordinators who work at the state and district levels will draw on their experiences to share valuable insights and lessons learned in helping Chinese immersion programs achieve high standards and continue to grow. Program coordinators and administrators from different settings are invited to join them to engage in a conversation aimed at collectively identifying key elements and strategies to successfully support their programs.

KEYWORDS: ADMINISTRATION, COORDINATOR, IMMERSION**SPEAKERS: RUBY COSTEA, DE HE, XIAO LIU****I26 What's Your Story? Ignite Chinese Learning Through Storytelling****LOCATION: ROOM 211**

Stories are powerful tools to create meaningful, engaging, and culturally authentic curriculum. In this engaging session, participants will hear the rationale for using stories, examine the process of creating curricula based upon stories, and practice "3 ring circuses" based instruction in TPR and "circling" questioning techniques in TPRS. Participants will leave able to confidently use a collection of interesting ideas for exploring culturally authentic stories with students of all proficiency levels.

KEYWORDS: 3 RING CIRCUSES, PROFICIENCY, TPR**SPEAKERS: LUCY LEE, YANJUN LIU, HAIYUN LU****I12 Use the "Design Thinking" Process to Improve Language Learning****LOCATION: ROOM 214**

"Design thinking" is widely used in Silicon Valley and in many universities for problem solving and creating new products. How can we adopt and adapt the design thinking process in language learning? Design thinking includes four major steps: understanding, brainstorming, prototyping, and testing. Paired with a language instruction strategy, the process can be effectively used in language learning to produce good results. Students in the language classroom not only have hands-on opportunities to work on a creative project, but they will also be able to use the process to interview; clarify; collect and provide feedback; summarize; present; and connect their language communication with real-life problem-solving situations. By employing hands-on activities and student samples, this session will demonstrate how language teachers have adopted design thinking principles to better focus on students' interpersonal and presentation communication skills.

KEYWORDS: MODES OF COMMUNICATION, TECHNOLOGY**SPEAKERS: KEVIN CHANG, ANNIE LIU, HSIAO-CHI SU****PRESENTATION LANGUAGES: CHINESE, ENGLISH**

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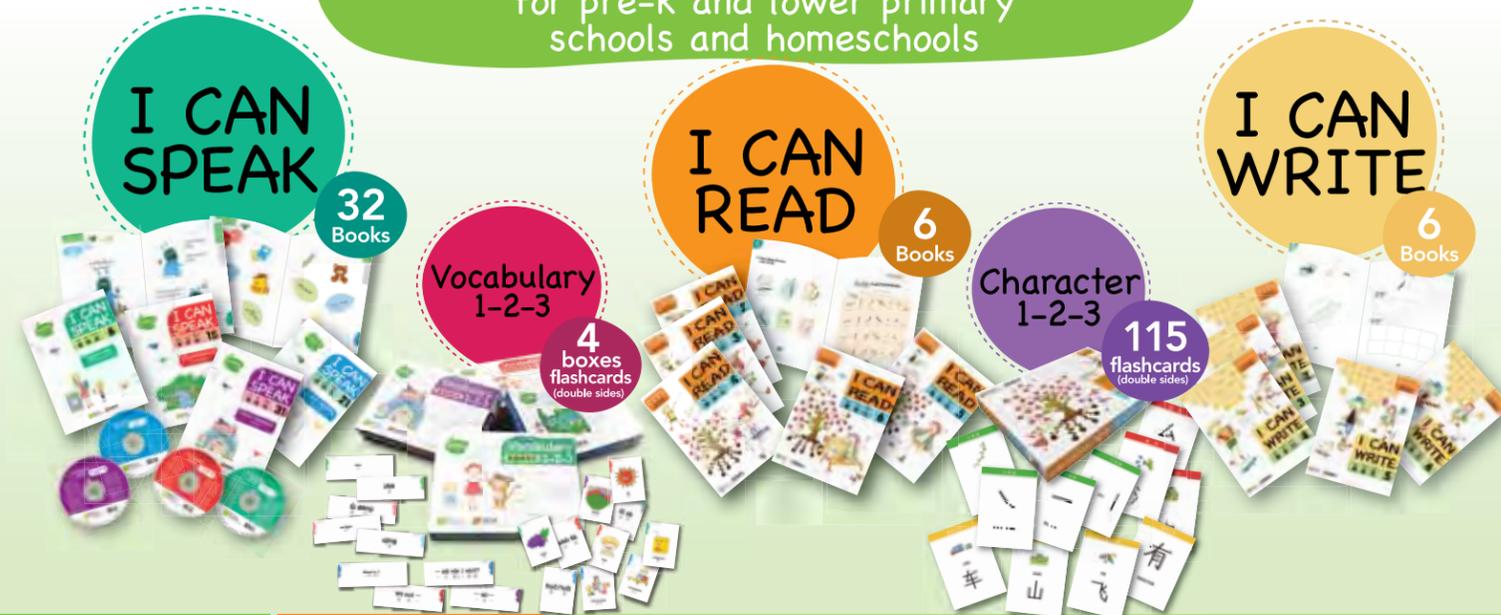
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Asia Society's Leadership



