

**2013**  
**National**  
**Chinese**  
**Language**  
CONFERENCE

全美中文大会

**Engage**  
**the Future**

April 7–9, 2013 | Boston, MA

Organized by



In Collaboration with



PRIMARY SOURCE

**2013  
National  
Chinese  
Language  
CONFERENCE**

## At-a-Glance

### Sunday, April 7

9 a.m.–7:30 p.m.	Registration Open*
2–3 p.m.	Breakout Sessions I
3:15–4:15 p.m.	Breakout Sessions II
4:30–5:45 p.m.	Plenary Session I: Celebrating Chinese Language Teachers and Students**
6–7:30 p.m.	Exhibit Hall Opening and Reception***

### Monday, April 8

6:45 a.m.–6 p.m.	Registration Open*
7–8:30 a.m.	Exhibits Open and Continental Breakfast***
8:45–9:45 a.m.	Plenary Session II: China Across Subject Areas: The Career Connection**
9:45 a.m.–12:15 p.m.	Exhibits Open***
10–11 a.m.	Breakout Sessions III
11:15 a.m.–12:15 p.m.	Breakout Sessions IV
12:30–2:15 p.m.	Plenary III (Lunch): Equity and Access in Chinese Language Education**
2:15–4:45 p.m.	Exhibits Open***
2:30–3:30 p.m.	Breakout Sessions V
3:45–4:45 p.m.	Breakout Sessions VI
5–8 p.m.	Plenary IV: Evening Banquet Featuring International Leaders and Student Performances**

### Tuesday, April 9

6:45 a.m.–2 p.m.	Registration Open*
7–8:30 a.m.	Continental Breakfast in Exhibit Hall***
7 a.m.–noon	Exhibits Open***
7:30 a.m.–noon	School Visits in the Boston Area****
8:45–9:45 a.m.	Breakout Sessions VII
10 a.m.–noon	Workshops, Teacher Swap Shop, Technology Forum, and Research Colloquium
12:15–2 p.m.	Plenary V (Lunch): The Future of Education in China and the United States**

\* Registration Desk, Fourth Floor

\*\* Salons E–G, Fourth Floor

\*\*\* Exhibit Hall, Back Bay, Third Floor

\*\*\*\* School visits run concurrently with workshops and breakout sessions. Additional fee and preregistration required.



# PRIMARYSOURCE

Educating for Global Understanding

Julia de la Torre  
Executive Director

April 2013

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Dear Friends,

It is with great excitement that I welcome you to Boston for the 6<sup>th</sup> annual National Chinese Language Conference!

Primary Source is proud to collaborate with Asia Society and The College Board on this year's NCLC, and we look forward to introducing you to many of our colleagues who are working hard to bring Chinese language and culture to classrooms across New England. The NCLC is an ideal time for all of us to step outside of our school settings and to network with other professionals who are committed to ensuring that all students have a deep and nuanced understanding of China and its relationship with the U.S.

As the regional partner for this year's conference, Primary Source is delighted to share our work with all of you. For over 20 years, Primary Source has provided K-12 teachers with content knowledge, pedagogical ideas, and teaching resources for bringing global perspectives to students. We have developed a deep expertise on China, in particular, and continue to be a resource—both locally and nationally—for educators interested in bringing Chinese language, history, and culture to students, parents, and communities.

At this year's conference, Primary Source has played a significant role in curating the *China Across the Curriculum* strand, so that teachers of all subjects find relevant and timely information they can use in the classroom. Our hope is that teachers, administrators, and curriculum leaders can work together to imagine Chinese language, history, and culture as an integral part of the curriculum for all students. Additionally, Primary Source and other Boston-area organizations are collaborating with local schools and districts to facilitate a variety of school visits that will invite and inspire new thinking among conference participants.

On behalf of all of us at Primary Source, I am delighted to welcome you to our city and to this wonderful opportunity for national collaboration around teaching about China.

With appreciation,

Julia de la Torre  
Executive Director



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

- American Council on the Teaching of Foreign Languages (ACTFL)
- AP<sup>®</sup> Chinese Language and Culture Development Committee
- Center for Applied Linguistics (CAL)
- China Exchange Initiative
- The Language Flagship, National Security Education Program
- Chinese Language Association of Secondary-Elementary Schools (CLASS)
- Chinese Language Teachers Association (CLTA)
- Council of Chief State School Officers (CCSSO)
- Hanban/Confucius Institute Headquarters
- National Association of International Educators (NAFSA)
- National Association of Secondary School Principals (NASSP)
- National Council of State Supervisors for Languages (NCSSFL)
- National Network for Early Language Learning (NNELL)
- New England Chinese Language Teachers Association (NECLTA)
- Partnership for Global Learning (PGL)

## Thanks to the 2013 Conference Program Advisory Committee members for their contribution and support of the conference.

**Lois Adams-Rodgers**, Senior Advisor, Council of Chief State School Officers

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**Baifeng Sun**, Associate Director, Confucius Institute, University of Massachusetts, Boston

**Peihui Wang**, Director, The China Exchange Initiative

# 2013 National Chinese Language CONFERENCE

## Conference Agenda

### Sunday, April 7

9 a.m.–7:30 p.m.

#### Registration Open

LOCATION: REGISTRATION DESK, FOURTH FLOOR

2–3 p.m.

#### Breakout Sessions I

Unless otherwise noted, sessions will be presented in English.

#### I18 Storytelling and Technology in the Chinese Language Classroom

LOCATION: SIMMONS, THIRD FLOOR

Cognitive science has shown that the human brain learns through stories, not logic. Storytelling is a powerful way to spark creativity, meaningful conversation and collaboration in the classroom. Technology has presented us with new, dynamic ways to tell stories: video, eBooks, “picture stories” and more. Through carefully scaffolded, standards-based units, students learn the skills needed to tell their own stories in the target language. The panelists will briefly touch on the theoretical basis for using storytelling in the classroom. They will share examples of culturally based, linguistically appropriate stories developed to meet the linguistic and cognitive needs of students in the Chinese classroom. Participants will watch video stories, self-dubbed movie clips and narrated stop-action videos created by high school students as part of the cross-school “Rock That Movie” competition. Finally, participants will learn strategies on how to help students tell their own stories.

KEYWORDS: storytelling, technology

SPEAKERS: Robin Harvey, Bing Qiu, Frank Lixing Tang, Xuan Wang

#### C1 China's Economic Rise and Current Landscape

LOCATION: WELLESLEY, THIRD FLOOR

Since Deng Xiaoping's economic reform, China has achieved amazing economic development. With growth rates averaging 9.5 percent over the past 30 years, China has been the fastest-growing major economy and is the world's second-largest economy after the United States. However, together with such success, China is facing new challenges and crises of a different sort. This session will explore the current economic landscape in China, as well as the growing imbalances facing the country: between rapid economic progress and stagnant political reform; between the rich and poor; between economic growth and environmental protection; between urban and rural communities. Participants in this session will explore new lessons in *China on the World Stage: Weighing the U.S. Response*, see a clip of scholar video and discuss best practices for engaging students in debate of what the rise of China means for the United States.

KEYWORDS: China's domestic policy, culture, social studies

SPEAKERS: Amy Howland, Wanli Hu

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**I3 Examining Reading and Writing Across Levels\*****LOCATION: SUFFOLK, THIRD FLOOR**

The panel will discuss different methodologies and strategies used to teach reading and writing to learners of varying levels through the examination of three papers: “Teaching Authentic Reading at Middlebury Summer Program: Perspectives and Approaches” (Chen), “Integrating Newspaper into an Advanced Low Heritage Class: Strategies and Thoughts” (Liang), and “Teaching Reading and Writing to Elementary Level Students” (Wan). Participants will examine the differences between teaching authentic reading material and “textbook reading” and the pedagogical principles and strategies that could be adopted. The panel will also discuss newspaper-reading strategies and provide participants with a guideline to design a newspaper-teaching curriculum. Finally, the panel will introduce the systematic approach used at Harvard Extension School to teach characters to first-level students.

**KEY WORDS:** heritage learners, reading, writing**SPEAKERS:** Tong Chen, Min-Min Liang, Min Wan**I21 Learning by Doing: Developing a Student-Centered Chinese Class\*****LOCATION: ARLINGTON, THIRD FLOOR**

A student-centered classroom is a characteristic of Teaching Through Problem Solving, Teaching Through Inquiry and Teaching Through Inductive Thinking. Such a student-centered classroom is essential to the success of student learning. However, it is very challenging for teachers to apply and maintain such a learning environment on a daily basis. The presenters will demonstrate effective instructional activities to motivate and engage students’ interactions in Chinese. Examples of active learning, cooperative learning and inductive teaching and learning will be provided. The participants will be able to practice these activities during the session. Students’ works and video clips, as well as classroom management tips and strategies, will be highlighted.

**KEY WORDS:** instruction, student-centered learning environment**SPEAKERS:** Hong Chen, Yan Wang**I9 Immersion Programs: What Works and What Needs to Improve****LOCATION: PROVINCETOWN, FOURTH FLOOR**

Waddell Language Academy (WLA) is a K–8 urban public school located in Charlotte, N.C., where a full Chinese language immersion program was established in 2006. After seven years of implementation, its immersion program has become a well-known, highly successful, full Chinese language immersion program. The presenters will share their experiences of initiating, building and structuring a Chinese program, and also discuss how their program is sustained through delivering well-articulated, content-rich instruction in Chinese in K–6 settings. Participants will learn how WLA implemented its Chinese language immersion program and examine its development process, as well as the collaboration from its supportive components, such as parents and teachers. Participants will also review the academic performance data; from this, they will determine what has worked and what needs to improve. Finally, the participants will discuss sustainability and improvements for an immersion program.

**KEY WORDS:** immersion, program development**SPEAKERS:** Shoufen Jacobson, Ynez Olshausen, Yanhong Ye

\*This is a bilingual session in which both Chinese and English will be used.

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## C10 Exploring China's Cultural Dynamism Through Documentary Films

LOCATION: SALONS A-B, FOURTH FLOOR

The opportunity to learn about Chinese culture is an aspect of course work that many students find motivating. This session will support teachers in introducing elements of Chinese culture and history through film, a form to which students are particularly receptive. Carma Hinton will use excerpts from her classic films such as *Small Happiness* and *Morning Sun* to illustrate ways that scenes can engage students and prompt inquiry. Primary Source staff will pair her clips with selections from documentaries about contemporary China to make the point that Chinese culture is anything but stagnant. A list of classroom-friendly documentaries as well as feature films will be provided, and participants will be invited to share ways that they have used films to enhance their language courses or to bolster China-related curriculum in other contexts in their schools.

KEYWORDS: culture, multimedia, history

SPEAKERS: Deborah Cunningham, Peter Gilmartin, Carma Hinton

## I24 Creating Engaging Teaching Materials for 21st-Century Assessments\*

LOCATION: SALONS C-D, FOURTH FLOOR

Many Chinese class curricula attempt to pursue a communicative approach but, in reality, they stress vocabulary and dialogue memorization at the expense of meaningful communication. The presenters have developed a set of criteria for creating materials that fit the communicative model. They will present the criteria and lead the participants in an evaluation of exercises to see how they measure up against the criteria; then, they will assist the participants in deciding if the materials are truly communicative in form. Participants will also learn how to create 21st-century assessments that are communicative in nature and that assess all three modes of communication. Finally, participants will form small groups and develop sample materials that fit the communicative model and then share their materials with other groups.

KEYWORDS: assessment, communicative approach, materials creation

SPEAKERS: Carol Chen-Lin, Janice Dowd, Lucy Lee

## I4 Engaging Chinese Language Students Through STEM

LOCATION: SALONS H-I, FOURTH FLOOR

Maryland was the only state to receive federal Race to the Top funding to support world language programs. In this session, a panel will provide background information on Maryland's World Languages Pipelines project that was designed to establish new Arabic, Chinese and Spanish dual language programs in elementary classrooms in the state. Presenters will describe the unique collaborative process of developing content-based STEM (science, technology, engineering and mathematics) curriculum modules for students that align with the National Standards for Learning Languages as well as national content standards in science, technology, engineering and mathematics. Presenters will highlight essential components and share samples of the curriculum modules and lessons. Participants will discuss how these modules can be adapted for use in multiple Chinese program designs and across grade levels.

KEYWORDS: curriculum, STEM

SPEAKERS: Ruby Costea, Shuhan Wang



**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**A5 Criteria and Practices of College-Level Chinese Placement and K–16 Articulation\*****LOCATION: SALONS J–K, FOURTH FLOOR**

Clear descriptions of student performance are fundamental for K–16 articulation in language learning. Placement criteria and practices of four-year colleges differ; therefore, the panel will look into how three college-level institutions place Chinese learners who have previous Chinese experience into Chinese classes. Participants will learn about different aspects of placement criteria, such as the ACTFL 5 C's or in-house guidelines or rubrics, language-learning skills or integrated skills, and pragmatic competence. The panel will also solicit the K–12 participants' input regarding the instructional goals of their highest-level Chinese classes, as well as the postsecondary participants' input regarding their placement practices.

**KEY WORDS:** articulation, placement criteria**SPEAKERS:** Hua Dong, Jin Zhang**P3 Building International Programs: A Road Map****LOCATION: REGIS, THIRD FLOOR**

As of 2012, hundreds of Chinese students are studying in New England high schools. From public schools in the far corners of northern Maine to schools in the Greater Boston area, schools in this region have experienced a dramatic cultural shift over the past five years because of the influx of Asian students on their campuses. Building a successful international program, however, involves a lot more than simply recruiting students. In this interactive session, participants will explore the characteristics of a successful international program. Some of the cultural challenges that schools face and what can be done to strengthen existing programs will be addressed. The presenter will share her insights from working with schools across New England on the "Road Map for the Successful Integration of Chinese Students" and provide a lively forum for sharing information and success stories.

**KEY WORDS:** culture, international programs, partnerships**SPEAKER:** Suzanne Fox**3:15–4:15 p.m.****Breakout Sessions II**

Unless otherwise noted, sessions will be presented in English.

**X3 Using and Creating Digital Textbooks at Beginner Levels\*****LOCATION: SIMMONS, THIRD FLOOR**

The presenters will share their experience transitioning Mandarin 1 and 2 classes into paperless classrooms, with instruction centered on the iPad, using existing digital Mandarin e-textbooks and adapting iPad apps for Mandarin use, as well as creating an iBook digital textbook using iBooks Author. Emphasis will be placed on how the apps, websites and e-textbooks can enrich instruction in the classroom and streamline the learning process from the perspective of both teacher and student. Presenters will also address the paradigm shift that comes with digitizing a classroom: classroom management, trust issues with plagiarism and "flipping the classroom" to focus more on one-on-one time in the classroom setting.

**KEY WORDS:** flipped classroom, interactive digital textbooks, iPad**SPEAKERS:** MingJung Chen, Sushu Xia

\*This is a bilingual session in which both Chinese and English will be used.

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## P8 Exchanges that Enhance: How Teachers from China Enrich Your Classrooms and Community

**LOCATION:** WELLESLEY, THIRD FLOOR

Hosting a teacher from China not only offers a staffing solution to help schools start or expand their Chinese programs, but also provides a unique opportunity for cultural exchange in your local classrooms. Long before your students may have the chance to go abroad, they can experience daily interaction with a native speaker who brings authentic cultural ideas and resources with them. The presenters will highlight strategies and examples of how visiting teachers from China can enrich a Chinese program. Additionally, participants will learn useful strategies and tips to make hosting a successful experience for the students, teacher and local community.

**KEYWORDS:** visiting teacher, cultural exchange

**SPEAKERS:** Selena Cantor, Wang Jiuping, Zhou Zhichang

## I12 Maximize Students' Engagement Through Storytelling and Brain-Friendly Activities\*

**LOCATION:** SUFFOLK, THIRD FLOOR

In this session, the presenter will explain the neuroscience behind storytelling and demonstrate how to engage students through brain-friendly techniques such as gesturing, acting, pantomiming, personalization and illustration, all of which are essential components of successful storytelling. Participants will have opportunities to participate in all of the activities above (e.g., coming up with an effective gesture for an essential phrase, or thinking of ways to use pantomime to effectively review and retell a story).

**KEYWORDS:** comprehensible input storytelling, TPRS

**SPEAKER:** Haiyun Lu

## P2 The 3S Partnership: Developing Strong, Significant and Sustainable Sister-School Partnerships

**LOCATION:** ARLINGTON, THIRD FLOOR

Participants will learn key insights into developing a prospering partnership that allows for sustainability and growth in the future. Presenters from North Carolina, New Hampshire and Massachusetts will share their experiences from successful teacher and student exchanges between schools in the U.S. and China, as well as the dynamics and logistics of initiating and maintaining a strong sister-school relationship. Attendees will engage with presenters and their peers in creating a viable plan of action for pursuing new, or for reviving old, partnerships.

**KEYWORDS:** communication, culture, partnerships

**SPEAKERS:** Meredith Cargill, William Gurney, Lisa Justice

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**M1 Starting and Sustaining Chinese Immersion Programs in Urban and Rural Settings****LOCATION: PROVINCETOWN, FOURTH FLOOR**

In this session, participants will learn the beginning steps of planning, marketing, implementing and sustaining immersion programs in two distinctly different settings: the first is an urban magnet school in Houston, Texas, and the second is a kindergarten classroom in the rural community of Greenville, Mich. Participants will learn how each team met the common challenges of first-year implementation, including developing and maintaining district-level stakeholder support, meeting state certification requirements, developing appropriate curriculum with meaningful assessment of student achievement, and evaluating program effectiveness. Participants will be provided resources, presentation slides and the opportunity to have a dialogue with the presenting teams — representative of teachers, building administration and district administration.

**KEY WORDS:** administration, immersion**SPEAKERS:** Christina Aguirre-Oliva, Brian Bordelon, Diane Brissette, Kristin Mier, Xin Li**I16 Chinese Characters: Incorporating Best Practices\*****LOCATION: SALONS A-B, FOURTH FLOOR**

This session presents research-guided best practices in Chinese character instruction and illustrates how to incorporate character instruction in a standards-based curriculum in grades K–16. Its findings were developed in the 2012 STARTALK program involving K–16 master teachers of Chinese and top researchers in foreign language acquisition and Chinese literacy. Research shows that successful character learners go well beyond the rote memorization of characters, utilizing various recurring parts within characters to facilitate recognition and production. In this session, the panel will demonstrate how to use this information to create student-centered activities for character learning, and how to incorporate these skill-building activities in communication-focused, standards-based units. Participants will design lessons and activities that develop character literacy and incorporate authentic materials. They will also learn how to implement activities incorporating characters that involve interpersonal, interpretive and presentational modes of communication.

**KEY WORDS:** Chinese characters, research, literacy**SPEAKERS:** Kevin Chang, Yea-Fen Chen, Claudia Ross**C4 Using Traditional Chinese Arts to Support Chinese Language and Cultural Studies****LOCATION: SALONS C-D, FOURTH FLOOR**

In this collaborative, hands-on workshop, presenters will share strategies for teaching Chinese language, history and culture through traditional Chinese arts across the K–12 spectrum. Chinese traditional arts such as Chinese bronze, ceramics, calligraphy and jade all carry profound cultural representations that can convey a deep cultural understanding. When Chinese classes introduce culture and history in an in-depth manner, language learners acquire global and cultural proficiency. In small groups, participants will be given “road pointers” on how to “read” Chinese artworks and work together to interpret the “stories” behind them; then they will discuss ways to convey those meanings to American students — in English or in Chinese. Participants will become familiar with the very best Web-based resources and technology tools to teach Chinese traditional arts. They will leave with new knowledge and resources for immediate use in their classrooms.

**KEY WORDS:** arts and culture, collaborative teaching, interdisciplinary teaching**SPEAKERS:** Jingjing Jiang, Huajing Maske, Susan Zeiger

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

## M3 Effectively Building Study Abroad into the University Chinese Curriculum

**LOCATION: SALONS H-I, FOURTH FLOOR**

Summer study abroad programs in most Chinese programs at U.S. universities are typically viewed as extracurricular components, with a focus on exotic Chinese foods and vacation-like tourist trips, rather than opportunities for rigorous academic training and career preparation. The panel will present an effective model for integrating academically rigorous study abroad learning experiences from beginning to advanced levels that include structured service learning into the regular university Chinese curriculum. Participants will learn how to efficiently build the study abroad curriculum into a constant, continuous and recurring part of a Chinese program at the college level. They will also explore effective methods for how to conduct learning activities in local communities and how to help students participate in local social life so that they will acquire guided firsthand cultural experiences. Finally, the panel will share proven strategies for motivating students to continue their Chinese learning through study abroad.

**KEYWORDS:** curriculum, study abroad

**SPEAKERS:** Xiaobin Jian, Xizhen Qin, Eric Shepherd

## S4 Best Practices in Chinese Language Assessment K-16\*

**LOCATION: SALONS J-K, FOURTH FLOOR**

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

**KEYWORDS:** best practices, computer and face-to-face assessments

**SPEAKERS:** Na Liu, Lynn Thompson

## I5 Math in Chinese Immersion Classrooms: Increasing Student Language Output

**LOCATION: REGIS, THIRD FLOOR**

Student target language output in Chinese immersion classrooms is essential to student success in achieving higher proficiency levels in both the language and the content. The Chinese dual language immersion programs in Utah are discovering and developing new ways to increase student language output during math instruction. Utah's Chinese dual language immersion teachers are experiencing greater success in math instruction, and students are learning important social language through the innovative use of programs like Every Day Counts Calendar Math, and a special emphasis on incorporating story problems in daily math lesson planning. These changes in math instruction have proven essential in the classroom, as both Chinese dual language immersion teachers and their students address the higher-level thinking requirements that are embedded in the new Common Core State Standards for Mathematics.

**KEYWORDS:** Common Core, immersion, math

**SPEAKERS:** Tessa Dahl, Sandra Talbot

**Key to Session Codes**

<b>A</b> - Articulation and Proficiency
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<b>P</b> - Global and Local Partnerships
<b>S</b> - Assessment
<b>X</b> - Technology

4:30–5:45 p.m.

**Plenary Session I: Celebrating Chinese Language Teachers and Students****LOCATION: SALONS E-G, FOURTH FLOOR**

The sixth National Chinese Language Conference is a celebration of many things, but at its heart it is a celebration of learning and the teachers and students who engage each day in the process. Join us for an insightful and engaging conversation with Chinese language teachers, and hear from their students about what makes them so special. We will hear from veteran teachers that have made major contributions to the field and from newer teachers that have created meaningful and motivating experiences for their students. As part of the kickoff of the sixth National Chinese Language Conference, join us in saluting the synergies between teacher and student that propel the field forward and create the foundation for both globally aware, globally competent students and a strong, sustainable U.S.–China relationship far into the future.

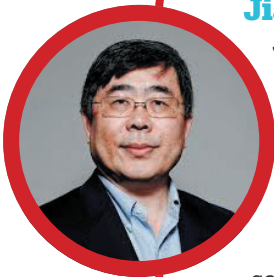
**INTRODUCED BY:** Robert Davis, Executive Director, Chinese Language and Culture Initiatives, The College Board (see full biography on page 69)

**SPEAKERS:** Jianhua Bai, Professor of Chinese, Kenyon College, OH; Lucy Chu Lee, Chinese Language Teacher, Livingston High School, NJ; Xin Li, Chinese Language Teacher, Walnut Hills Elementary, Greenville, MI; Heidi Steele, Language Teacher, Peninsula School District, WA

**MODERATED BY:** Christopher Livaccari, Director, Chinese Language Initiatives, Asia Society (see full biography on page 67)

**PERFORMANCE:** Medfield Jazz Band and Guest Artist Yang Ying

**CLOSING REMARKS BY:** Kathleen Ennis, Advisor, Primary Source (see full biography on page 69)

**Jianhua Bai**

Jianhua Bai is a professor of Chinese at Kenyon College and director of the Chinese School of Middlebury College. He teaches Chinese language, linguistics courses and Chinese language pedagogy. His research interests include foreign language education and assessment, integration of technology into the CFL curriculum and action research. Bai has extensive experience in teacher training and supervision for various world languages. He served on the executive board for two terms and as president of the Chinese Language Teachers Association. He is also actively engaged in other professional activities such as: organizing international conferences, evaluating journal articles, evaluating university programs and faculty, serving as senior advisor (flagship curriculum) for the American Councils for International Education, chairing (2004–2010) the AP Chinese Language and Culture Exam Development Committee, and currently serving as College Board Advisor for AP Chinese development.

\*This is a bilingual session in which both Chinese and English will be used.

### Lucy Chu Lee



Lucy Chu Lee is a veteran Chinese language teacher at Livingston High School in New Jersey. In 2012, she was a national finalist for the ACTFL Teacher of the Year award. She is presently a teacher educator at Rutgers University and William Paterson University and has taught at Seton Hall and Drew Universities. She served as a teacher trainer for the Wisconsin Critical Language Fellows Project, was a member of the U.S. Department of Education's Teacher-to-Teacher Training Corps providing training for the Guest Teachers Program sponsored by the College Board and Hanban. She served two terms as president of the Chinese Language Association of Secondary-Elementary Schools (CLASS) and served on the Board of Directors of the Chinese Language Teachers Association (CLTA). She also coauthored the CLASS Professional Standards for K-12 Chinese Language Teachers and co-chaired a national project to develop standards for K-12 Chinese learners.

### Heidi Steele



Heidi Steele has been teaching Chinese at Gig Harbor High School and Peninsula High School in Gig Harbor, Wash., since 2005. For the past two summers, she served as a Chinese language director for the Middlebury-Monterey Language Academy. As the Confucius classroom coordinator for the Peninsula School District, she established a partnership with the Mudanjiang No. 1 High School in Heilongjiang Province and developed a two-way student exchange program focused on language and cultural immersion. This year, she launched an online student portfolio system that she created to help students take charge of their own learning. Prior to her current position, she developed Mandarin for Parents, a program for parents adopting children from China. Steele holds an M.A. in Chinese/English translation and interpretation from the Monterey Institute of International Studies.

### Xin Li



Xin Li is a visiting teacher for the Chinese immersion program in Greenville Public Schools, Michigan, through the College Board-Hanban Chinese Guest Teacher Program. Previously, she taught at Consolidated School District of New Britain, Conn. She also served as a visiting teacher in Thailand for six years through a collaboration of the Thai Ministry of Education and Hanban. Xin has experience teaching all levels of Chinese to elementary and secondary students, college students and adults. She is originally from Yunnan province in China.



### Medfield Public School Jazz Band

The Medfield Public School Jazz Band, under the direction of Douglas Olsen, Band has earned national recognition as winner of the 2011 Charles Mingus Festival and through three appearances at the prestigious Essentially Ellington Festival hosted by Wynton Marsalis. This spring, the Jazz Band will be touring China. The band have been engaged in master's classes with renowned erhu player and composer Yang Ying. Ms. Yang won first place in a national erhu competition at the age of twenty-five, clearly distinguishing herself as one of the foremost erhu players in China. She has performed for Heads of State (including three American Presidents Richard Nixon, Gerald Ford, and Jimmy Carter).

6–7:30 p.m.

### Exhibit Hall Opening and Reception

LOCATION: EXHIBIT HALL, BACK BAY, THIRD FLOOR

Join us for the opening of the Exhibit Hall and a light reception. Browse the many resources and materials available to help strengthen your Chinese program, and network with colleagues and exhibitors from near and far.

## Monday, April 8

6:45 a.m.–6 p.m.

### Registration Open

LOCATION: REGISTRATION DESK, FOURTH FLOOR

7–8:30 a.m.

### Exhibits Open and Continental Breakfast

LOCATION: EXHIBIT HALL, BACK BAY, THIRD FLOOR

# 2013 National Chinese Language CONFERENCE

8:45–9:45 a.m.

## Plenary Session II: China Across Subject Areas: The Career Connection

LOCATION: SALON E-G, FOURTH FLOOR

As more and more U.S. students develop high levels of proficiency in Chinese, it becomes ever more necessary to understand the connections between Chinese language learning, other academic content, and career and professional development. It is simply not enough to learn the language or engage with the culture. Students must integrate the study of the Chinese language with a broader vision for their academic and professional interests and their long-term career goals. The participants in this panel are leading voices in the field who have worked with students at all levels to broaden and deepen their understanding of and engagement with China, and to connect language learning with the development of other critical skills. We will hear from representatives of fields and perspectives as diverse as archaeology, engineering and business, and explore the ways in which learning Chinese is helping students to create new and exciting career trajectories.

INTRODUCED BY: *Julia de la Torre, Executive Director, Primary Source (see full biography on page 69)*

MODERATED BY: *Sara Judge McCalpin, President, China Institute in America*

SPEAKERS: *Sigrid Berka, Executive Director, International Engineering Program, University of Rhode Island; Der-lin Chao, Director, Chinese Flagship Program, Hunter College, City University of New York (and President, Chinese Language Teachers Association); Robert E. Murowchick, Director, International Center for East Asian Archaeology and Cultural History, Boston University*

### Sigrid Berka



Sigrid Berka is the executive director of the International Engineering Program (IEP) at the University of Rhode Island, and also the director of the German and the Chinese IEP, responsible for building academic programs with exchange partners abroad, internship placements for IEP's dual degree students, corporate relations and fundraising for the IEP. Under Berka's leadership, the IEP received NAFSA's Senator Paul Simon Spotlight Award for innovative campus internationalization (2011), and the Andrew Heiskell Award for study abroad (2012) by the Institute for International Education. In her previous appointment as managing director of the MIT-Germany program, she built up an innovative program providing experiential learning opportunities, such as internships and workshops in German companies and research institutes, as well as MIT access for corporate partners in the MIT International Science and Technology Initiatives (MISTI). From 2007 to 2009, Berka served as MIT Delegate for the Global Excellence Initiative (GEI-GEIP). Sigrid Berka is a native of Germany and has a Staatsexamen in German literature, philosophy and education from RWTH Aachen (1986), and a Ph.D. in German studies from the University of California, Santa Barbara (1990).



### Der-lin Chao



Der-lin Chao is a professor and head of the Chinese program at Hunter College as well as principal investigator and director for the college's Chinese Flagship Center. She has a Ph.D. in applied linguistics from New York University. Since 1981 she has taught Chinese and directed language programs for various institutions, including Princeton University and Oberlin College. Chao served twice on the board of directors of the Chinese Language Teachers Association (CLTA) and is currently the president of the organization. She was the advisory committee member for two New York State Department of Education foreign language teacher certification examinations and was the reviewer for the SAT Subject Test in Chinese in 1999 and 2000. Chao has compiled and/or written textbooks for elementary-, intermediate- and advanced-level Chinese courses. She won a grant in the International Research Studies program of the U.S. Department of Education in 2001, which led to her pioneering teaching approach and Web-based instructional materials to help students overcome difficulties with learning Chinese characters and achieving literacy.

### Sara Judge McCalpin



Sara Judge McCalpin is president of China Institute, a position she has held since March 2005. She grew up in Ann Arbor, Mich., and graduated from Princeton University in 1982 with a degree in East Asian studies. Following graduation, she set off for Beijing, where she lived and worked from 1982 to 1986 — first studying at Beijing University and then working as an associate for Kamsky Associates, Inc. McCalpin continued her work for Kamsky Associates in the New York office, helping U.S. companies devise market entry strategies to China. She then served as director of Asia for AFS Intercultural Programs, broadening her interest and expertise in Asia. In 2004, McCalpin directed China Institute's first U.S.–China Executive Summit, which brought together a group of 100 leading corporate executives from the U.S. and China for high-level discussions on U.S.–China business. McCalpin is also the founder of River Way LLC, a consulting practice focused on China. She is currently a member of the executive committee of the Princeton Alumni Council and has served as a trustee of Princeton-in-Asia, Greenhills School (Ann Arbor, Mich.), The Montessori School (Wilton, Conn.), and Greens Farms Academy (Westport, Conn.).

### Robert E. Murowchick



Robert E. Murowchick is director of the International Center for East Asian Archaeology and Cultural History (ICEAACH) at Boston University, where he also serves as assistant professor of archaeology, teaching courses on the archaeology of China and Southeast Asia, ancient metallurgy, and politics and archaeology. He earned his B.A. in archaeology from Yale College, and his M.A. in regional studies–East Asia and a Ph.D. in anthropology from Harvard. Murowchick taught in Wuhan, China, from 1981 to 1983 as part of the Yale–China program, and has undertaken many research trips there since then. Since 1991, Murowchick has served as co-principal investigator of the multifaceted collaborative archaeological field program “Investigations into Early Shang Civilization” of the Peabody Museum (Harvard University) and the Institute of Archaeology (Chinese Academy of Social Sciences, Beijing). Centered in Shangqiu, Henan Province, China, this project has investigated the origins of the powerful Shang civilization through a program of geological coring and landscape reconstruction, geophysical remote sensing, and archaeological excavation.

# 2013 National Chinese Language CONFERENCE

9:45 a.m.–12:15 p.m.

## Exhibits Open

LOCATION: EXHIBIT HALL, BACK BAY, THIRD FLOOR

10–11 a.m.

## Breakout Sessions III

Unless otherwise noted, sessions will be presented in English.

### C2 Using Visual Media to Teach About China at the Secondary Level

LOCATION: SIMMONS, THIRD FLOOR

Engaging students in learning about political, philosophical and social aspects of Chinese history and culture is a challenge at the secondary school level. This workshop introduces various strategies that utilize visual media to help educators access a greater understanding of Chinese culture and history. With the popularity of the graphic novel as an effective tool to hook students, cartoons and graphic representations can be used in a meaningful way to engage students. This session will introduce two specific approaches: one that uses cartooning as a means of understanding Confucian ideas and one that utilizes postcards as a visual source for students to explore their understanding of China and other places. The workshop allows participants to engage interactively and have hands-on experiences with classroom-friendly materials.

KEYWORDS: culture, history

SPEAKERS: Seth Kirby, Angela Lee

### P9 Short-Term Summer Camp and Winter Camp of Confucius Institute Headquarters

LOCATION: WELLESLEY, THIRD FLOOR

This session will introduce the objectives and activities of the Chinese Bridge Summer Camp for U.S. high school students, and the Chinese Summer/Winter Camp, as well as share information and experiences from the Confucius Institutes and Confucius Classrooms.

KEYWORDS: high school, camp, Confucius Institutes and Confucius Classrooms

SPEAKERS: Chen Mo, Frank Phillips, Holly Chen Tyson

### I8 Integrate Radicals into Chinese as a Foreign Language Curriculum\*

LOCATION: SUFFOLK, THIRD FLOOR

This panel will address a critical issue in the teaching and learning of Chinese characters: the lack of utilization of radicals in the current Chinese as a Foreign Language (CFL) curriculum. Our preliminary survey shows that radicals are grossly underutilized due in part to a lack of training and a lack of resources. Through a carefully designed college course on radicals and many other examples, the presenters will demonstrate that radicals play a critical role in improving students' grasp of Chinese characters and in strengthening their reading and writing skills in Chinese. Participants will leave with a better understanding of the semantic structure of Chinese characters and their evolution. They will also get the resources they need to start their own self-training and to begin integrating radicals into their CFL curriculum.

KEYWORDS: Chinese characters, CFL curriculum, radicals

SPEAKERS: Weijia Huang, Levente Li, Mingquan Wang

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**I14 Lesson Planning: From Paper to Practice****LOCATION: ARLINGTON, THIRD FLOOR**

Transforming a well-designed lesson plan into the classroom is often a challenge. Drawing from STARTALK's experience in observing summer language programs, the presenter will introduce tools that facilitate the development and implementation of effective lesson plans, which are based on current research on how students process information. The presenter will begin with a brief overview of the principles and steps of backward design, focusing on applications for lesson planning. Annotated video clips of actual classroom instruction will further exemplify solid methods on how to transform lesson plans for effective classrooms. Participants will learn how the principles of backward design apply to lesson planning. They will receive a lesson plan template based on backward design principles, along with a checklist of critical items that provide evidence of successful instruction. Participants will also share in small group discussions on challenges and successes of various strategies.

**KEYWORDS:** backward design, instructional strategies, lesson plans**SPEAKERS:** Betsy Hart, Myriam Met**I13 Math + Chinese = Better Math Scores — Why?\*****LOCATION: BERKELEY, THIRD FLOOR**

In the Organisation for Economic Co-operation and Development's Programme for International Student Assessment, published in 2010, it was found that Chinese students outperformed U.S. students in math. Liping Ma, renowned mathematics scholar, mentions that Chinese students have held consistently high mathematic achievement for many years (1999). Students in Chinese immersion classes in the U.S. also achieve high math scores. What are the reasons behind these conclusions? The presenters will focus their discussion on how and why math performance is higher under a Chinese immersion setting. They will highlight approaches to teaching Chinese math, concept sequences, materials and learning expectations. In addition, the presenters will introduce Chinese linguistic features in mathematical language, such as the word "twenty" in English versus "two-ten (二十)" in Chinese. Participants will learn about the possible reasons behind high mathematic achievement when the subject is studied in Chinese, as well as Chinese math teaching strategies in immersion programs.