Josette Sheeran

Josette Sheeran is the seventh president and CEO of Asia Society, where she is responsible for leading and advancing the organization's work throughout the U.S. and Asia, and across its disciplines of arts and culture, policy and business, and education. Before joining the Asia Society, Sheeran served as the vice chair of the World Economic Forum, where she helped advance global initiatives and global, regional, and industry agendas. Prior to her tenure at the World Economic Forum, she was executive director of the United Nations World Food Programme (WFP), appointed by U.N. Secretary-General Kofi Annan in 2006. Sheeran has held senior positions in the U.S. government, and in those positions she conducted high-level diplomacy with virtually every nation in Asia. As U.S. under secretary of state for economic, business, and agricultural affairs, she led new U.S. Department of State initiatives that supported economic transformation and reconstruction in Afghanistan and Central Asia, and with Asia-Pacific Economic Cooperation and the Association of Southeast Asian Nations. Earlier she served for five years as deputy U.S. trade representative, conducting negotiations across Asia that included China, Australia, Singapore, India, Korea, and Japan. She was honored by the *Huffington Post* with its Game Changer Award in 2011; in the same year, *Forbes* named Sheeran the world's 30th most powerful woman. *Foreign Policy* has listed her among its top 100 women on Twitter, and Sheeran's TED Talk on ending world hunger has been viewed more than one million times.



Anthony Jackson

Anthony Jackson is vice president for education at Asia Society. He leads Asia Society's Education Department, which strives to enable all students to graduate from high school prepared for college, for work in the global economy, and for 21st-century global citizenship. Jackson oversees the Education Department's multifaceted approach, which includes the International Studies Schools Network, a network of over 30 globally focused schools around the United States; the China Learning Initiatives, which provide national leadership to support learning of Chinese language and culture; development of curriculum materials, professional development, and other learning resources to support development of global competence; and the Global Cities Education Network, which fosters collaboration between Asian and North American school systems for mutual improvement.



Tom Nagorski

Tom Nagorski became Executive Vice President of Asia Society following a three-decade career in journalism — having served most recently as Managing Editor for International Coverage at ABC News. Before that he was Foreign Editor for *World News Tonight*, and a reporter and producer based in Russia, Germany and Thailand. Nagorski was the recipient of eight Emmy awards and the Dupont Award for excellence in international coverage, as well as a fellowship from the Henry Luce Foundation. He has written for several publications and is the author of *Miracles on the Water: The Heroic Survivors of a World War II U-Boat Attack*.