**KEYWORDS:** immersion, math**SPEAKERS:** Tingting Mei, Ping Peng, Jing Zhao**M5 "Fifth Core" Mandarin Chinese Language and Cultural Program: Get Started!****LOCATION: PROVINCETOWN, FOURTH FLOOR**

Oxford Community Schools' Fifth Core Mandarin Chinese Language and Cultural Program is the largest fluency-based world language program in Michigan, with more than 2,200 K–12 students in their program. Each year, Oxford's Chinese world language program grows by more than 200 students. It is imperative that students not only learn a world language, but also the skills to acquire additional fluency in other world languages when needed. In this presentation, participants will learn about Oxford Community Schools' strong mission for all students to become fluent in a world language and to gain global competence. They will learn how to replicate the execution plan to enable their students to become fluent in the Mandarin Chinese language and culture, and they will learn about Oxford's strategies to make their Mandarin Chinese language program financially sustainable for all students.

**KEYWORDS:** fluency, sustainability**SPEAKER:** William Skilling

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

## M9 Chinese Students in U.S. Schools: A Discussion on Admission and Support Strategies

**LOCATION:** SALONS A-B, FOURTH FLOOR

The significant increase of undergraduate students from China provides opportunities for U.S. colleges and universities to assess their readiness to support Chinese students inside and outside of the classroom. This session will focus on partnerships between the admission office and other key campus offices to support Chinese undergraduate students.

**KEYWORDS:** college admission, international students

**SPEAKERS:** Diane Anci, Matt McGann, James Montoya

## M6 FLES Language Acquisition Through Story-Based Curriculum

**LOCATION:** SALONS C-D, FOURTH FLOOR

The challenges of delivering Chinese language classes to young students via video conferencing have inspired this team to focus intently on curriculum and pedagogy that engage all students in the target language and that help build communication skills and cultural awareness. Story-based units have proven to be the most effective. Through examples of unit plans and curricular materials, participants will observe how careful sequencing facilitates teaching in the target language, allows for spiraling content (helps new students), includes Common Core content and articulates novice through intermediate low levels. The panel will share video clips and highlight the perspectives of students, parents, Chinese teachers, classroom facilitators, curriculum developers and the school. Participants will learn a method of designing and sequencing units and lesson plans for Foreign Language in the Elementary School (FLES) Chinese that effectively engages young children, facilitates teaching in the target language and results in measurable language acquisition.

**KEYWORDS:** Common Core, FLES, story-based curriculum

**SPEAKERS:** Chang Liu, Crystal May, Sheree Willis

## S1 Using Performance Tasks to Improve Proficiency in the Chinese Immersion Classroom

**LOCATION:** SALONS H-I, FOURTH FLOOR

Effective formative assessment practices empower students and teachers to attain high levels of academic performance. The Chinese immersion classroom is no exception. Reflecting upon lessons learned over the past several years in trying to increase Mandarin language proficiency in a K–12 Mandarin immersion program, a panel consisting of a district immersion specialist, an elementary school teacher/curriculum specialist and a secondary level teacher/curriculum specialist from Portland Public Schools will share its process for setting proficiency targets, training teachers in effective assessment practices and developing specific classroom strategies and assessments for increasing proficiency outcomes K–12. Participants will be engaged in discussions about setting ACTFL-aligned, proficiency-based outcomes; developing specific instructional strategies for improving proficiency; and using curriculum-embedded performance tasks to generate higher outcomes.

**KEYWORDS:** assessment, immersion, performance tasks

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

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**S5 Improving Language Performance with Effective Assessments****LOCATION: SALONS J-K, FOURTH FLOOR**

Clear instructional targets and assessments of performance help teachers and learners focus on the key elements that will improve language performance. By examining a model unit of instruction, participants will learn how to create performance assessment tasks that lead learners to demonstrate what they can do in Chinese while providing feedback on how to improve. Participants will experience and analyze strategies to assess students' ability to read, listen and view with deeper understanding; exchange information and express opinions; and create written, spoken or multimedia presentations.

**KEYWORDS:** assessment, performance tasks, summative assessment**SPEAKER:** Paul Sandrock**11:15 a.m.–12:15 p.m.****Breakout Sessions IV**

Unless otherwise noted, sessions will be presented in English.

**I19 Using Structured Language Activities to Build Chinese Proficiency\*****LOCATION: SIMMONS, THIRD FLOOR**

Building proficiency in Chinese requires students to be confident about communicating in Chinese in a variety of situations. Participants will learn practical strategies and activities that allow students to practice their language skills through safe, engaging interactive activities that promote structured language growth. They will learn how to structure language practice activities that foster student-to-student interaction and teacher-to-student interaction. These activities can be incorporated into daily instruction in both immersion and non-immersion world language programs to increase Chinese proficiency and content knowledge.

**KEYWORDS:** immersion, proficiency, literacy**SPEAKERS:** HsiuWen Hsieh, Yu-Ju Tai, Kathleen Wang**I23 Qualifications Beyond Teacher Certification\*****LOCATION: WELLESLEY, THIRD FLOOR**

This presentation addresses an imperative issue in Chinese language instruction: the quality of Chinese teachers. As the number of Chinese language teachers increases rapidly, it is apparent that certain teachers, with or without teacher certificates, lack an understanding of the U.S. education system and the Chinese language itself. At the micro level, Chinese teachers need to understand the U.S. education system and know about effective approaches in order to function in local schools. Chinese teachers, native speakers or not, should have a solid command of the Chinese language and should consciously improve their own language use and study of Chinese pedagogical grammar, including syntax, semantics, phonology, discourse analysis and etymology. In this session, participants will analyze the expectations of the U.S. work environment and share resources for professional development.

**KEYWORDS:** language proficiency, U.S. education**SPEAKERS:** Baozhang He, Juefei Wang

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

## C3 “China into the 21st Century”: An Interdisciplinary Approach

LOCATION: SUFFOLK, THIRD FLOOR

Since 1926, as a nonprofit organization based in New York with a mission to advance a deeper understanding of China, the China Institute strongly believes that the teaching and learning of Chinese language and culture cannot be separated. In this session, the panel will illustrate how its professional development programs for K–12 educators across all subjects implement an interdisciplinary approach to effectively integrate the teaching of Chinese art, culture, history, social studies and language around the theme of “China into the 21st Century.” The China Institute’s own experiences in the field will help participants learn how to form productive interdisciplinary collaborations, for which a different approach toward planning and managing needs to be thought through.

KEY WORDS: K–12 professional development, interdisciplinary collaboration

SPEAKERS: Kevin Lawrence, Shenzhan Liao, Yan Shneider

## F2 Immersion Program: Strategic Planning for Sustainability and Growth

LOCATION: ARLINGTON, THIRD FLOOR

In the current cost-cutting climate, elementary foreign language programs are undergoing challenges in trying to sustain healthful support from districts and communities. This presentation will discuss the critical tools of strategic planning that will ensure sustained growth. Panelists will encourage participants to look into strategies and processes that will build and sustain resources for their language immersion programs. Participants will survey and exchange approaches and practices by analyzing the urgency of specific situations and by generating a guiding coalition. They will identify a vision, a mission and core values, and will learn how to communicate their vision and to consolidate short-term wins. Finally, participants will develop an action plan for continued growth. Examples and worksheets will be provided.

KEY WORDS: administration, immersion, sustainability

SPEAKERS: Mary Cazabon, Vivian Tam, Gerald Yung

## I10 Providing Feedback to Student Writers: Written Commentary and Individual Conferences

LOCATION: BERKELEY, THIRD FLOOR

This session discusses teacher feedback to college-level Chinese learners’ texts — both written feedback and one-on-one conferences. In the first part, participants will examine how teachers facilitate student learning through manipulating the amount of control conveyed through written commentary. Variables examined will be focus, specificity and mode (Straub, 1996, 1997), and the issues addressed will include area of focus, explicitness of corrective feedback, directness of speech and the use of praise and criticism. In the second part, the presenters will demonstrate how spoken interactions at conferences allow time for students to actively participate in negotiation of meaning, eliminate mutual misunderstandings and clarify teachers’ written responses. The participants will acquire knowledge about the pedagogical roles and constraints of writing conferences, the principles of conducting teacher–student conferences and some social aspects of a conference approach. They will review related research, share their instructional practices and engage in hands-on activities using authentic student writings.

KEY WORDS: writing, teacher feedback

SPEAKERS: Mushi Li, Ying Zhang

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**P5 “We Need Chinese Teachers!” A Panel with Partner Schools\*****LOCATION: PROVINCETOWN, FOURTH FLOOR**

In this session, presenters from multiple institutions — including a Chinese teacher certification program and two local K–8 language immersion schools — will focus on their collaborative work in shaping the Chinese language education community and will showcase classroom-tested approaches based on principles of L2 teaching methods. Participants will find ways to develop dynamic partnerships that will support and lead them to success in L2 teacher training. They will also compare and contrast different teaching scenarios that examine best practices and challenges. By the end of the session, participants will not only interpret how teaching principles are demonstrated in the classroom, but also take away effective L2 teaching strategies and innovative approaches to teaching and learning. They will also receive tips on classroom management that include some activities in student-centered instruction, examples of creativity in Chinese language teaching, hands-on resources for delivery of instruction and successful class procedures in Chinese language classrooms.

**KEYWORDS:** language education community, teaching scenarios**SPEAKERS:** Jeanne Cobb, Donnette Dais, Alice Zhang**P7 Next Steps for Our Chinese Language Students: Study In and About China at the University Level****LOCATION: SALONS A–B, FOURTH FLOOR**

In this session, panelists will draw from Boston University’s programs of study to demonstrate the continuity of experiences available to students who are already interested in China and the Chinese language. Members of the panel will explore the breadth of programs available for such students at the university level in the following areas: the value and rationale of study abroad in China (in this case, Shanghai), Chinese language study and subject areas, and the resources of the Center for the Study of Asia. A student will speak about his experience in transitioning from high school to college and then to Shanghai in pursuit of his interests. Participants will leave with an understanding of what opportunities lie ahead for their China-interested and Chinese-proficient college-bound students.

**KEYWORDS:** university-level study abroad**SPEAKERS:** Joe Fewsmith, Weijia Huang, Charlotte Mason, Debra Terzian, Lee Veitch**A6 Unveiling the K–16 National Chinese Standards\*****LOCATION: SALONS C–D, FOURTH FLOOR**

In the past five years, a group of K–12 and postsecondary Chinese educators have worked closely and created 13–16 progress indicators for each of the 11 standards within the 5 C’s, as well as formed examples and two scenarios for each of the 5 C’s. These scenarios have been field tested by K–16 Chinese educators and were well received by both learners and instructors. Participants in this session will learn about the new K–16 national Chinese standards and how the K–16 Chinese project has redefined K–16 articulation. Through a series of tasks in theme-based learning scenarios, all stakeholders will have a clearer understanding of the knowledge and capabilities of students at each level. Defining articulation by standard-based tasks will help Chinese educators assist all learners to achieve and maintain a higher proficiency, which in turn will improve the sustainability of our Chinese programs.

**KEYWORDS:** learning scenarios, standards, sustainability**SPEAKERS:** Jianhua Bai, Carol Chen-Lin, Dali Tan

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

## I1 Create a Schoolwide System Through Professional Development

**LOCATION: SALONS H-I, FOURTH FLOOR**

Starting in 2011, the Chinese American International School (CAIS) has been on an arduous journey to reform its curriculum and to integrate language arts and the content areas taught in Chinese and English. Working with two groups of renowned national experts, faculty members of CAIS have engaged in intense, focused and purposeful professional development in establishing a curricular framework, designing and implementing model units and lessons, and conducting action research and collecting students' work for evidence-based assessment. This process has transformed teachers' relationships and broadened their perspectives about what a dual language immersion school means. Presenters will share the process, the sample products and the key elements crucial to creating such a schoolwide system. Participants will learn strategies they can use in a similar transformative endeavor.

**KEYWORDS:** curricular development, immersion, professional development

**SPEAKERS:** Kevin Chang, Shuhan Wang

## X1 Technology in the Chinese Classroom: Creating a 21st-Century Learning Space\*

**LOCATION: SALONS J-K, FOURTH FLOOR**

This session will address the educational benefits of using technology and social media to create a fun language-learning environment. Participants will learn how to use easily accessed technology (e.g., Prezi, Animoto, iMovie, Voki) to create theme-based projects and detailed rubrics that engage students and make Chinese relevant to their daily lives. Participants will also look at examples of how teachers in the Chinese classroom have used Twitter and Facebook to supplement language education. They will explore how both Twitter and Facebook stimulate students to use language in different ways, as well as learn how to use these sites to encourage students to have authentic and meaningful interactions with people in their Chinese community.

**KEYWORDS:** activities, assessment, technology

**SPEAKERS:** Amy Chang, Qi Li, Haiyun Lu, Elizabeth Tredeau



**Key to Session Codes**

<b>A</b> - Articulation and Proficiency
<b>C</b> - China Across Subject Areas
<b>F</b> - Sustainability and Funding
<b>I</b> - Curriculum and Instruction
<b>M</b> - Program Models
<b>P</b> - Global and Local Partnerships
<b>S</b> - Assessment
<b>X</b> - Technology

12:30–2:15 p.m.

**Plenary Session III: Equity and Access in Chinese Language Education****LOCATION: SALONS E-G, FOURTH FLOOR**

As the U.S.–China relationship becomes ever more important, and interest in Chinese language learning continues to grow across the United States, it has never been more critical to offer opportunities for Chinese language learning to new and diverse populations of students, including rural, urban and underserved communities. The participants in this panel have all been at the forefront of broadening access to Chinese language learning and have used the study of Chinese — in different geographic, social and cultural contexts — as a lever for the development of students’ global competence, self-confidence, academic and career success. This discussion is both a celebration of what is possible and an exploration of best practices for increasing access and equity in Chinese language education. How do Chinese language learning and educational exchanges with China fit into a broader agenda of increasing students’ engagement with the world? How are schools, districts and states integrating the study of Chinese with the learning of other world languages, support for English language learners, and engagement with other cultures and societies in the U.S. and worldwide? Education leaders from a number of different states will share their perspectives on and experiences with these critical issues facing the field.

**SPEAKERS:** *Marcos Aguilar, Executive Director, Semillas Community Schools, Los Angeles; Nicole Boudreaux, World Language Specialist, Lafayette Parish School System; Roger F. Harris, President, CEO, and Superintendent, Boston Renaissance Charter Public School Foundation; Gregg Roberts, World Languages and Dual Immersion Specialist, Utah State Office of Education*

**MODERATED BY:** *Anthony Jackson, Vice President for Education, Asia Society (see full biography on page 67)*

**PERFORMANCE:** “Voices of Renaissance” Choir

**LUNCH WILL BE SERVED**

**Marcos Aguilar**

Marcos Aguilar has been an educational leader for over two decades, first as a prominent student activist in the 1990s, then as a history teacher in the Los Angeles Unified School District and throughout his adult life, as a traditional Aztec dancer and community organizer. Born in Mexicali, Baja California, Mexico, a city with one of the largest Chinese immigrant communities in all of Latin America, international relations were part and parcel of everyday life on the U.S. international border. He is a graduate of the University of California, Los Angeles, and California State University, Los Angeles. Aguilar’s passion for education inspired him to lead the launch of Semillas Sociedad Civil, a nonprofit organization that operates two public International Baccalaureate World Schools that are charter schools with over 400 K–12 students, including Anahuacalmecac, which has been an Asia Society Confucius Classrooms Network school since 2010. Aguilar is also the chair of the board of directors of Tzicatl Community Development Corporation, a nonprofit organization he cofounded in 2002 to engage in strategic community change across Indigenous America. He is currently partnering with several national and international organizations to help improve education for indigenous children throughout the world.

\*This is a bilingual session in which both Chinese and English will be used.

### Nicole Boudreaux



Nicole Boudreaux was born and raised in France where she earned her certification in elementary education. However, for the past 25 years she has pursued her education career in Louisiana. She has taught various courses in French or English, in private and public schools, from kindergarten to university level. Since 1998, she has been responsible for the Lafayette Parish School System's World Language Immersion Pathways. She holds an Ed.D. in educational leadership from the University of Louisiana at Lafayette and is involved in immersion research nationally and internationally.

### Roger F. Harris



Roger F. Harris has devoted 38 years to working with youth in Boston's public schools. He presently serves as president, CEO and superintendent of the Boston Renaissance Charter Public School Foundation. Harris is the founder and president of Urban School Specialists, LLC. He is the executive producer of *The Positive Youth Project* and *It Takes a Village* educational series aired on Boston Neighborhood Network television. Harris is second vice president of the board of directors for the Massachusetts Charter Public School Association and vice president of the Boston Charter School Alliance. He is the former principal of the two-time National Blue Ribbon Award-winning Timilty Middle School. He is a cofounder of the award-winning Roxbury Preparatory Charter School. Harris has worked in both charter and traditional Boston public high schools, middle schools and elementary schools as a classroom teacher, athletic coach, mentor, dean, assistant headmaster and principal, earning national and international recognition as an outstanding urban educator.

### Gregg Roberts



Gregg Roberts is the world language and dual language immersion specialist for the Utah State Office of Education. He is also co-project director of the Flagship-Chinese Acquisition Pipeline (F-CAP), a national consortium of 19 states working to implement pre-K-16 Chinese programs that will produce high levels of proficiency. His work with the Utah Legislature and the governor's office has led to groundbreaking changes in the way world languages are viewed and funded within the state's K-12 schools. As part of that work, he has led a group of K-12 educators, in collaboration with the state's institutions of higher education, in the design and implementation of Utah's highly successful Critical Language and Dual Language Immersion programs in Chinese, French, Portuguese and Spanish. Roberts has taught at both the secondary and university levels. In 2009, he was named the State Supervisor of the Year by the National Council of State Supervisors of Foreign Languages and is a recipient of the Palmes Académiques from the French government.