Jeff Wang

Jeff Wang heads the China Learning Initiatives at Asia Society, where he leads a team to create programs that catalyze understanding, communication, and collaboration among young people and future leaders in the U.S. and China. His team supports the development of 100 model Chinese language programs in U.S. schools, each connected with a sister school in China. He partakes in the design and implementation of the annual official U.S.-China State and Province Chief Education Officers Dialogue. Wang has organized the annual National Chinese Language Conference since 2008, the seventh of which featured former Australian Prime Minister Kevin Rudd as the keynote. He advises organizations and leaders in both countries on building innovative, substantive, and mutually beneficial partnerships. Before joining Asia Society in 2007, Wang worked at various Connecticut state agencies on academic exchange initiatives with Baden-Württemberg, Germany, and Shandong, China. He has a B.A. in German studies, international relations, and economics from Connecticut College and an M.A. in comparative economic history from the University of Connecticut. A native of Shanghai, Wang has lived, studied, and worked in Connecticut, New York City, and the Universität Heidelberg.

Asia Society Education Senior Advisors



Vivien Stewart

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 the Asia Society, Stewart was the director of education programs at Carnegie Corporation in New York. She has undergraduate and graduate degrees from Oxford University, and her book, *A World-Class Education: Learning from International Models of Excellence and Innovation*, was published in February 2012 by ASCD.



Christopher M. Livaccari

Christopher M. Livaccari is a language educator, author, and former U.S. diplomat who held postings in Tokyo and Shanghai. He is currently upper elementary principal and Chinese program director at International School of the Peninsula in Palo Alto, Calif., and a senior advisor at the Asia Society, where he was previously director of Education and China Learning Initiatives. During his time at the Asia Society, Livaccari created a collaborative national network of 101 U.S. schools in 28 states that teach Chinese and their partner schools across 23 provinces in China. He was the founding director of the High School for Language and Diplomacy and a founding member of the faculty at the College of Staten Island High School for International Studies, both members of the Asia Society's International Studies Schools Network. He is the coauthor of *Structures of Mandarin Chinese for Speakers of English* (Peking University Press) and the *Chinese for Tomorrow* series (Cheng & Tsui). A graduate of Columbia University, the University of Chicago, and New York University, he received the U.S. State Department's Meritorious Honor Award, citing outstanding speeches written for two U.S. ambassadors to Japan. He is a lifelong learner of classical and modern Chinese, Japanese, and Korean, among other languages.

College Board's Leadership



David Coleman

David Coleman is the ninth president of the College Board. He grew up in a family of educators and followed them into the field. He went to public school in New York City before enrolling at Yale University. At Yale, he taught reading to high school students from low-income families and started Branch, an innovative community service program for inner-city students in New Haven, Conn. Based on the success of Branch, Coleman received a Rhodes Scholarship, which he used to study English literature at the University of Oxford and classical educational philosophy at the University of Cambridge in the U.K. He returned to the U.S. to work at McKinsey & Company for five years, where he led much of the firm's pro bono work in education. With a team of educators, Coleman founded the Grow Network, an organization committed to making assessment results truly useful for teachers, parents, and students. The Grow Network delivered breakthrough-quality reports for parents and teachers as well as individualized learning guides for students. McGraw-Hill acquired the Grow Network in 2005.

In 2007, Coleman left McGraw-Hill and cofounded Student Achievement Partners, a nonprofit that assembles educators and researchers to design actions based on evidence to improve student outcomes. Student Achievement Partners played a leading role in developing the Common Core State Standards in math and literacy. Coleman left Student Achievement Partners in the fall of 2012 to become president of the College Board. Coleman was named to the 2013 Time 100, the magazine's annual list of the 100 most influential people in the world. He has been recognized as one of *Time* magazine's "11 Education Activists for 2011" and was one of the NewSchools Venture Fund Change Agents of the Year for 2012.