### **“Voices of Renaissance” Choir**

The Voices of Renaissance, a chorus of 150 students and teachers, was formed in fall 1999 at the request of Roger F. Harris, superintendent and CEO of the Boston Renaissance Charter Public School. The mission of the choir is to convey positive messages and inspiration to people of all ages through the performance of vocal music. Under the direction of Evelyn Lee-Jones, director of visual and performing arts, and James Connor, artistic director, these talented musicians, who sing in three-part harmony, maintain good grades, attend 7:25 a.m. rehearsals during the school week, and serve as ambassadors for the school and as role models for their peers. The Voices of Renaissance infrastructure also serves as a mentoring program, using music as a source of inspiration and guidance. The tenor section, the Young Kings, and the soprano and alto sections, the First Ladies of the Renaissance, also benefit from the mentoring and performance programs.

The Voices of Renaissance sang for the youth symposiums at Wheelock College, with special guest Archbishop Desmond Tutu (2009) and Hill Harper (2011). The choir was also featured on WBZ-TV on the Liz Walker Sunday Morning show. Recently, the Voices of Renaissance performed twice at the Harvard University Law School for the cast of the hit HBO series, *The Wire*. Also, the Young Kings (tenor section) performed in Philadelphia for the Coalition of Schools Educating Boys of Color Gathering of Leaders. In June 2011, the Voices of Renaissance was featured at Boston Symphony Hall, performing with the renowned Boston Pops Orchestra. The choir also toured the New York City area, performing at local public and charter schools. In December 2011 and 2012, the Voices of Renaissance performed at the White House for President Barack Obama and First Lady Michelle Obama.

# 2013 National Chinese Language CONFERENCE

2:15–4:45 p.m.

## Exhibits Open

LOCATION: EXHIBIT HALL, BACK BAY, THIRD FLOOR

2:30–3:30 p.m.

## Breakout Sessions V

Unless otherwise noted, sessions will be presented in English.

### I22 Developing an Advanced Content-Based Technical Chinese Course for Engineers\*

LOCATION: SIMMONS, THIRD FLOOR

Research shows that the ability to interpret and discuss professional topics is a defining characteristic of global professionals and of advanced-level language proficiency. In this session, participants will learn how to prepare engineering students to become global professionals through this innovative interdisciplinary course in Chinese. The panelists will show how to adapt the University of Rhode Island's Chinese Language Flagship curriculum for the particular needs of engineering students. A blended advanced technical Chinese learning model, which combines an in-class and an online course module that is co-taught and designed by a language professor and an engineering professor, provides students with college-level, authentic academic content to maximize their Chinese learning. Interwoven with the academic or professional instruction in the target language, this is a proven way to present language in natural contexts that enhance and maximize language learning (Curtain & Pesola 1994; Genesee 1994).

KEYWORDS: curriculum, STEM, blended learning model

SPEAKERS: Wayne Wenchao He, Wen Xiong, Zongqin Zhang

### I2 Rhyme It! Act It! Speak It!\*

LOCATION: WELLESLEY, THIRD FLOOR

The integration of motivation, imagination, movement and emotion vastly accelerates language acquisition and enhances greater internalization and comprehension. This spirit-lifting session offers participants a much-needed resource filled with engaging and practical classroom-tested activities that promote rapid language acquisition and are appealing to all students. The presenters will engage participants in a rhythmic, action-packed, hand-clapping, toe-tapping sensory explosion that will lead to deeper understanding of the values and benefits of using rhymes and TPR in teaching Chinese. They will demonstrate how to use rhymes and TPR to wake up a sleeping class, help students absorb and retain more information, and get the most uninterested students to become interested. Participants will leave with fresh ideas and ready-to-use resources that capture and hold students' interest, reinforce their knowledge, strengthen their language skills and encourage them to be active learners. Please come join us and get ready for a thrilling rhythmic and musical experience that is 100 percent on task.

KEYWORDS: music and rhymes, TPR

SPEAKERS: Lijia Chen, Jian Gao, Ting Gao

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**P10 Enough with the Cookie-Cutter Travel Book Itineraries: Student Exchange Should Feature Authentic Experience****LOCATION: SUFFOLK, THIRD FLOOR**

With technology bringing more learning possibilities to students while they remain in their chairs, exchange programs that take students abroad must take full advantage of the notion of “only here and only now.” Spending extensive time with peers in China, experiencing daily life “on the ground,” and managing essential tasks in Chinese can create far more powerful learning opportunities than are possible on standard student tour programs. Furthermore, integrating the precise linguistic tasks required during an exchange experience into the curriculum at home lends authenticity to classroom learning. This presentation introduces a number of strategies for implementing exchange programs that challenge students to co-create a unique and individualized experience. As an example, we will look at an innovative U.S.-China high school exchange program aimed at authentic learning that leads students to greater linguistic and cultural proficiency.

**KEYWORDS:** exchange, travel, authentic learning, student voices**SPEAKER:** Heidi Steele**STUDENT REPRESENTATIVES:** Sophia Anderson, Jack Chakerian, Caitlin Dougherty**I17 Selecting and Applying Mentor Texts to Enhance Proficiency and Interaction****LOCATION: ARLINGTON, THIRD FLOOR**

This session will help Chinese immersion teachers select and apply authentic printed and online materials such as mentor texts that will enhance content knowledge and language skills and stimulate critical thinking skills. This instructional approach was successfully applied in an innovative language and literacy curriculum in the Chinese immersion program of Cambridge Public Schools. The “mentor text” approach is based on the Literacy Collaborative instructional design for best practices in English language and literacy teaching and learning in grades K–8. This framework also connects immersion students’ learning experience with the Common Core State Standards and ACTFL’s 5 C’s. Participants will examine how this critical framework integrates the range of reading, writing and word study activities essential for promoting literacy. They will also review the book selection process and leave this session with valuable printed and online resources for authentic children’s literature in Chinese. A wiki will be included to enhance continued discussion.

**KEYWORDS:** immersion, literacy, mentor texts**SPEAKERS:** Szu-Ming Li, Vivian Tam, Kai Tan

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

## A3 Pedagogical Techniques to Reinforce Discourse Competence in Oral Proficiency Development for Intermediate Learners of Chinese\*

**LOCATION:** BERKELEY, THIRD FLOOR

Studies have shown that discourse competence is a core component in communicative competence development. Yet this is not emphasized sufficiently in second language acquisition. Alternately, ACTFL-speaking proficiency guidelines require intermediate learners to produce loosely connected sentences in their spoken text. For the intermediate–high levels, ACTFL indicates that cohesive and coherent discourse should emerge in speakers' utterances. The presenter's project is designed to improve intermediate learners' oral proficiency with an explicit focus on discourse competence, so as to increase the emphasis on discourse competence teaching; hence, the learners can create comprehensible unified spoken texts at the discourse level and meet the ACTFL criteria. In this session, the presenter will provide general guidelines for adapting activities to improve discourse competence in the three genres of discourse: narration, description and comparison. Participants will learn 10 activities that aid development of discourse competence in the three genres.

**KEYWORDS:** Chinese oral discourse competence, intermediate Chinese learners, teaching techniques

**SPEAKER:** Yuan Liu

## S2 AP® Chinese Language and Culture: Strategies for Success\*

**LOCATION:** PROVINCETOWN, FOURTH FLOOR

This session addresses three areas of need in AP® Chinese instruction and assessment: enhancing discourse-level learning, improving student performance in interpersonal writing and presentational speaking on the AP Exam, and meeting the needs of diverse learners. Presenters will provide comparative data on AP Chinese Exam scores from 2007 to 2012. The data will show that, over a period of six years, students demonstrated consistently diminishing performance in email responses and cultural presentations than in other parts of the exam. The data will also show that the performance of test-takers in the standard group needs to be improved, which can provide the impetus for continued growth of this group. Working in groups, participants will practice using the suggested strategies and models to develop discourse-based learning activities, as well as differentiated instructional activities in a thematic approach to enable students with dissimilar backgrounds to learn in the same AP Chinese class.

**KEYWORDS:** assessment, instruction

**SPEAKERS:** Cecilia Chang, Richard Chi

## M7 How to Prepare K–12 Students for Success in a College Chinese Program\*

**LOCATION:** SALONS A–B, FOURTH FLOOR

This session is a forum where K–12 teachers can become familiar with all the essential information that will help students eventually succeed in Chinese at the college level. Participants will have opportunities to interact with representatives from the Chinese Language Teachers Association (CLTA) on all aspects of college Chinese language programs. Presenters will discuss course systems and language requirements and the options with minors, majors and study abroad programs, as well as information regarding AP credits, proficiency levels and general standards. They will give an overview of CLTA and its various programs and opportunities, address college-level Chinese programs in both private and public institutions, and discuss K–16 articulation. Finally, there will be a Q&A session to encourage group discussions.

**KEYWORDS:** CLTA, college Chinese language programs, K–16 articulation

**SPEAKERS:** Der-lin Chao, Yea-Fen Chen, Hongyin Tao

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**S8 Chinese Proficiency Test and Interactive Online Live Class****LOCATION: SALONS C-D, FOURTH FLOOR**

The Chinese Proficiency Test is a basic index to assess proficiency in the language. The rapid development of technology has enabled education to transform learning — and how we measure it — in new ways. Language teaching and assessment delivered in innovative ways present new opportunities and benefits for teachers and students in North America. Through live demonstrations, the speakers will illustrate the Chinese Proficiency Test, the Internet-based Chinese Proficiency Test, an interactive teaching/learning platform, and the Confucius Institute Online.

**KEYWORDS:** technology, online, learning, assessment, tools**SPEAKERS:** Lawrence Gu, James Connor**F1 Leveraging STARTALK Resources and Impact****LOCATION: SALONS H-I, FOURTH FLOOR**

Presenters will discuss lessons learned from the STARTALK project and will focus on identifying and meeting the needs of Chinese language teachers. Best practices developed in STARTALK will be described, and instructional resources to support these principles will be demonstrated and shared. Participants will work in small groups to develop a wish list of additional resources to support classroom teachers and learners. STARTALK's impact on increasing access to Chinese programs will also be presented, and case studies for building Chinese language courses into the schools will be shared and discussed. There will be time for small groups to brainstorm on what strategies will work best in their individual communities. Participants will provide their recommendations on how STARTALK can best meet their needs in the future.

**KEYWORDS:** instructional resources, K-12, STARTALK**SPEAKERS:** David Ellis, Betsy Hart**C7 K-5 Reading Strategies that Work****LOCATION: SALONS J-K, FOURTH FLOOR**

Getting students to read at their grade level can be challenging in a Chinese immersion environment. Participants will learn about the strategies Chinese immersion teachers use to help their students read on-grade-level texts. The presenters will introduce a variety of strategies that are taught through direct instruction and show how students use these strategies when they read. Participants will not only see videos of the instructional lessons, but will learn about the different stages that the students went through in successfully using the strategies. Some of the strategies to be discussed are word context cues, homophone awareness, morphemic structures, visual-orthographic patterns, the role of syllable awareness, and bottom-up and top-down strategies (e.g., skipping, rereading, using picture clues, previewing and identifying main ideas). Participants will also receive a list of valuable research articles that led to the strategies introduced to the students.

**KEYWORDS:** literacy, reading strategies, research**SPEAKERS:** Maquita Alexander, Elizabeth Hardage, Pearl You

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

3:45–4:45 p.m.

## Breakout Sessions VI

Unless otherwise noted, sessions will be presented in English.

### I6 Integrate, Differentiate and Assess Mandarin Language Development in Immersion

LOCATION: SIMMONS, THIRD FLOOR

Language immersion teaching requires skills in integrated curriculum development and language-attentive instruction. Yet, explicit models demonstrating what these skills look like are lacking. During this session, participants will learn about a third-grade unit — Designing Model Membranes — originally created as part of the Boston Museum of Science’s Engineering is Elementary curriculum and now redesigned with permission by the Minnesota Mandarin Immersion Collaborative curriculum team. First, the facilitators will highlight the new language planning frameworks designed to support teachers’ ability to integrate, differentiate and assess Mandarin language development within the context of subject learning. Then the participants will work in small groups to analyze model lessons, experience firsthand how to use the planning frameworks and identify the role of interaction with the group. They will also learn how to access the unit and the supporting materials online so that they can adapt and use them in their programs, replicate the language-enhancing learning activities and draw from language-integrating frameworks.

KEYWORDS: curriculum, immersion, STEM

SPEAKERS: Tara Fortune, Molly Wieland

### C5 Integrating Common Core Content Standards into Chinese Language Instruction

LOCATION: WELLESLEY, THIRD FLOOR

In 2010, Kentucky was the first state to adopt the Common Core in English/language arts and mathematics. In order to collaborate with classroom teachers and to make the Chinese program more sustainable, we integrated the Common Core State Standards into the Chinese classroom. In this workshop, the presenter will share examples of ways to integrate language arts, math, science and the arts. Participants will discover how to use technology, storytelling and hands-on activities to reinforce Common Core Content Standards. Although ours is an FLES program, the immersion strategies adopted work very well to maximize the use of the target language in the classroom.

*This session will be presented in Chinese only.*

KEYWORDS: Common Core, immersion, instruction, standards

SPEAKER: Yan Wang

### I15 Creating a Scaffolded, Free Reading Program for Chinese

LOCATION: SUFFOLK, THIRD FLOOR

This session will discuss some research-derived principles for building an effective reading program and demonstrate a variety of reading activities for Chinese that encourage students to read a wide range of materials for pleasure. Included will be examples of classroom activities, as well as activities and materials that belong in a reading room setting, where students can explore at their own pace. Participants will be invited to contribute toward a growing archive of reading materials freely available to the field.

KEYWORDS: extended reading, literacy

SPEAKER: Cynthia Ning



**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**M4 Yes, You Can Start an Independent, Nonprofit Immersion School!****LOCATION: ARLINGTON, THIRD FLOOR**

Nationwide, innovators have established Chinese immersion programs in a variety of settings. However, these programs are concentrated in large cities and in states with progressive language policies. How can access to Chinese immersion programs be more equitable for students throughout the country? One viable option is to establish a network of independent, nonprofit Chinese immersion schools that have the flexibility needed to develop a schoolwide curriculum that matches the unique profile of the host community, thus becoming a valued community asset. Participants will learn how to establish an independent, nonprofit immersion school in their region and how to be invited to participate in a network of such schools. Topics will include Meeting Incorporation and Charter Requirements, Managing a Nonprofit Board, Applying for 501(c)(3) Status, Developing a Business Plan, Running a Capital Campaign, Accessing Grants, and Establishing Partnerships. Members of established schools are welcome to join us and share their experiences.

**KEYWORDS:** immersion, network-building, nonprofit**SPEAKER:** Margaret (Peggy) Sharkey**S3 Assessment Type: Which One?****LOCATION: BERKELEY, THIRD FLOOR**

There are numerous ways to assess student outcomes. However, there is often a misalignment of assessment type, purpose and desired outcome. In this session, the presenter will review the differences between test and prompt types, scoring methods and test uses as they relate to desired outcomes and learning objectives. This presentation will be the most useful to teachers in communicative, student-centered classrooms who have minimal formal background or training in the principles and best practices of language assessment. Participants will learn how to correctly align assessment type with desired learning outcomes to maximize achievement in the K–12 Chinese classroom.

**KEYWORDS:** assessment, learning outcomes, communicative teaching**SPEAKER:** David Ellis**P6 Integrating the Study of Chinese Language, History and Culture into a Strategic Vision for the Future****LOCATION: PROVINCETOWN, FOURTH FLOOR**

In this session, participants will learn about the Newton Public Schools integration of the study of Chinese and China with a strategic vision for 2020. The workshop will focus on the Newton Beijing Jingshan School Exchange Program and the Global Communities Program. The Global Communities Program is a three-year, interdisciplinary, smaller learning community focused on developing engaged global citizens in grades 10–12. The Newton Beijing Jingshan School Exchange Program is the first student exchange program between the U.S. and China.

**KEYWORDS:** exchange, partnerships**SPEAKER:** Michael Kozuch

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

## C6 Learning Chinese and Understanding Chinese Culture Through an Interdisciplinary Approach\*

**LOCATION: SALONS A-B, FOURTH FLOOR**

An interdisciplinary model of Chinese teaching enhances student acquisition of Chinese and substantive content learning. To enhance teaching effectiveness and achieve best learning outcomes, different subjects such as the arts (music, dance, painting, calligraphy), social studies (geography, history), and math and science (STEM) provide vital content in Chinese lessons and help develop students' interest and further their curiosity about Chinese language and culture. Participants will learn how to successfully integrate the study of Chinese language with basic math (Chinese abacus and the symmetrical beauty of garden architecture) and science (animals and plants) skills to promote students' understanding of the Chinese language, content and culture.

**KEYWORDS:** arts and culture, interdisciplinary teaching, STEM

**SPEAKERS:** Yunping Jian, Min Qin, Mo Zhang

## I20 Take Me into Communities and the World — with Chinese!

**LOCATION: SALONS C-D, FOURTH FLOOR**

When students have rich input directed toward completing a meaningful project, they are naturally hooked and engaged. This is especially true when Chinese language is not just a subject of study, but also a vehicle for communication, for exploring content and culture and for engaging with local and global communities. The presenters will share a curricular framework that is thematically organized, standards and performance based, and product oriented. Participants will see student work and curricular examples illustrating the principles of understanding by design, story form and outcome-driven assessment. Through interaction and discussion, participants will learn strategies and steps for designing and implementing project-based language learning and teaching.

**KEYWORDS:** communities, integrated curriculum

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

## A4 Ensuring Advanced-Level Proficiency in Immersion

**LOCATION: SALONS H-I, FOURTH FLOOR**

How can we ensure that immersion students increase their language proficiency each year they are in the program? How can we ensure that graduates of immersion programs demonstrate the levels of proficiency required for advanced-level study in college, or for future participation in the global workforce? Immersion programs, beginning at the kindergarten level, often fail to address these critical questions and subsequently struggle to produce students with high proficiency levels. This session will highlight immersion programs that have tried to answer these questions. Specifically, participants will examine how setting proficiency targets at each grade level, aligning curriculum and instruction to those targets, and utilizing regular formative and summative assessment practices can significantly impact proficiency development. This backward design approach, along with the ongoing examination of student work, can lead programs to significant improvement in language proficiency outcomes for students.

**KEYWORDS:** backward design, immersion, proficiency

**SPEAKERS:** Michael Bacon, Myriam Met

\*This is a bilingual session in which both Chinese and English will be used.

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**I11 Pragmatic Competence: Developing Real-World Communication in the Target Language\*****LOCATION: SALONS J-K, FOURTH FLOOR**

The goal of second language acquisition is to speak appropriately and to communicate effectively. Appropriateness of using L2 is determined by a learner's pragmatic competency — a vital part of overall language competence. Bachman (1990, p. 87) believes that pragmatic competence includes illocutionary competence and sociolinguistic competence. Pragmatic competence is a speaker's ability to combine grammatical interpretation of an utterance with its speech act, and sociolinguistic competence indicates a speaker's ability to perform language functions in appropriate ways according to context and real-world settings. The focus of this session will be on how to develop these two competencies within the domain of overall communicative competence and how to develop the ability to speak appropriately and communicate effectively in various real-world settings. Participants will learn how to design communicative tasks and classroom activities for enhancing performance in real-world communication.

**KEYWORDS:** competence, real-world communication**SPEAKERS:** Rui Feng, Meiru Liu, Lina Lu, Iris Xu**5–8 p.m.****Plenary Session IV: Evening Banquet Featuring International Leaders and Student Performances****LOCATION: SALONS E-G, FOURTH FLOOR**

Join colleagues and leaders from across the field of education for this gala evening of the sixth National Chinese Language Conference. Hear perspectives on the importance of world languages education and U.S.–China educational exchange from leaders in the field. Chinese American comedian Joe Wong will offer some refreshing insights on language, culture and communication in both the U.S. and China. This evening celebration of Chinese language learning will also include performances by a group of outstanding U.S. students who have achieved high levels of proficiency in Chinese — and taken their talents onto Chinese television to win top prizes at the international Chinese Bridge Competition. Since 2001, nearly one million Chinese language learners across the globe have participated in preliminary rounds of the competition — so these young learners' achievements are truly extraordinary! This is the U.S. premiere of this special performance. This evening's celebration of Chinese language learning will also include performances by a group of outstanding U.S. students who have achieved high levels of proficiency in Chinese.

**SPEAKERS:** Joseph E. Aoun, *President, Northeastern University*; David Coleman, *President, The College Board*; Deborah S. Delisle, *Assistant Secretary of Education for Elementary and Secondary Education, U.S. Department of Education*; Henrietta H. Fore, *Co-Chair, Board of Trustees, Asia Society*; Xu Lin, *Director-General, Hanban/Confucius Institute Headquarters*; Hao Ping, *Vice Minister, Ministry of Education, People's Republic of China*

**PERFORMANCE BY:** Winners of the International Chinese Bridge Student Competition**EMCEE:** Joe Wong**DINNER WILL BE SERVED**

\*This is a bilingual session in which both Chinese and English will be used.

### Joseph E. Aoun



Joseph E. Aoun, an expert on higher education policy and a leading voice on the value of global and experiential education, is the seventh president of Northeastern University. He came to Northeastern from the University of Southern California's College of Letters, Arts & Sciences, where he held the Anna H. Bing Dean's Chair. He received his Ph.D. in linguistics and philosophy from MIT and advanced degrees from the University of Paris VIII and Saint Joseph University (Lebanon).

Aoun has published eight books and written more than 40 journal articles. His academic honors include the Chevalier dans l'Ordre des Palmes Academiques from the French government and the prestigious Robert A. Muh Award from MIT's School of Humanities, Arts, and Social Sciences. He is a member of the American Academy of Arts & Sciences, is the chair of the American Council on Education in 2012-13, and serves on the U.S. Department of Homeland Security's academic advisory council.

### David Coleman



David Coleman is the ninth president of the College Board, the not-for-profit education membership organization founded in 1900 to promote excellence and equity in education. Prior to assuming leadership of the College Board in October 2012, Coleman was CEO of Student Achievement Partners, the nonprofit he co-founded that played a leading role in the development of the Common Core State Standards in math and literacy adopted by 45 states and the District of Columbia. Coleman also co-founded the Grow Network — an organization committed to making assessment results truly useful for teachers, parents and students — which was acquired by McGraw-Hill Education in 2005. Coleman began his professional career at McKinsey & Company, where his work focused on health care, financial institutions, and pro bono service to education.

A native of New York City, Coleman is a Rhodes Scholar and a graduate of Yale University, Oxford University, and Cambridge University. He was recognized as one of *Time* magazine's "11 Education Activists for 2011" and was recently named one of the NewSchools Venture Fund Change Agents of the Year for 2012.

### Deborah S. Delisle



Deborah S. Delisle is assistant secretary of education for the U.S. Department of Education.

Previously, she served as a national education consultant following her tenure as Ohio's 35th state superintendent of public instruction. In August 2011, the Cleveland Heights-University Heights City School District in Ohio honored Delisle by dedicating a school as the Deborah S. Delisle Education Options Center to recognize her lifetime of service to students.

### Henrietta H. Fore



Henrietta H. Fore is the chair and CEO of Holsman International, a manufacturing, consulting and investment company. From 2007 to 2009, she was administrator of the U.S. Agency for International Development (USAID) and director of U.S. Foreign Assistance, holding the equivalent rank as deputy secretary of state. From 2005 to 2007, she served as undersecretary of state for management. She was the 37th director of the U.S. Mint in the Department of the Treasury from August 2001 to August 2005. She currently serves as the co-chair of WomenCorporateDirectors, and of the North Africa Partnership for Economic Opportunity. She is a trustee of the Aspen Institute and the Center for Strategic and International Studies. She serves on the boards of Exxon Mobil Corporation and Theravance Inc. Fore also serves on the boards of the Clinton Bush Haiti Fund, the Committee Encouraging Corporate Philanthropy, Diagnostics For All, the Center for Global Development, and the Women's Foreign Policy Group.

### Xu Lin



Xu Lin has served as chief executive and director general of Confucius Institute Headquarters (Hanban), a nongovernmental and nonprofit organization affiliated with the Ministry of Education of China, since 2004. Under Lin's leadership, Confucius Institute Headquarters (Hanban) has been committed to making Chinese language and culture teaching resources and services available to the world, meeting the demands of overseas Chinese learners, and contributing to the formation of a world of cultural diversity and harmony. Lin is a deputy to the national committee of the 12th Chinese People's Political Consultative Conference.

### Hao Ping



Hao Ping is the vice minister of education of China and the director of the Chinese National Commission for UNESCO. He received an M.A. from the University of Hawaii and a Ph.D. in international relations from Peking University. Between 1995 and 2001, Ping concurrently served as director of Office of International Programs, assistant president of Peking University (PKU), deputy secretary-general of PKU Education Foundation, and executive member of the CPC Standing Committee of PKU. He served as vice president of Peking University from 2001-2005 and president of Beijing Foreign Studies University from 2005-2009. He is a representative of the National Committee of the 11th Chinese People's Political Consultative Conference. His publications include *Research on the Origin of Peking University*, *Sun Yat-sen Revolution and the U.S.*, and *Leighton Stuart and China: A Frustrating and Helpless Result*.

### Joe Wong



Joe Wong headlined the 2010 Radio and Television Correspondents' Dinner, where he roasted Vice President Joe Biden. He has made multiple appearances on *Late Night with David Letterman* and *The Ellen Degeneres Show*.

Wong's life has been very boring except for two surprises in 2010. He went to the Third Annual Great American Comedy Festival and won the competition there. Then he became Boston Comedian of the Year, after failing to become Boise, Idaho, Comedian of the Year. Wong is a dedicated social networker, Facebook status commentator, verbose twitterer and avid spam email reader. He holds liquor well. He just throws up everything else. Wong makes fun of himself in his standup routines. When his son was 3 years old, he would climb up on a stool and say, "Hi! I'm Irish!" Yes, a 3-year-old gets ahead of him in mocking him. Wong loves Starbucks and has called soy milk "soy sauce" on more than one occasion. He claims soy milk should have been called "white soy sauce" to begin with. He likes watching people relaxing in parks or on sidewalk benches and wonders how they do it. Wong goes to the post office and grocery stores a lot. These activities make him feel very competent. He likes his rooms white. This way, when he takes pictures in them, he saves money on printer ink cartridges.

### Winners of the International Chinese Bridge Student Competition



These outstanding Mandarin learners from across the United States have taken their talents onto Chinese television to win top prizes at the International Chinese Bridge Competition. Since 2001, nearly one million Chinese language learners across the globe have participated in preliminary rounds of the competition — so these young learners' achievements are truly extraordinary! This is the U.S. premiere of this special performance.

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**Tuesday, April 9**

6:45 a.m.–2 p.m.

**Registration Open****LOCATION: REGISTRATION DESK, FOURTH FLOOR**

7–8:30 a.m.

**Continental Breakfast****LOCATION: EXHIBIT HALL, BACK BAY, THIRD FLOOR**

7 a.m.–noon

**Exhibits Open****LOCATION: EXHIBIT HALL, BACK BAY, THIRD FLOOR**

7:30 a.m.–noon

**School Visits****(advance registration required, departure and return times may vary)**

Site visits to Chinese language and culture programs. Participants have the opportunity to visit elementary and secondary schools in the Boston area. Selected schools reflect different student age groups and proficiency levels, and the programs have a track record of high-quality instruction and student achievement.

**Route A:**

Brookline High School, Brookline Public Schools

**Route B:**

Newton South High School, Newton Public Schools

**Route C:**

Boston Renaissance Charter School (K–6)

**Route D:**

Josiah Quincy Elementary School (K–5)

**Route E:**

The Academy of the Pacific Rim (5–12)

**Route F:**

Brimmer and May (K–12)

**Route G:**

Driscoll School (K–8), Brookline Public Schools

**Route H:**

Oak Hill Middle School, Newton Public Schools

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

8:45–9:45 a.m.

## Breakout Sessions VII

Unless otherwise noted, sessions will be presented in English.

### M2 Language Leaper: Facilitating Early Language Learning with Interactive Media/Blended Delivery

LOCATION: WELLESLEY, THIRD FLOOR

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-funded DVD program and native speakers. Language Leaper, an interactive, content-related, media-based program, uses 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, participants will experience a Language Leaper lesson and will have the opportunity to hear from native speakers involved in the language learning process.

KEYWORDS: interactive media

SPEAKERS: Debora Nicholson, Hong Shu

### I25 Enhancing Cross-Cultural Competence: The Key to Success for Chinese Language Teachers

LOCATION: SUFFOLK, THIRD FLOOR

For teachers of Chinese, cross-cultural competence (CCC) is vital to the success of their classroom instruction and a meaningful life experience. A solid foundation in CCC skills can improve a teacher's performance in the classroom and often includes cultural competence with both the dominant and minority populations in China and the U.S. Based on his experience with K–12 teachers of Chinese in Florida and Ohio since 2006 and his field research in western China in June 2012, the presenter will use examples to argue that CCC skills are often more important than other skills and should receive the same attention as other areas of training, such as pedagogy and content knowledge, especially for new/guest teachers from China. Participants will learn about various ways to enhance CCC for teachers of Chinese and its importance in teachers' professional development.

KEYWORDS: cross-cultural competence, professional development

SPEAKER: Kun Shi

### C9 Understanding China's Education System and Youth Culture

LOCATION: ARLINGTON, THIRD FLOOR

According to the 2009 PISA (Program for International Student Assessment) ranking for reading, science and math, Shanghai students ranked number one in all three subjects, while American students ranked 17th, 23rd and 31st, respectively. At the same time, Chinese students are coming to study in U.S. high schools and universities in double the numbers over the past five years. How do we understand these facts and explain in our classrooms the differences between the two education systems and the school experiences of this generation? In this session, participants will learn the resources and the ways to teach American students about Chinese language and culture through the lens of their Chinese peers' education and school experiences. They will also learn how this content can be used across disciplines when Chinese culture and language are introduced to students, and how to use this knowledge to better guide and design exchanges with Chinese schools.

KEYWORDS: Chinese education, exchange, interdisciplinary approach

SPEAKER: Kongli Liu



**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**P4 Leveraging Business and Government to Develop Chinese Language Education****LOCATION: BERKELEY, THIRD FLOOR**

The presenters will discuss the Rhode Island Roadmap to Language Excellence and its implications for the future of Chinese language education in the state of Rhode Island. Rhode Island was the sixth state to develop a Roadmap to Language Excellence, a process developed and sponsored by the Language Flagship to bring together stakeholders from business, government and education to assess, define, discuss and find solutions to the demand for language proficiency in the state. This presentation will describe the Roadmap process and its results and will include strategies for engaging corporate and government leadership to advocate for and improve Chinese language programs at the K–16 level.

**KEY WORDS:** administration, partnerships, STEM**SPEAKERS:** Sigrid Berka, Erin Papa**I7 Chinese T.R.E.A.T.S. for Pre-K and Young Learners\*****LOCATION: PROVINCETOWN, FOURTH FLOOR**

How can you teach the youngest of learners in a way that will help grow and sustain your Chinese program? Participants will learn the keys to doing just that, through T.R.E.A.T.S. : technology, resources, engaging activities, talk, talk, talk (communication) and sustainability strategies. Two experienced teachers will share ideas, strategies and resources used to make the youngest of students excited about learning Chinese. Participants will learn ways to use the target language 98 percent of the time in a non-immersion school environment. They will see how just 20 minutes once or twice a week with this age group can make a huge impact when best practices are followed. They will not only see pictures and videos, but also leave with a list of great technology resources for this age group. In addition, they will receive new songs, games and activities to engage this age group.

**KEY WORDS:** resources, technology, young learners**SPEAKERS:** Elizabeth Hardage, Jin Ji**A2 From High School to College: How to Improve the Articulation of Chinese Language Learning****LOCATION: SALONS A-B, FOURTH FLOOR**

This panel will present the collaborative work of university and secondary teachers of Chinese in surveying their respective students on their learning experiences, expectations and proficiency at different programs. The survey focused on finding some of the best practices in strengthening articulation throughout the language learning sequences across different programs. Participants will learn the dos and the don'ts in developing a curriculum that best supports the smooth transition from a secondary-level to a college-level Chinese program.

**KEY WORDS:** articulation, proficiency**SPEAKERS:** Hua Dong, Xiaodong Zhao, Xiaoyang Zhou

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

## P1 Cultural Intangibles that Impede the Success of Certificated Foreign Teachers

LOCATION: SALONS C-D, FOURTH FLOOR

In recent years, high-quality training has been invested in the certification of Chinese teachers, yet many are still struggling in our classrooms. Intangible factors, not covered in any certification course, make it difficult to transition into the American classroom. Why? Could cultural notions of efficiency, practicality and priorities adversely impact foreign teachers and affect administrative evaluations? Presenters will share the insights from six years of STARTALK teacher certification projects and point out the specific invisible intangibles facing foreign teachers. In this session, the presenters will briefly describe the Critical Language Teacher Certification Program, where teacher candidates who are successful in acquiring certification are often unsuccessful in U.S. classrooms due to intangibles such as differing work ethos. Participants will then discuss possible solutions to the scenarios of difficulties that newly certificated teachers of Chinese face.

KEYWORDS: partnerships, postcertification practice, professional expectations

SPEAKERS: Margaret Chow, Betty Lau

## C11 Capturing China's Transformation Through Photography and Visual Media

LOCATION: SALONS H-I, FOURTH FLOOR

China's current economic and industrial growth is staggering in pace and complexity, and the U.S.–China relationship has emerged as perhaps the single most important factor for ensuring global stability and prosperity. Teachers should be bringing real-world issues such as economic development and environmental challenges into the classroom to engage students more broadly. The session will introduce China Air Daily, an expansion of the earlier Beijing Air, which provides a stunning and compelling visual tool where anyone in the world can “see” the air quality in cities across China and the United States on a daily basis. NASA'S daily satellite images from space add an extra perspective of these regions. The session will also generate ideas on how this may be the basis of some exciting and innovative learning projects.

KEYWORDS: US-China relations, environment, data, learning resources

SPEAKER: Michael Zhao

## A1 Vocabulary Teaching and Learning: From the Beginning Level to the Advanced Level\*

LOCATION: SALONS J-K, FOURTH FLOOR

Vocabulary learning needs to be given more attention over a longer period of time if learners are to achieve an advanced level of proficiency. This is especially important because pedagogy needs to enhance depth of knowledge as well as vocabulary size (Schmitt, Jiang & Grabe 2011). Participants will learn about empirical studies that illustrate how 700 characters help to accelerate vocabulary learning; they will also learn how to teach difficult words by increasing the depth of vocabulary knowledge and how to develop strategies for teaching Chinese vocabulary. The panel will highlight research-based key principles of effective strategies about vocabulary learning and teaching to help students increase the number of words they know, to expand what they know about each word and to process words automatically in order to attain an advanced level of Chinese.

KEYWORDS: proficiency, vocabulary learning and teaching

SPEAKERS: Jianxin Cui, Rui Ma, Wen Xiong

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology

10 a.m.–noon

**Workshops**

Unless otherwise noted, sessions will be presented in English.

**M8 Designing and Implementing Effective Chinese Language Immersion Programs****LOCATION: SIMMONS, THIRD FLOOR**

Participants in this workshop will have the opportunity to learn from a panel of experts consisting of program administrators and curriculum specialists from well-established Chinese immersion programs. First, panelists will discuss characteristics of their programs that represent different models (e.g., 90/10, 50/50). Participants will then join roundtable discussions relating to program design and implementation, where they will find answers to the following questions: What goals might immersion programs set? How do programs design curriculum and instruction? What assessments can be used, and for what purposes? In what subjects is Chinese the medium of instruction? What does the research say about student achievement in English and math when the instruction is in Chinese? How does a program articulate language study from elementary through middle and high school? What Chinese orthographic script should be taught? What are the criteria for materials selection and development, and what materials are available? How do programs recruit and retain teachers, and what professional development should be provided? Is there a network of immersion schools in which different stakeholders may seek and exchange information, resources and expertise?

**KEYWORDS:** immersion, materials, professional development**SPEAKERS:** Maquita Alexander, Michael Bacon, Sue Berg, Kevin Chang, Elizabeth Hardage, Luyi Lien, Joy Kreeft Peyton, Eric Schneider, Shuhan Wang, Pearl You**S6 Best Practices in Chinese Language Assessment****LOCATION: WELLESLEY, THIRD FLOOR**

The primary focus of this workshop will be on the K–8 formative assessments, the Student Self-Assessment and the Teacher Observation Matrix of the Center for Applied Linguistics. Participants will also learn about CAL's two summative assessments: the Early Language Listening and Oral Proficiency Assessment and the Student Oral Proficiency Assessment. The presenters will use materials specifically designed for teachers of Chinese. Participants will come away with ideas for creating both formative and summative assessments for their program.