Douglas L. Christiansen

Douglas L. Christiansen holds a Ph.D. in higher education administration and is Vanderbilt University's vice provost for university enrollment affairs and dean of admissions and financial aid. Christiansen is also an associate professor of public policy and higher education in the Department of Leadership, Policy, and Organizations at Vanderbilt's Peabody College. Currently, he is serving as chair for the Board of Trustees of the College Board. In his role as vice provost, Christiansen serves as the university's chief enrollment strategist, overseeing the University Enrollment Affairs Leadership Team, which consists of the offices of Undergraduate Admissions, Student Financial Aid and Scholarships, Enrollment Management Operations Support (EMOS), University Registrar, Enrollment Management for Health Sciences Education, Center for Data Management, Student Accounts, and the Vanderbilt Institutional Research Group (VIRG). He also oversees the Chancellors and Cornelius Vanderbilt scholarship programs, and the POSSE scholars program. Christiansen and his team have led the integration of enrollment and admission systems across the university to integrate academic systems that support institutional enrollment goals at the undergraduate, graduate, and professional levels. He has been in higher education and admission for almost 30 years.



James Montoya

James Montoya is the vice president of Higher Education and International at the College Board. He is responsible for higher education outreach and leading efforts that engage the higher education community around strategies to provide integrated, next-generation solutions for all students.

Montoya has held a number of executive roles at the College Board, including vice president of the Western Region, vice president for higher education assessments, and vice president for higher education relationship development. Before joining the College Board, Montoya served in a number of leadership positions at Stanford University, including chief student affairs officer, vice provost for student affairs, dean of undergraduate admission, and dean of admission and financial aid. He remains a lecturer at Stanford in the department of comparative studies in race and ethnicity. Earlier in his career, he served as the director of admission at Occidental College and Vassar College, respectively. Montoya is active on a number of boards and committees, including the advisory council of the Stanford Graduate School of Education, the board of directors of the Young Women's Leadership Network in New York City, and the advisory board of the World Leading Schools Association. He earned his bachelor's and master's degrees from Stanford University.



Robert Davis

Bob Davis joined the College Board in 2010, where he serves as the executive director of Chinese Language and Culture Initiatives. He has been working in language and international education, both in the United States and China, for the past 15 years. He previously served as both the director of the Confucius Institute and the manager for World Language and International Studies in Chicago Public Schools. Before entering the U.S. academic field, he lived and taught in Xi'an, China for two years and studied at Peking University for an additional year. Davis is a member of the board of directors for the 100,000 Strong Foundation and is education chair of the Chicago/China Sister Cities Committee. He is based in Chicago where he lives with his wife and two daughters.



Selena Cantor

Selena Cantor is the director of the Chinese Language and Culture Initiatives at the College Board, where she oversees programs that support the growth of Chinese education in U.S. K-12 schools. Her previous work experience in the U.S. and China includes teaching, curriculum development, education technology, and program administration. She holds an M.A. in applied linguistics from the University of Southern California and a B.A. in Asian studies from Bowdoin College.

Conference Team and Staff

The College Board

KUN DOU joined the College Board in October 2011. He is currently the coordinator for the Chinese Language and Culture Initiatives. He leads the planning of the Chinese Bridge Delegation and the National Chinese Language Conference. He is a graduate of Baruch College in the Zicklin School of Business, with a major in finance and a minor in law and policy. He also has a B.A. in economics from Stony Brook University. Before coming to the College Board, he worked in accounting operations, insurance, and law.

LISA LIJUAN HEALY is associate director of the Chinese Language and Culture Initiatives at 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 throughout 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 the journal of the Chinese Language Teachers Association (CLTA), *Chinese Language World*.

NGA-CHI LAI is coordinator with the Chinese Language and Culture Initiatives at the College Board. She studied Chinese and economics, and worked as an ESL teacher in Beijing, China, before returning to the U.S. to pursue her goal of building educational, cultural, and economic bridges between the two countries. She is ecstatic about the growing interest in Chinese language learning in the United States.

JENNY LUO is a program associate of the Chinese Language and Culture Initiatives at the College Board. She was born and raised in New York, but she comes from a Chinese background. She moved to Shanghai four years ago to teach English. She also opened an English language school that educates students age 4 to adults in Nanchang, Jiangxi. Since moving back to New York, she has continued her relationship with China by promoting Chinese language and culture in America.

CHRISTINE SCHMIDT is the director of conference management at the College Board, where she manages operations and logistics for the national conferences. She earned a bachelor's degree in anthropology from the University of California, San Diego, and a graduate degree in speech-language pathology from San Diego State University. She has worked extensively in health care, and she lived in Europe for 12 years.

HAIKE ZHAO is the assistant director of the Chinese Language and Culture Initiatives at the College Board, where he focuses on building and developing the Confucius Institute and Classroom program. Before joining the College Board, he worked at Tianjin Foreign Studies University on the international cooperation and exchange programs. He holds an MBA from DePaul University and a B.A. in English literature from Tianjin Foreign Studies University.

Asia Society

YANG GUO is program associate for Education and China Learning Initiatives at the Asia Society. She graduated from Columbia University with a master's degree in public administration, as well as from the School of Chinese Language and Literature at Beijing Normal University with a bachelor's degree. She was the Chinese Environment-Friendly Youth Ambassador, designated by the Ministry of Environmental Protection of China. As a participant, an awards winner, and organizer of 12 Chinese national conferences, competitions, and student exchange programs, she is passionate about bridging U.S. and China relations through cultural exchange and partnership building.

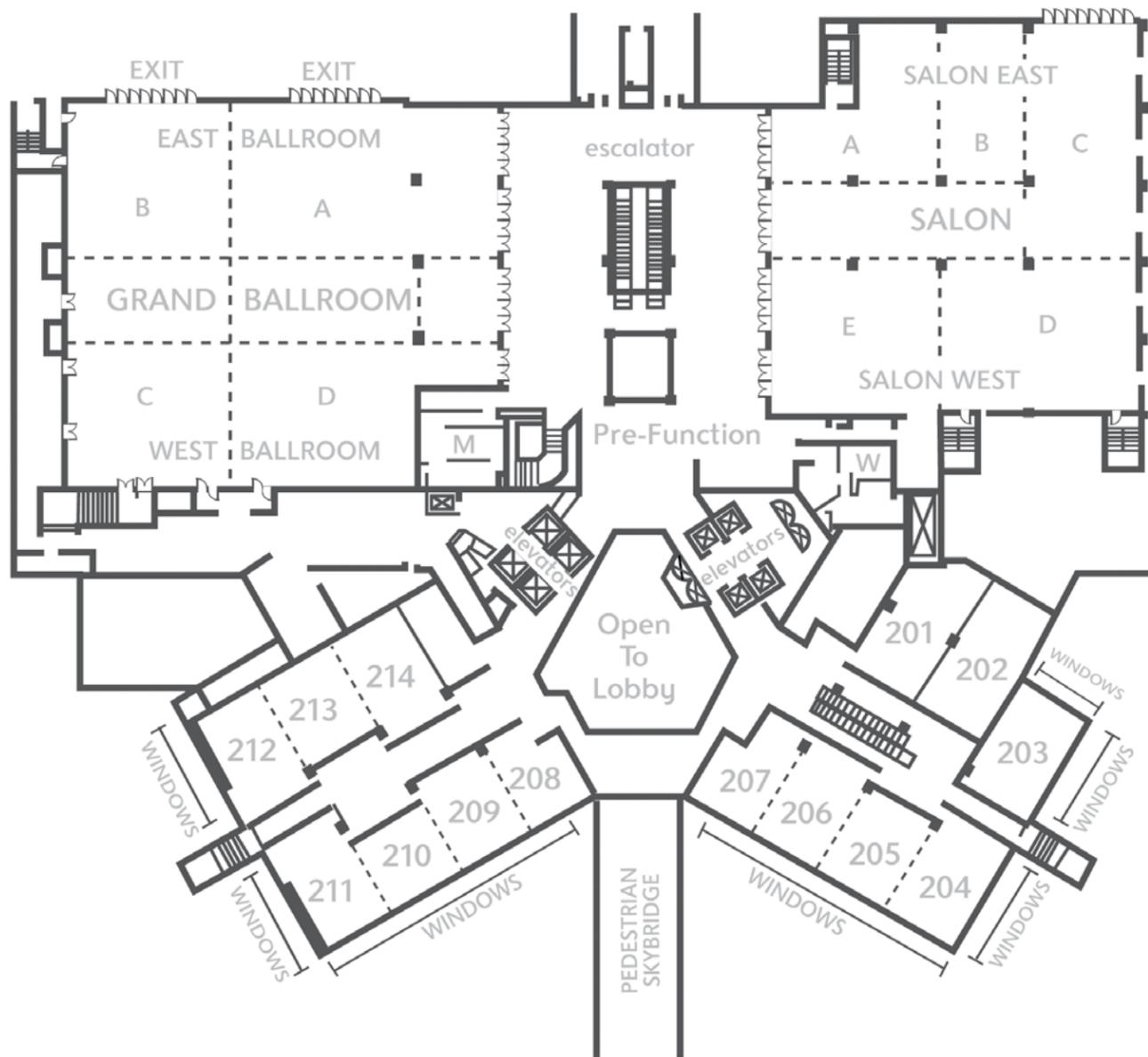
ELEISE JONES is assistant director of Content and Digital Strategy for Education at Asia Society, where she manages communications, online content, and digital resources, and produces a monthly newsletter, *Chinese Language Matters*. She has edited textbooks, literature in translation, and literary criticism for publishers in the U.S., England, China, and Turkey. She holds an M.A. in Chinese studies from the School of Oriental and African Studies at the University of London, and a B.A. in English and East Asian Studies from the College of Saint Benedict. She has both studied and taught in China. She began her Chinese language studies in a middle school in Minnesota.