**KEYWORDS:** best practices, assessments, early language**SPEAKERS:** Na Liu, Lynn Thompson

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

## S7 Developing Literacy and Communication Through Chinese Language Instruction

**LOCATION: SUFFOLK, THIRD FLOOR**

Learning another language is an excellent means to develop the literacy skills of the Common Core State Standards. Developing and assessing the three modes of communication help learners acquire literacy skills through the strategies practiced in each mode. Examine means to model and practice improving understanding, accessing information, clarifying meaning, exchanging ideas and applying writing processes with your students. As schools across the U.S. implement the Common Core State Standards, learn how your Chinese language courses support and further the objectives of the Common Core.

**KEYWORDS:** communication, higher order thinking skills, instruction, literacy

**SPEAKER:** Paul Sandrock

## R1 NECLTA Colloquium on Chinese Language Acquisition Research: What Every Teacher Should Know

**LOCATION: SALONS A-B, FOURTH FLOOR**

Join researchers and teachers from the New England Chinese Language Teachers Association (NECLTA) for this engaging presentation of the latest research on Chinese language learning, with summaries of current advances in the teaching of grammar, pronunciation, Chinese character literacy and reading in both K–12 and higher education. Although not every teacher has to be a researcher, every teacher needs a basic appreciation and understanding of what research can tell us about how students learn and the best practices in designing and delivering instruction. This session will focus on important studies and data that can inform classroom teachers' practice and the design of K–16 Chinese language programs and that can be used when presenting the effectiveness and the benefits of Chinese language learning for students to administrators or school boards.

**KEYWORDS:** research, instruction, best practices

**SPEAKERS:** Cecilia Chang, Baozhang He, Wayne Wenchao He, Lung-Hua Hu, Claudia Ross

## X2 Technology Forum\*

**LOCATION: SALONS C-D, FOURTH FLOOR**

This 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 own classroom. In a series of mini-sessions, presenters will highlight technology tools that can help increase students' language proficiency and skills. Afterward, a Q&A panel discussion will focus on ways to integrate and use technology in the classroom, and an "idea wall" will be used to demonstrate backchannel technology and to engage participants.

**KEYWORDS:** instructional technology, cloud computing

**10–10:25 a.m.** Reading Chinese Online — Strategies and Some Instructional Tools  
**PRESENTED BY:** Tsan-Jui Cheng

**10:30–10:55 a.m.** The CALLs You Can Make Around a Dialogue  
**PRESENTED BY:** Xinjia Peng

**11–11:25 a.m.** Cloud Technologies for Chinese E-Learn: Screenr for Instant Screencast  
**PRESENTED BY:** Tina Wu

**11:30–noon** Q&A Panel Discussion on Technology in the Classroom

**Key to Session Codes****A** - Articulation and Proficiency**C** - China Across Subject Areas**F** - Sustainability and Funding**I** - Curriculum and Instruction**M** - Program Models**P** - Global and Local Partnerships**S** - Assessment**X** - Technology**I26 Teacher Swap Shop****LOCATION: SALONS H-K, FOURTH FLOOR**

This year's Teacher Swap Shop, co-hosted by CLASS, provides an opportunity for teachers and educators to exchange practical classroom activities and materials in an interactive, informal setting. First, several experienced Chinese teachers will share classroom-tested activities and resources in a series of mini-presentations. Afterward, participants will share their own activities and materials with other teachers at their tables. Tables are organized by topics, and participants were invited to register their activity ideas in advance. Everyone is welcome to join this hands-on session and encouraged to bring their own activities, materials and classroom tips to share with others.

Activities for Students to Discover the Unique Characteristics of Chinese Language vs. Alphabetical Languages

**PRESENTED BY: Grace Chang**

"Chinese Symbols are Yummy!"

**PRESENTED BY: Xin Li**

Chinese Immersion: The Use of Picture Books in Conducting Effective Language Input to Young Learners

**PRESENTED BY: Meggie Chou, Wei Liu, Jie Shao**

Creating and Adapting Engaging Activities for Diverse Learners

**PRESENTED BY: Lucy C. Lee**

Effective Teaching Strategies for Speaking in Chinese with TPRS

**PRESENTED BY: Na Liu**

Folding Paper but not Origami — Using Foldables in Chinese Classrooms

**PRESENTED BY: Louise W. Zhu**

Fun, Mobile Assessment Activities that Promote Learning

**PRESENTED BY: Ye Sun**

Getting All Your Students Involved in Classroom Lessons

**PRESENTED BY: Meiching Chang**

Integrating Content (math, science, etc.) in Elementary Language Lessons

**PRESENTED BY: Wen-Tsui Pat Lo**

Mini-Books: A Tool to Develop Young Learners into Confident Readers

**PRESENTED BY: Marisa Fang**

Use Games to Make Chinese Learning Radicals and PinYin Fun!

**PRESENTED BY: Tingting Mei**

Differentiation in a Chinese Language Classroom

**PRESENTED BY: Christopher Young**

\*This is a bilingual session in which both Chinese and English will be used.

# 2013 National Chinese Language CONFERENCE

12:15–2 p.m.

## Plenary Session V: The Future of Education in China and the United States

LOCATION: SALONS E-G, FOURTH FLOOR

China is on the move — both in its education system and the economy. With China's rapid expansion of education and with Shanghai's stunning success on the 2009 PISA assessments, educators around the world have begun to look to China as a model of educational excellence. While many here look to the successes of China's education system, many Chinese educators are looking at other countries — including the United States — for examples of how to foster innovation, creativity and critical thinking while educators in both nations are dealing with many common challenges. How do we achieve equitable education for all students? How do we transform low-performing schools? How do we develop teachers and leaders of the highest quality? How do we prepare our students to be successful in an increasingly complex, globally connected world? Join leading education policymakers from the U.S. and China in this lively conversation about how these two education systems are learning from each other and creating solutions to these common challenges.

**SPEAKERS:** *Kai-ming Cheng, Professor and Chair of Education, University of Hong Kong; Deborah S. Delisle, Assistant Secretary of Education for Elementary and Secondary Education, U.S. Department of Education; Jonathan Landman, Assistant Commissioner for Teaching and Learning, Massachusetts Department of Education; Yin Houqing, Director General, Shanghai Education Commission*

**MODERATED BY:** *Vivien Stewart, Senior Advisor for Education, Asia Society*

LUNCH WILL BE SERVED

### Kai-ming Cheng



Kai-ming Cheng is a professor and chair of education at the University of Hong Kong. He was dean of education and pro-vice-chancellor of the university and, until recently, senior advisor to the president for institutional advancement. Cheng taught at the Harvard Graduate School of Education as a visiting professor from 1996-2006. He is also a visiting professor at Peking University, Beijing Normal University, National Academy of Educational Administration, East China Normal University, and many other institutions in China. Trained as a mathematician, he started his career as a school teacher and principal, and then did his doctoral degree at the London Institute of Education. He has undertaken projects related to policymaking, legislation, institutional evaluation and internationalization in Mainland China, Taiwan, Singapore, and Japan. Locally he is a member of the Education Commission, and was instrumental to the on-going comprehensive education reform that started in 1999. He writes a weekly column in the *Hong Kong Economic Journal* and a monthly column in *Shanghai Education*.

### Deborah S. Delisle



Deborah S. Delisle is assistant secretary of education for the U.S. Department of Education. Previously, she served as a national education consultant following her tenure as Ohio's 35th state superintendent of public instruction. In August 2011, the Cleveland Heights-University Heights City School District in Ohio honored Delisle by dedicating a school as the Deborah S. Delisle Education Options Center to recognize her lifetime of service to students.

### Yin Houqing



Yin Houqing, a former senior/head teacher at a secondary school, received a B.A. in Chinese from East China Normal University and graduated from the Department of Educational Management at East China Normal University after completing postgraduate studies in educational management.

Houqing began his career in education administration in 1980 and was appointed to a series of government positions after 1984. Currently, Houqing serves as vice-director general of Shanghai Municipal Education Commission, and concurrently as school inspector and nonresident research fellow of the National Center for Education Development Research. He is vice chairman of the Chinese Society of Education, vice chairman of the Shanghai Society of Education, adjunct professor at the East China Normal University and Shanghai Normal University, and nonresident research fellow at the Institute of Schooling Reform and Development, a key base designated by the Ministry of Education for research in humanities and social sciences.

### Jonathan Landman



Jonathan Landman is the assistant commissioner for teaching and learning at the Massachusetts Department of Education. Landman's career in education spans 30 years. His career in education began in 1983 when, in the second half of his junior year abroad in the People's Republic of China, he landed a job at Nanjing University teaching English to the university's master's degree and doctoral students. In the intervening years, he earned a B.A. from Brandeis University, an M.A.T. from Tufts University, and a doctorate in teaching and learning from Harvard University. Landman has served in a variety of capacities in both urban and suburban Massachusetts public school systems: as a history and social studies teacher, a principal, an assistant superintendent, and a superintendent. In his current role as assistant commissioner, Landman oversees curriculum and instruction, and has lead responsibility for the RETELL initiative, "Rethinking Equity and Teaching for English Language Learners."

### Vivien Stewart



Vivien Stewart is the senior advisor for education at the 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 of New York; she has also been a senior advisor on education at the United Nations. She has undergraduate and graduate degrees from Oxford University, and her book, *A World-Class Education: Learning from International Models of Excellence and Innovation*, was published in February 2012 by ASCD.

## Speaker Biographies

**Christina Aguirre-Oliva** is assistant principal of the Mandarin Chinese Language Immersion Magnet School in Houston, Texas. She graduated from the University of Houston with a B.A. in English and from the University of North Texas with a master's degree in library science. She also holds an educational administrative certificate from the University of St. Thomas. Aguirre-Oliva's experience includes 12 years as an elementary school teacher and five years as an administrator at the high school level in the Houston Independent School District.

**Diane Anci** is the vice president for enrollment and dean of admission at Mount Holyoke College. In her work, she oversees the admission of U.S. and international students.

**Michael Bacon** works as the immersion achievement coordinator at Portland Public Schools (PPS), where he provides program, professional and curriculum development for 10 immersion programs in Spanish, Japanese, Mandarin and Russian. He also oversees the K–12 portion of the National Security Education Program–funded Oregon K–16 Chinese Flagship grant in collaboration with the University of Oregon; directs the “Portland Roadmap to Superior Proficiency: Making Secondary Immersion Work,” a USDOE-funded FLAP grant project; and coordinates the new Russian FLAP grant project at PPS.

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

**Sue Berg** is executive director of Yinghua Academy, the first Mandarin immersion public charter school in the United States. She has 35 years of teaching and administrative experience in public, charter public and private schools. Berg is a seasoned educational leader and pioneer, with specific expertise in international schools and school start-ups. She is a strong proponent of early language learning.

**Sigrid Berka** (see full biography on page 14)

**Brian Bordelon** is principal of the Mandarin Chinese Language Immersion Magnet School in Houston, Texas. He graduated from the University of Texas at Austin with a B.A. in English and psychology and an M.A. in educational administration. Bordelon also attended the University of Michigan's Chinese Studies graduate program, which included time enrolled in Zhejiang University in Hangzhou, China. His experiences include teaching English and psychology in Houston high schools and serving as an ELA instructional coach in the Houston Independent School District.

**Diane Brissette** is assistant superintendent of Greenville Public Schools in Greenville, Mich. She graduated from the University of Maine with a B.A. in elementary education and an M.A. in educational administration. Her experience includes teaching kindergarten and special education, serving as a middle school principal and serving at the district level as assistant superintendent for curriculum and instruction.

**Selena Cantor** (see full biography on page 70)

**Meredith Cargill** is the director of curriculum, instruction and technology for Carver Public Schools in southeastern Massachusetts. Formerly of School Administrative Unit 29, she worked on the team to help develop a successful sister school partnership. Now beginning its third year, the partnership has involved both cultural and immersion visits for more than 75 students, teachers and administrators.

**Mary T. Cazabon** is a member of Learning Innovations at WestEd. Cazabon is the former director of bilingual and English acquisition programs for the Cambridge Public School District in Massachusetts. She frequently presents at national and regional conferences, and has given courses and training in numerous school districts and universities.



**Amy Chang** received her M.A. in bilingual education from Teachers College, Columbia University. She is currently serving as a Chinese teacher at Elisabeth Irwin High School in New York City, as well as working as an adjunct instructor at the New York University School of Continuing and Professional Studies.

**Cecilia Chang** is an associate professor of Chinese in the Department of Asian Studies at Williams College. She specializes in second language acquisition, and her current research focuses on reading strategies of learners of Chinese as a second language. She is a member of the board of directors for both CLTA and NECLTA, as well as the AP Chinese Development Committee.

**Grace Chang** is a Chinese teacher at Roland Park Country School, Baltimore, Md. Previously, she worked as a research associate with the East Asian Legal Studies Program at the University of Maryland School of Law.

**Kevin Chang** is currently the director of the Chinese program at the Chinese American International School (CAIS). With over 12 years of experience as a Chinese immersion teacher and lower school director at CAIS, he has led many Chinese language and teaching professional development programs and has presented in various conferences. Chang graduated from Hualien Teacher's College in Taiwan and taught at Fu-shing Elementary School in Taipei for five years. He has a master's degree from the University of Oregon.

**Der-lin Chao** (see full biography on page 15)

**Hong Chen** currently holds professional teaching certification in teaching Chinese for grades K–12. She is teaching in two elementary schools of Fayette County Public Schools in Lexington, Ky. She is an active member in the world language teaching community.

**Lijia Chen** is an experienced teacher with more than 10 years of Chinese teaching experience. She is currently working at the Boston Renaissance Charter Public School.

**MingJung Chen** initiated the Mandarin program at Menlo School in Atherton, Calif., in 2006. She teaches Mandarin, organizes international trips and student exchanges, and supervises the Asian Club. Chen taught college-level Chinese at various public and private schools in the Bay Area before joining Menlo School. She is a member of the board of the CLTAC (Chinese Language Teachers Association of California).

**Chen Mo** is the director of the Division of New Initiatives and International Exchanges at Hanban/Confucius Institute Headquarters. She is a program official of the Chinese Bridge Summer/Winter Camp and Chinese Bridge Delegation for American Schools.

**Tong Chen** is a lecturer in Chinese in the Department of Foreign Languages and Literatures at MIT.

**Yea-Fen Chen**, executive director of CLTA, is an associate professor of linguistics and the coordinator of the Chinese Program and the Asia Studies Certificate Program at the University of Wisconsin–Milwaukee. She is a College Board consultant in AP Chinese and an Oral Proficiency Interview–certified tester in Mandarin Chinese. Her research interests include second language acquisition, foreign language learning strategies, language pedagogy and teacher training.

**Carol Chen-Lin** is currently a Chinese teacher and the director of Summer Programs and the Academic School Year in China at Choate Rosemary Hall. She graduated from the Chinese University of Hong Kong and received her Ph.D. in education from the University of Connecticut. She participated in developing the National Chinese Language Standard and Connecticut State Framework. She is now serving on the board of directors of the Chinese Language Association of Secondary-Elementary Schools.

**Tsan-Jui Cheng** is currently a doctoral candidate at Teachers College, Columbia University, working on his dissertation about the instructional design of online Chinese as foreign language courses. His research interests include technology-enhanced foreign language pedagogy and online foreign language instruction and learning. He holds a B.A. in sociology from National Taiwan University, an M.A. in TESOL from National Kaohsiung First University of Science and Technology, and an Ed.M. in instructional technology from Teachers College, Columbia University.

**Richard Chi** is a professor of Chinese linguistics at the University of Utah. Currently, he is Chief Reader for the AP Chinese Language and Culture Exam and serves on the AP Chinese Development Committee.

**Chiachyi Chiu** currently teaches Chinese at St. Andrew’s School in Middletown, Del. Chiu is one of the authors of *Flying with Chinese*, a series of textbooks for K–6 students. She has been the instructional lead of the Cape Henlopen Chinese STARTALK Program for five years. Chiu conducts teacher training workshops and works nationally with teachers of Chinese.

**Margaret Chow** is director of the superintendent, principal and program manager’s credentialing pathway at City University. She also serves as the pro bono certification specialist to the Seattle Public Schools STARTALK Critical Language Teacher Certification project.

**James Connor** has served as the head of Germantown Academy since 1990. During his term, he has greatly supported educational exchanges and cooperation with China. Under his leadership, Germantown Academy set up the first Confucius Classroom in Philadelphia and has contributed greatly to the promotion of Chinese language and culture.

**Ruby Costea** is the world languages specialist for the Maryland State Department of Education and has also served as the director of STARTALK programs at McDaniel College for the last four years. She was the coordinator of the master’s program in TESOL at McDaniel College from 2004 to 2011 and also taught in the program. Costea has been an adjunct instructor of Chinese at Montgomery College and supervisor of the elementary foreign language instructors at the Johns Hopkins University Center for Talented Youth.

**Jianxin Cui** is deputy director of the Confucius Institute at the University of Maryland, the co-director of the Center for Chinese Language Teacher Certification and Development at the University of Maryland and a professor of Chinese at Nankai University.

**Deborah Cunningham** is the senior program director at Primary Source. Before coming to Primary Source in 2003, she taught U.S. and world history at Acton-Boxborough Regional High School for several years, worked at the National Association for Gifted Children in the U.K. and completed her doctorate on the teaching of historical empathy at Oxford University. Cunningham also lived and traveled in China from 1993 to 1994 and resided in England from 1998 to 2003. She holds degrees from Yale and the Harvard Graduate School of Education.

**Tessa Dahl** has a bachelor’s degree in early childhood education and a master’s degree in elementary education, with an emphasis in math. She taught in elementary schools from 2006–2011 at all K–3 levels, including first-grade Chinese dual language immersion. From 2011 to the present time, she has been the coordinator of the Utah State Office of Education’s Chinese Dual Language Immersion program, working with 25 different programs. Her areas of expertise include classroom management, differentiated educational plans, integrating art in the classroom and student motivation.

**Donnette T. Dais** is the head of Reid Temple Christian Academy. She holds a Ph.D. in mathematics education and an Administration I Certification from the University of Maryland College Park.

**Hua Dong** serves as the coordinator of the Chinese program at the World Languages Center of Northeastern University since 2006. She teaches courses on Chinese language and culture, and has also developed and led the intensive Chinese Language “Dialogue of Civilizations” in China since 2007. Prior to coming to Northeastern University, Dong was an associate producer and producer for several documentary films about modern and contemporary Chinese history and culture, including *The Gate of Heavenly Peace*, *Morning Sun*, *Yin Yu Tang* at the Peabody Essex Museum, and other projects with Children’s Television Workshop. Dong holds an M.A. from Emerson College and another M.A. from Beijing Broadcasting Institute.

**Janice Dowd** is the director of the ACTFL/CLASS STARTALK program for Chinese teachers in Connecticut. From 2010–2012, she was the project coordinator of the Montclair Public Schools Chinese FLAP Grant. She also served as the executive supervisor for instructional programs, world languages, ESL and social studies in the Teaneck School District in New Jersey.



**Elizabeth Hardage** is a Chinese curriculum consultant and Chinese language teacher. She has taught Chinese in various settings for the last 10 years to students ranging from age 2 to age 18.

**Betsy Hart** is the director of National Outreach at the National Foreign Language Center at the University of Maryland. She oversees the STARTALK project, which provides language learning opportunities in Chinese and other critical languages for K–16 students and professional development for critical language teachers.

**Robin Harvey** is an urban master teacher of multilingual, multicultural studies at New York University, where she also coordinates the Project for Developing Chinese Language Teachers. Harvey is the coauthor of two books of songs and chants for teaching Chinese, *Rhythms and Tones* (动感中文) and *Rhythms and Tones 2* (动感中文2).

**Baozhang He** is an associate professor of Chinese at the College of the Holy Cross, a scholar of the Chinese language and a Chinese language teaching practitioner. His research interests include verbal semantics, Chinese pedagogical grammar and textbook compilation. He has conducted training workshops and seminars for Chinese language teachers in the U.S., Mainland China and Taiwan.

**Wayne Wenchao He** is an associate professor of Chinese, director of the URI Chinese Language Flagship Partner Program and director of the Confucius Institute. His research interests include using technology in Chinese language instruction, Chinese pedagogy and Chinese grammar teaching. He is the author of several Chinese textbooks and grammar books and president of NECLTA.

**Carma Hinton** was born in Beijing and lived there until she was 21. Chinese is her first language and culture. Together with Richard Gordon, Hinton has directed 13 documentary films about China, including *The Gate of Heavenly Peace*, *Small Happiness*, *First Moon*, *All Under Heaven*, *Abode of Illusion* and *Morning Sun*. She has a Ph.D. in art history from Harvard University and has held teaching positions at Swarthmore, Wellesley, Northeastern and MIT. Currently she is a professor of visual studies and Chinese culture at George Mason University. Hinton has lectured widely on Chinese culture, history and film at educational institutions in the United States and around the world.

**Amy Howland** is a teacher at the Academy of the Pacific Rim in Hyde Park, Mass. She has been selected as a Choices Teaching Fellow.

**HsiuWen Hsieh** is the director of education and an experienced teacher at the Pioneer Valley Chinese Immersion Charter School. She has an M.Ed. in curriculum and instruction from Lesley College.

**Lung-Hua Hu** is a senior lecturer of Chinese in the East Asian Studies Department at Brown University. Her primary research interest is Chinese pedagogy, with a focus on the methodology of teaching pronunciation and grammar. She has received several grants from Brown University and the Consortium for Language Teaching and Learning. The College Board cited her intermediate Chinese class as one of 10 Top Chinese Courses nationwide in 2007. She received the John Rowe Workman Award for Excellence in Teaching from Brown University in 2012.

**Wanli Hu** is the director of the China Center at the University of Massachusetts, Boston. He completed his Ph.D. in Sino–U.S. relations and his M.A. in American history at the University of Massachusetts, Amherst, and has enjoyed being a teacher in both China and the United States since 1982.

**Weijia Huang** is a lecturer of Chinese language at Boston University. He received his M.A. in history of Chinese language with a research field in Chinese paleography. He has published extensively in Chinese paleography and the pedagogy of Chinese characters to foreign students, and in teacher training.

**Mei-Ju Hwang** is the founder and the lead teacher of the 26-year-old Chinese language program at Springfield Public Schools in Massachusetts. She also is the instructional lead of the Springfield Public Schools' STARTALK Chinese Summer Immersion Program. She enjoys sharing language and culture and making it accessible to all children.



**Lucy C. Lee** is a veteran teacher at Livingston High School in New Jersey, a teacher educator at Rutgers and at William Paterson University and past president of CLASS. She was the 2012 Teacher of the Year for the Foreign Language Educators of New Jersey and also the Teacher of the Year for the Northeast Conference on the Teaching of Foreign Languages.

**Levente Li** is a senior consultant at the Confucius Institute (Beijing) E-Learning Center and a visiting scholar at Tufts University. He received a Ph.D. in Chinese from Beijing Normal University. His research focuses on teaching Chinese as a second language, specializing on the study of Chinese characters.

**Mushi Li** is a lecturer in Chinese at Tufts University. She is currently working on her Ed.D. in language and literacy education at Boston University. Her research interests include second language acquisition, heritage language education and teacher education.

**Qi Li** began her career in education upon receiving a B.A and M.A. in English Language and Literature from Shandong University in 1996. Upon coming to the U.S., she earned a M.S. in Education. Li has taught students of various levels. For the past five summers, she taught in the STARTALK program at Choate Rosemary Hall where she enjoyed working with the students and her colleagues. Currently, Li is teaching Chinese Language Level 1 through AP at the Center for Global Studies at Norwalk, Conn.

**Szu-Ming Li** teaches at the JK/K levels at the Chinese Immersion Program at the Martin Luther King, Jr. School in Cambridge, Mass. Li taught ESL in Taiwan for five years prior to attaining her master's degree at the Applied Linguistic Program at the University of Massachusetts–Boston.

**Xin Li** (see full biography on page 12)

**Min-Min Liang** is a Chinese lecturer in the Foreign Languages and Literatures Department at the Massachusetts Institute of Technology.

**Shenzhan Liao** is the director of education at the China Institute in America. Having studied anthropology and education at Teachers College, Columbia University and taught Chinese for students of various levels at institutions including Columbia University and the Ross School, she currently supervises all education programs, which include language learning and professional development for K–12 educators, at the Confucius Institute at China Institute.

**Luyi Lien** is academic director of Yinghua Academy, a K–8 Chinese immersion public charter school in Minneapolis. She has taught and developed curricula at Yinghua Academy since the school was chartered in 2006. She provides Chinese planning support and resources for Yinghua Academy teachers and families, and evaluates and suggests areas for staff professional development for individuals and groups.

**Chang Liu** is a visiting scholar at the University of Kansas, where she has been engaged in teaching Chinese via video conferencing to elementary school students for nearly two years. She also develops research projects and Chinese language curriculum. She is working on an M.A. in education and holds a B.A. in teaching Chinese as a second language.

**Kongli Liu** is the assistant director for academic programs at the U.S.–China Institute at Bryant University, where he has implemented China-related academic programs for students and teachers in the New England area for more than five years. Liu holds a master's degree in education from Harvard University and an M.A. and a B.A. in English language and literature from the University of International Relations, Beijing. He is a frequent speaker and presenter on Chinese education and culture for students, educators, professionals and communities.

**Meiru Liu**, Chinese language and culture professor and director of the Confucius Institute at Portland State University, has more than 30 years of L2 teaching experience in universities in China and the U.S. She also serves as program director and lead professor of the Oregon K–12 Graduate Professional Teacher Education and Training Program.



**Debora Nicholson** is the coordinator of World Language at the West Virginia Department of Education.

**Cynthia Ning** is associate director of the Center for Chinese Studies at the University of Hawaii in Honolulu, as well as U.S. director of its Confucius Institute. She holds a Ph.D. in Chinese literature from the University of Michigan, and she is the lead author of several Chinese language textbooks published by Yale University Press.

**Ynez Olshausen** has 36 years of education experience, 24 of which have been in administration. She has been principal of Waddell Language Academy, a K–8 language immersion school, for more than 12 years. Her vision, passion and deep belief in language immersion in general, along with her abundant experiences in leading German, French and Japanese language immersion programs, have empowered her to initiate, design and implement this Chinese language immersion program for almost seven years.

**Erin Papa** is currently the coordinator of the University of Rhode Island Chinese Language Flagship Partner Program. Previously, she held the position of program coordinator for the International Engineering Program, of which she is a graduate. Papa earned her B.S. in civil engineering and a B.A. in German in 2001 and an M.Ed. in teaching English as a second language (TESL) from Rhode Island College in 2005.

**Ping Peng** is a Chinese immersion department chair and also a second-grade teacher at Minnetonka Public Schools.

**Xinjia Peng** is a second-year master's degree student, studying Chinese linguistics and language teaching in the Department of East Asian Languages and Literatures at the University of Oregon. She has been teaching Chinese as a teaching fellow for almost two years in the Chinese program. She is interested in exploring ways that make the teaching of Chinese better, especially more efficient.

**Joy Kreeft Peyton** is a senior fellow at the Center for Applied Linguistics (CAL) in Washington, D.C. She is a founding member and leader of the steering committee for the Alliance for the Advancement of Heritage Languages, hosted at CAL. The Alliance is dedicated to the preservation and development of proficiency of speakers of languages other than English (in those languages) and documentation of programs dedicated to developing proficiency in those languages, with the goal of ensuring that heritage language speakers have access to excellent instructional opportunities.

**Frank Phillips** is head of school at St. Mary's School in Medfield, Ore. He has organized students from the Confucius Classroom at St. Mary's School to travel to China on the Chinese Bridge Summer Camp for U.S. High School Students from 2007 through 2012 (except 2008, when the program took a year off due to the Beijing Olympics).

**Min Qin** received a bachelor's degree in Chinese and Chinese literature from Yunnan Normal University. Qin has been teaching Chinese in the United States for eight years and is currently a teacher at Boston Renaissance Charter Public School.

**Xizhen Qin** is an assistant professor at the University of South Florida (USF). Her research focuses on Chinese pedagogy, intercultural communication and Chinese cultural studies. She has been a master teacher in the Chinese Flagship Program, the Ohio State University SPEAC Teacher Training Program and the USF STARTALK program. She has also served as a lead teacher and resident director for the study abroad program at the Ohio State University and the University of South Florida.

**Bing Qiu** received his M.A. in teaching Chinese as a foreign language at New York University. He has been teaching Chinese at the Bronx High School of Science since 2008 and is currently a tenured teacher. His main interests include incorporating music and technology in modern language classrooms, and he has presented on these topics at various occasions.

**Claudia Ross** is a professor of Chinese at the College of the Holy Cross. Her research includes Chinese linguistics and second language acquisition, and she has written several language textbooks and reference grammars for CFL learners.



**Paul Sandrock**, director of education at ACTFL, previously was assistant director of content and learning at the Wisconsin Department of Public Instruction, heading that state's implementation of Common Core State Standards; he also served as the state consultant for world languages. Sandrock created and implemented several FLAP grants for the state of Wisconsin to develop Chinese language programs and teachers. He taught Spanish for 16 years in middle school and high school and is the author of *The Keys to Assessing Language Performance* and *Planning Curriculum for Learning World Languages*.

**Eric Schneider** is the assistant superintendent for instruction in Minnetonka Public Schools in Minnesota. Mandarin and Spanish immersion programs were introduced in Minnetonka in 2006-07 in kindergarten and first grade and now focus on the middle grades (students move into the seventh grade in the 2013-14 school year). The district plans to continue expanding the immersion program into a K–12 model, with a strong proficiency-based model driven by ACTFL standards. Schneider also provides leadership to a one-to-one computing initiative, a profession-based immersion program and a districtwide effort to establish a culture of innovation.

**Peggy Sharkey**, a certified teacher and school administrator, has created Chinese language programs for hundreds of students in more than one dozen districts. She has received recognition for her leadership, including two FLAP grants, four STARTALK grants and a Hanban-Asia Society Confucius Classroom grant. She is the president of a nonprofit organization ([www.globaissance.org](http://www.globaissance.org)) dedicated to creating a Chinese immersion school in the Capital Region of New York State.

**Yin Shen** is a curriculum specialist and a Mandarin Chinese teacher with over 14 years of experience teaching and leading Chinese language programs. Currently, she is a Mandarin immersion kindergarten teacher and the primary-level curriculum specialist for the Oregon Chinese Flagship Program in Portland Public Schools (PPS). She also provides program and professional development for teachers in the PPS Confucius Classroom program.

**Eric Shepherd** has a Ph.D. in Chinese language pedagogy from Ohio State University and is director of the Chinese language program at the University of South Florida. He is the author of *Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture* (Ohio State University Foreign Language Publications, 2005), as well as research-based articles about teaching and learning Chinese, Chinese oral traditions, and Chinese culture. He has served as lead trainer on Chinese language teacher training programs and has designed intensive Chinese language curricula and led instruction for a variety of programs.

**Kun Shi** is the director of the Confucius Institute at the University of South Florida. Previously he served as director of the Ohio State University K–12 Chinese Flagship Program and as program evaluator at the Ohio Legislative Office of Education Oversight. He is a guest professor of several universities in China and author of numerous books and papers (in Chinese and English) on folklore, shamanism and teaching Chinese as a foreign language.

**Yan Shneider** is the program manager of the Confucius Institute at China Institute. She has a B.A. in teaching Chinese as a foreign language and a master's degree in business. She has designed and conducted various professional development programs for Chinese language teachers. Prior to her current position, she taught Chinese language courses at various levels to students with different cultural backgrounds.

**William Skilling**, superintendent of Oxford Community Schools, has been a school administrator for 22 years and a classroom teacher for 11. He has spoken nationally and internationally, captivating audiences on matters of educational change, global education and the use of instructional technology to improve and enhance global education. Oxford's slogan, "Where the Global is Our Campus," exemplifies Skilling's laser-like focus in creating a model global school district. Skilling earned his bachelor's degree from the University of Michigan, master's degree from Western Michigan University and Ph.D. from Michigan State University.

**Heidi Steele** (see full biography on page 12)

**Yu-Ju Tai** is an experienced Chinese immersion teacher at the Pioneer Valley Chinese Immersion Charter School. She has a master’s degree in bilingual education from Teachers College, Columbia University.

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

**Vivian Tam** is the FLAP Chinese immersion project coordinator at Cambridge Public Schools. She has been involved with curriculum and professional development, as well as program development and assessment. Tam has taught grades K–12 in both urban and suburban public schools. She also holds an elementary school principal’s license and is a member of ASCD (Association for Supervision and Curriculum Development).

**Dali Tan** received her Ph.D. in comparative literature and is an assistant professor of Chinese and a China coordinator at Northern Virginia Community College. She is a College Board AP Chinese consultant and a consultant for the National Foreign Language Center at the University of Maryland. She currently serves as a director of the Northeast Conference on the Teaching of Foreign Languages and as vice president of CLASS.

**Kai Tan** teaches a first-grade Chinese Immersion class in the Chinese Immersion Program at the Martin Luther King, Jr. School in Cambridge, Mass. Tan is a graduate of Wheelock College and has many years of teaching experience in early childhood through grade two.

**Frank Lixing Tang** is a professor of foreign language education at New York University. He is the director of NYU’s Project for Developing Chinese Language Teachers (Project DCLT). His research interests include humanistic approach to second/foreign language teaching and brain-compatible teaching and learning.

**Hongyin Tao**, vice president of CLTA, is a professor of Chinese language and linguistics and coordinator of the Chinese language program at UCLA. His research on Chinese language teaching and learning has been supported by the Los Angeles Unified School District and the U.S. Department of Education.

**Debra Terzian** is the director of academic affairs for B.U. Study Abroad at Boston University.

**Lynn Thompson** has an M.A. in international relations from American University, and an M.S. in applied linguistics, as well as postgraduate courses in sociolinguistics from Georgetown University. She is a research associate at the Center for Applied Linguistics and has been involved in K–12 and postsecondary language assessment for over 20 years. Currently, she is the director of the CAL STARTALK program on proficiency assessment, oversees online assessment training courses and workshops for K–8 language educators and assists schools with language program assessment and evaluation.

**Julia de la Torre** (see full biography on page 69)

**Elizabeth Tredeau** is a graduate student at Middlebury College who is planning to earn a master’s degree in Chinese with a concentration in teaching Chinese as a foreign language. Prior to embarking on her graduate studies, Tredeau taught middle and upper school Chinese at Kingswood Oxford School in West Hartford, Conn. In addition to teaching at Kingswood, she has spent time during the summer participating in various professional development programs for Chinese language teachers with STARTALK. In summer 2011, Tredeau organized a trip for students to study language and culture in China.

**Holly Chen Tyson** has worked in training and development for over 15 years at the United Nations and with Chinese and American universities, and started her current position with CIRU in 2008, where she has organized and led CIRU “Chinese Bridge” Summer Camps to China for high school students from New Jersey, New York, Connecticut and Pennsylvania for the past four years.

**Min Wan** is a lecturer in Chinese in the Department of German, Russian and Asian Languages and Literatures at Tufts University.

**Jiuping Wang** has been teaching in the Red Clay Consolidated School District in Delaware through the College Board–Hanban Chinese Guest Teacher Program since 2011. Her past experiences include teaching English in Xian, China, and teaching Chinese in the United Kingdom.

**Juefei Wang** is a professor of education emeritus of the University of Vermont and program director of the Freeman Foundation. As founder of the University of Vermont Asian Studies Outreach Program that received the Goldman Sachs Foundation Prize for Excellence in International Education in 2003, he created a statewide program for Asian studies in schools in Vermont, organized programs for more than 1,000 Vermont educators and students to visit Asian countries, and assisted Vermont schools in introducing Asia into their curricula. He has published, delivered speeches and made presentations in those areas nationally and internationally.

**Kathleen Wang** is a founder and the principal of the Pioneer Valley Chinese Immersion Charter School in Massachusetts. She has a bachelor's degree from MIT and a master's degree from Stanford University.

**Mingquan Wang** is a senior lecturer and the language coordinator of the Chinese program at Tufts University, where he has been teaching Chinese for more than 20 years. He holds an M.Ed. in TESOL and a Ph.D. in language behavior, both from Boston University. Wang is also vice president and executive director of NECLTA.

**Shuhan C. Wang** is president of ELE Consulting International, working with private and public educational entities in and outside of the United States. She is the former deputy director of the National Foreign Language Center at the University of Maryland (2009–2012), serving as co-principal investigator of a multiyear, multilanguage federal project, STARTALK. From 2006 to 2009, she was executive director for Chinese Language Initiatives at Asia Society. Wang received her Ph.D. in educational linguistics from the University of Pennsylvania.