YUN QIN is senior program associate for Education and China Learning Initiatives at Asia Society. She focuses on working with teachers across Asia Society's national network of Chinese language programs and has expertise in providing professional development for Chinese language teachers. She created and designed the Asia Society's TEQ video lesson program. She also takes charge of the operation of the Asia Society Confucius Classrooms Network and provides guidance and advice to school-to-school partnerships for schools in the U.S. and China. Qin is an experienced Chinese language teacher herself and a talented linguist with a wealth of knowledge of modern and classical Chinese language and literature.

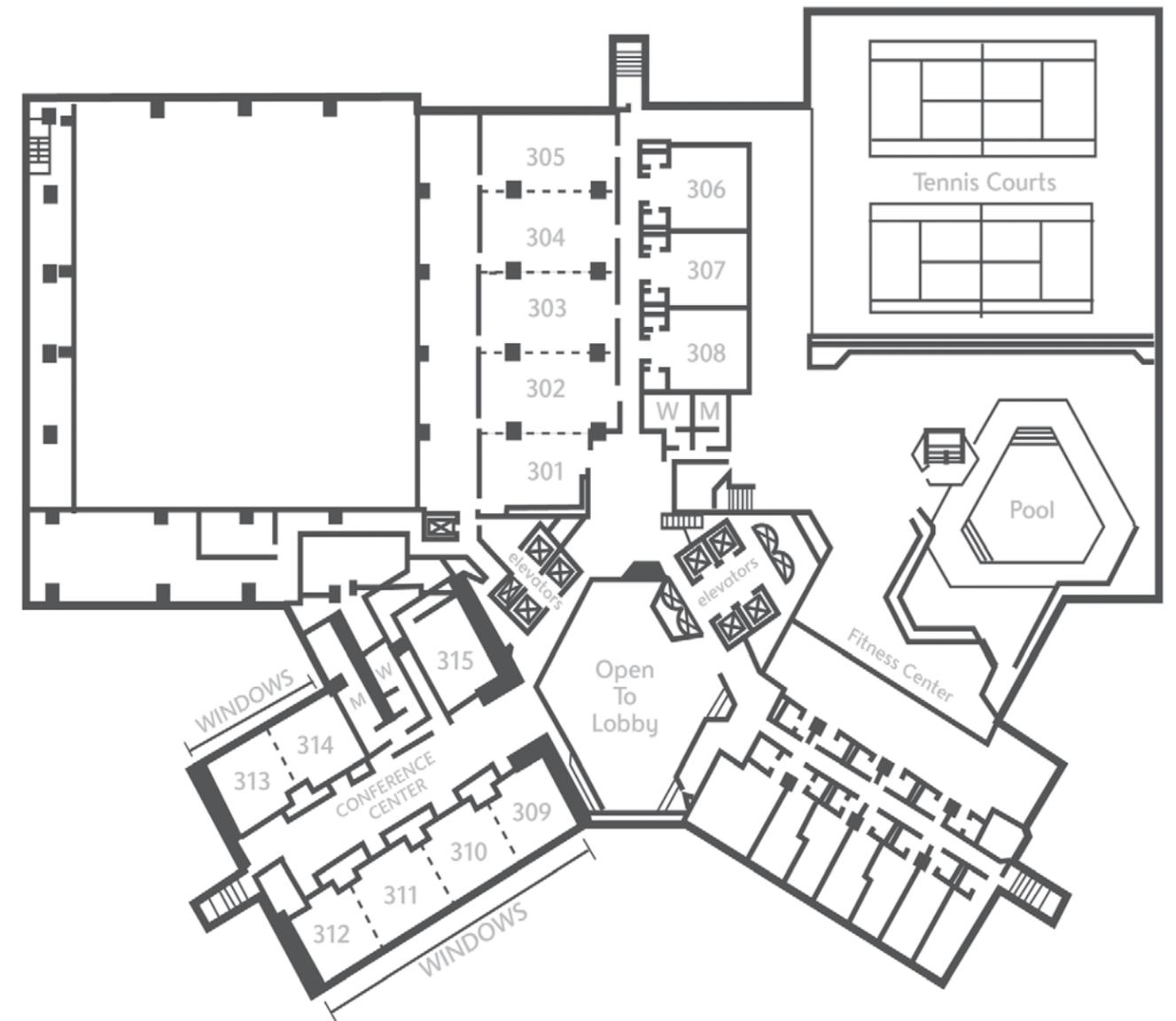
YI ZHENG is senior program associate for Education and China Learning Initiatives at the Asia Society. She leads the planning of the National Chinese Language Conference and manages resources and content in the areas of school-to-school partnerships and exchanges. She graduated from Bowdoin College with a double major in Asian studies and psychology and a minor in economics. Zheng also studied in Beijing and worked as a travel leader for Windsor Mountain International, bringing high school students to China. She speaks English, Chinese, Fujianese, and Spanish.

Many thanks to our creative producers — Kurt Stamm and Kimberly Skrinde — and the College Board's MAPS team, Asia Society colleagues, the Hilton Atlanta staff, volunteers, and others who helped to make the NCLC possible.

Second Floor Meeting Facilities



Third Floor Meeting Facilities



SAVE THE DATE

**Thank you for joining us for this year's
National Chinese Language Conference.**



We hope to see you in Chicago next April.

April 28-30, 2016 | Hilton Chicago

**2016 National
Chinese Language
CONFERENCE**

In the spirit of keeping the National Chinese Language Conference an open venue to share and discuss relevant and emerging changes and challenges in education, Asia Society and the College Board invite presenters, speakers, and members of the education community to present, lead, and participate in sessions and panel discussions. The opinions expressed by our guests are those of the individual speakers and do not necessarily reflect the views or official policies of Asia Society, the College Board, or of an institution where individual speakers may be employed.

Asia Society is the leading global organization working to strengthen relationships and promote understanding among the peoples, leaders, and institutions of Asia and the United States. We seek to increase knowledge and enhance dialogue, encourage creative expression, and generate new ideas across the fields of arts and culture, policy and business, and education. The mission of Asia Society's Education Department is to develop youth to be globally competent citizens, workers, and leaders by equipping them with the knowledge, skills, and dispositions needed for success in college and career in an increasingly interconnected world. Asia Society is committed to strengthening American and Chinese students' knowledge and understanding of the world, so they become productive global citizens of the 21st century.

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