**Xuan Wang** obtained her M.A. in foreign language education from New York University and her B.A. in applied linguistics and translation from East China Normal University. She is currently teaching Chinese in the upper school at Sidwell Friends School in Washington, D.C.

**Yan Wang** teaches Chinese at Dixie Magnet Elementary School in the Fayette County Public Schools and is past president of the Kentucky Association of Chinese Language Teachers. She served as a master teacher of the STARTALK program at University of Kentucky–Fayette County Public Schools for the past three years, and is actively involved in Chinese teacher professional development in Kentucky.

**Molly Wieland** is immersion coordinator for the XinXing Chinese immersion program in Hopkins, Minn. She served as project director for a FLAP grant entitled "Global Literacy Through Mandarin Immersion and STEM."

**Sheree Willis** is executive director of the Confucius Institute at the University of Kansas, where she supervises a K–12 Chinese language distance learning program for over 800 students. Willis holds B.A. and M.A. degrees in Chinese language and literature and is completing a Ph.D. in foreign language education at the University of Kansas. She has worked in education, diplomacy and interpreting.

**Tina Wu** is the past president of the Society of International Chinese in Educational Technology. She was a keynote speaker at the 2012 Taiwan Association for Educational Communication and Technology International Conference. Having taught Chinese at Central Connecticut State University since 2006, she has also participated in the STARTALK Chinese Summer Program hosted at Glastonbury High School in Connecticut.

**Sushu Xia** was born in Shanghai and moved to the United States at the age of 6, and considers herself a "1.5 generation" Chinese immigrant. She has had 18 years of Chinese education experience at a weekend Chinese school (Sitanfu Chinese School) — as a student for the first nine years; then after getting a B.A. at the University of Chicago, she has been a teacher and administrator at the school for the past nine years. She has also taught history full time since 2007. Xia has taught in a variety of school settings, and now teaches at Menlo School.

**Wen Xiong** is an assistant professor of Chinese and the associate director of the Chinese Language Flagship and the Chinese International Engineering Programs at the University of Rhode Island (URI). She also works as director of the Chinese Summer Immersion Program at URI. Xiong's research interests focus on the learning and teaching of Chinese as a second or foreign language and the acquisition of Chinese language and culture, curriculum development, Chinese cultural studies, Chinese linguistics and language contrast.

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

**Yanhong Ye** is a fifth-grade Chinese immersion teacher at Waddell Language Academy. Before joining the Chinese immersion program, she had six years of Chinese teaching experience: three years at Brock University in Canada and three years at the middle school level at Charlotte-Mecklenburg Schools in North Carolina.

**Pearl You (Zao He You)** is the Chinese program coordinator at Washington Yu Ying Public Charter School. She has more than 15 years of experience in education and in teaching and leading programs in China and the United States. She works with teachers in the Yu Ying program to help them develop and implement curriculum, instruction and assessment, and she oversees the daily operation of the Chinese program.

**Susan Zeiger** is a program director at Primary Source in Watertown, Mass. A historian, author and researcher, Zeiger holds a Ph.D. from New York University. She recently created a Primary Source curriculum cluster on Chinese traditional arts for elementary classrooms. She embraces the opportunity to support the mission of Primary Source, a nonprofit professional development organization that promotes global education in K–12 schools.

**Alice Zhang** earned her master's degree in special education in 1997. She is the Chinese teaching expert and co-director of the Center for Chinese Language Teacher Certification and Development at the University of Maryland College Park (UMCP). She is a program advisor in the Department of Teaching and Learning, Policy and Leadership for the College of Education at UMCP. Zhang is the founder of the Chinese immersion program at the Baltimore International Academy and started the Study China language program as the director at Howard Community College in 2005.

**Mo Zhang** received a bachelor's degree in Chinese and Chinese literature from Beijing International Studies University and a master's degree in education from Northeastern University. Zhang has been working at Boston Renaissance Charter Public School since 2011.

**Ying Zhang** is currently a doctoral student with a concentration in language, literacy and culture at the School of Education at the University of Massachusetts Amherst. A former college-level lecturer for many years, she has also been working as a program supervisor for support of preservice language teachers. Her interests include second and foreign language education, sociocultural issues in L2 literacy development, and professional development of language teachers.

**Zongqin Zhang** is a professor of mechanical engineering at the University of Rhode Island. His research expertise includes general areas of thermal, fluids and bioengineering. He has published more than 100 peer-reviewed papers in these fields.

**Michael Zhao** is a managing editor and multimedia producer at the Center on U.S.–China Relations at Asia Society. He created a predecessor of China Air Daily called Beijing Air, which started documenting Beijing's air pollution with a picture every day from the same location in 2007. He also created a multimedia website called China Green and is a contributor to ChinaFile ([www.chinafile.com](http://www.chinafile.com)), a new online magazine from Asia Society.

**Jing Zhao** is a first-grade Chinese immersion teacher at Minnetonka Public Schools.

**Xiaodong Zhao** trained as a teacher of English in China. Zhao has taught high school English for many years, and holds a master's degree in education. Zhao has experience teaching Chinese to all age groups, and has been teaching all levels of Chinese in middle and high schools. Eight years ago, she established a Chinese program at the Winsor School in Boston, Mass., that has expanded throughout the school's eight grade levels and now requires two full-time teachers. This year, Zhao's program is offering an AP Chinese course.

**Zhou Zhichang** is the manager of the College Board–Hanban Guest Teacher Program. She was one of the first Hanban volunteer teachers to the United States and has taught Chinese in Northwestern Regional School District No. 7 in Connecticut since 2006.

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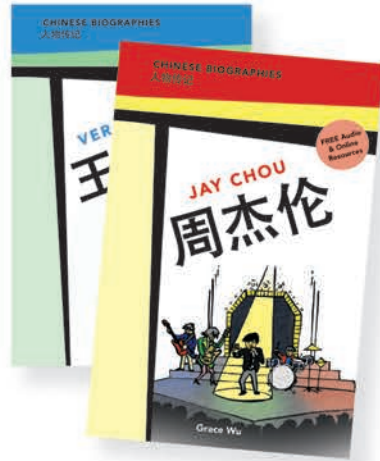
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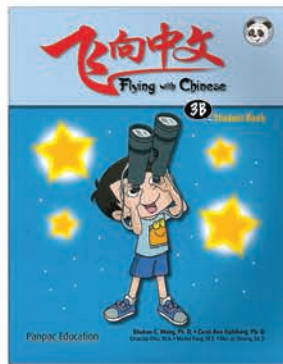
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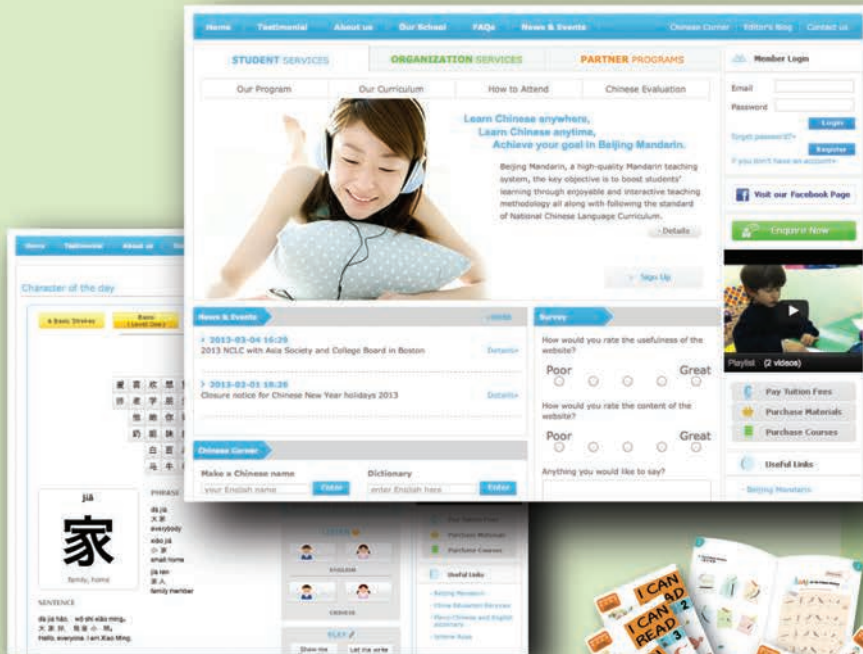
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## Asia Society's leadership



### Tom Nagorski

Tom Nagorski became executive vice president for programming and acting head 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*.



### 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 Asia Society, Stewart was the director of education programs at Carnegie Corporation of New York; she has also been a senior advisor on education at the United Nations. She has undergraduate and graduate degrees from Oxford University, and her new book, *A World-Class Education: Learning from International Models of Excellence and Innovation*, was published in February 2012 by ASCD.



### 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 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 Chinese Language Initiative, which provides 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.



### Christopher M. Livaccari

Christopher M. Livaccari is director for education and Chinese language initiatives at Asia Society. He is a teacher of the Chinese and Japanese languages, and a former U.S. Foreign Service officer who served at the U.S. Embassy in Tokyo, Japan, as deputy director of the Tokyo American Center, and at the U.S. Consulate General in Shanghai, China. Livaccari has led the development of the Asia Society Confucius Classrooms Network, a national initiative to improve the quality of Chinese language instruction in American schools and to connect more than 100 U.S. schools in almost 30 states that teach Chinese with partner schools across China. He is the coauthor of *Structures of Mandarin Chinese for Speakers of English* (Peking University Press) and the *Chinese for Tomorrow* series (Cheng & Tsui), among other publications in English, Chinese and Japanese. Chris is a graduate of Columbia University, the University of Chicago and New York University. He speaks Mandarin Chinese and Japanese, reads classical Chinese and is proficient in Korean.

## College Board's leadership



### Maghan Keita

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



### Andrea Mainelli

Andrea Mainelli, senior vice president, strategic investments, expansion and international, joined the College Board in June 2010. Andrea is responsible for driving strategic expansion efforts and investments across the organization, focusing on assessment, curriculum and access to ensure an integrated approach to the College Board's social mission. She also directs and leads key international activities, ensuring that international relationships and services are aligned with the College Board's goals and strategies and defining a broader global perspective for the organization, particularly concerning underserved groups. Prior to joining the College Board, Andrea served as president and CEO of Kaplan Professional, a division of Kaplan that trained and prepared individuals for career transition and success.



### Peter J. Negroni

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



### James Montoya

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



## Conference team and staff

**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. degree in applied linguistics from the University of Southern California and a B.A. degree in Asian studies from Bowdoin College.

**Kun Dou** joined the College Board in October 2011. He is currently the coordinator for the Chinese Language and Culture Initiatives. Kun 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, Kun has 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 Chinese Language Teachers Association (CLTA) Journal, *Chinese Language World*.

**Nga-Chi Lai** is a program associate with the Chinese Language and Culture Initiatives at the College Board. Nga-Chi 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.

**Lauren Moffett** is coordinator of the Chinese Language and Culture Initiatives team at the College Board's headquarters in New York City, which is also her hometown. She has lived in Los Angeles, where she attended Occidental College, and also several places abroad in Asia and Latin America. She primarily focuses on the College Board's Chinese Guest Teacher and Trainee Program, and also is pursuing a Master's degree and language teaching certification at New York University.

**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 lived in Europe for 12 years.

**Haike Zhao** joined the College Board in 2011 as the assistant director of the Chinese Language and Culture Initiatives. With more than 10 years' experience in the education industry, Haike has expertise in both relationship building and program development within Hanban-sponsored Confucius Institute and classroom programs.

**Jeff Wang** is associate director for education and Chinese language initiatives at Asia Society, where he focuses on increasing awareness and capacity among educators and policymakers to create and advocate for youth partnerships and exchanges. He initiated and supports 100 pairs of sister-schools across the two countries. Previously, Jeff worked at the Connecticut Departments of Higher Education and Education on the state's academic exchange initiatives with Germany and China. He studied German, international relations and economics at Connecticut College and comparative economic history at the University of Connecticut. He speaks Chinese, English and German.

**Elise Jones** is senior program associate for education and Chinese language initiatives at Asia Society, where she produces the China and Globalization website, the Chinese Language Initiatives Newsletter, and the National Chinese Language Conference. Prior to Asia Society, Jones was an editor for *The Heights*, Cheng & Tsui Company and the *Ruminor Review*, among other organizations. She has her M.A. from the School of Oriental and African Studies at the University of London, her B.A. from the College of St. Benedict, and she studied at Southwest China Normal University. She began her Chinese language studies in middle school in Minnesota.

**Grace Norman** is managing editor for education online at Asia Society. She produces multimedia features on how to upgrade American education in the global innovation age. She attended Columbia University and the University of Washington. She has lived in the Chinese-speaking world for several years.

**Yun Qin** is senior program associate for education and Chinese language initiatives at Asia Society. She focuses on working with teachers across Asia Society's national network of Chinese language programs. Qin is a Chinese language teacher who teaches Mandarin in an innovative program at Bard College that provides the opportunity for a rigorous liberal arts education to incarcerated men and women in the New York State prison system. She has advanced degrees in linguistics and applied linguistics from New York University and East China Normal University, and is a graduate of Zhejiang University. She is a talented linguist with a wealth of knowledge of modern and classical Chinese language and literature.

**Yi Zheng** is executive assistant for education and Chinese language initiatives at Asia Society. She graduated from Bowdoin College with a double major in Asian studies and psychology, and a minor in economics. Zheng also has studied in Beijing and worked as a travel leader for Windsor Mountain International, bringing American high school students to China. Currently, she is working on her MBA at Baruch College.

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# Chinese Language and Culture Initiatives

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



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**2013 Chinese Bridge Delegation:** Join school and district leaders for a one-week educational tour to China hosted by Hanban, where you will learn firsthand about Chinese language and culture. Visit schools, build partnerships, gather resources and learn about best practices. Find out more at [www.collegeboard.org/chinesebridge](http://www.collegeboard.org/chinesebridge).

**Chinese Guest Teacher and Trainee Program:** Schools can launch or expand Chinese language and culture programs by hosting guest teachers and trainees. The program serves hundreds of K–12 schools and districts across the U.S. with two available options. **Guest teachers** are experienced language teachers from China, who work full-time in host schools or districts for one to three years. **Guest trainees** enrich cultural activities in classrooms and support authentic Chinese language and culture learning in schools that have established Chinese programs. Details are available at [www.collegeboard.org/guestteacher](http://www.collegeboard.org/guestteacher).

**Confucius Institutes and Classrooms:** U.S. K–12 schools and districts with existing Chinese language and culture programs receive funding, resources and guidance to enhance and expand their Chinese programs. This initiative offers a flexible model that can accommodate large districts, small districts and individual schools. Learn more at [www.collegeboard.org/confucius](http://www.collegeboard.org/confucius).

The Chinese Language and Cultural Initiatives complement and support the Advanced Placement Program® (AP®), which provides motivated students with the opportunity to take college-level courses during high school. Recognizing the importance of world languages and cultures in an increasingly interconnected world, the College Board launched the AP Chinese Language and Culture course and examination in 2006. For more information, visit <http://apcentral.collegeboard.org/chinese>.



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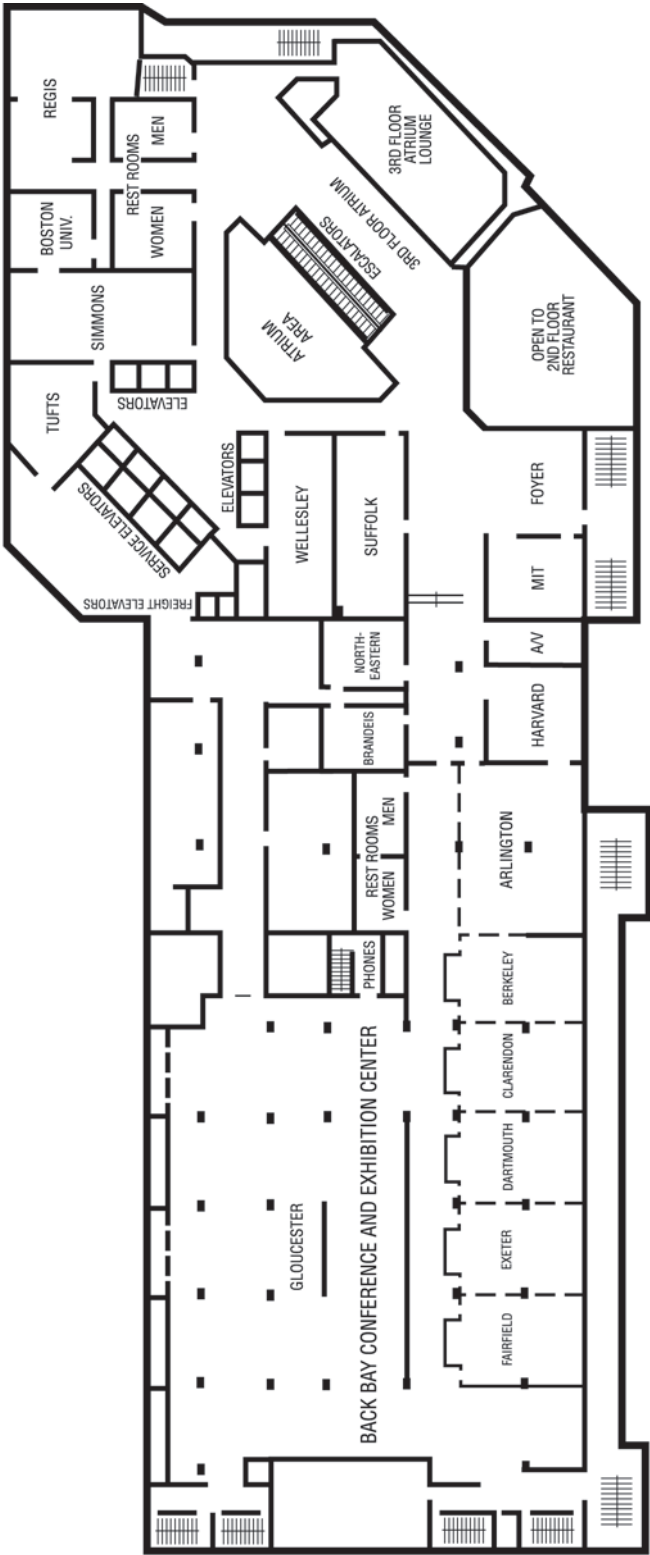
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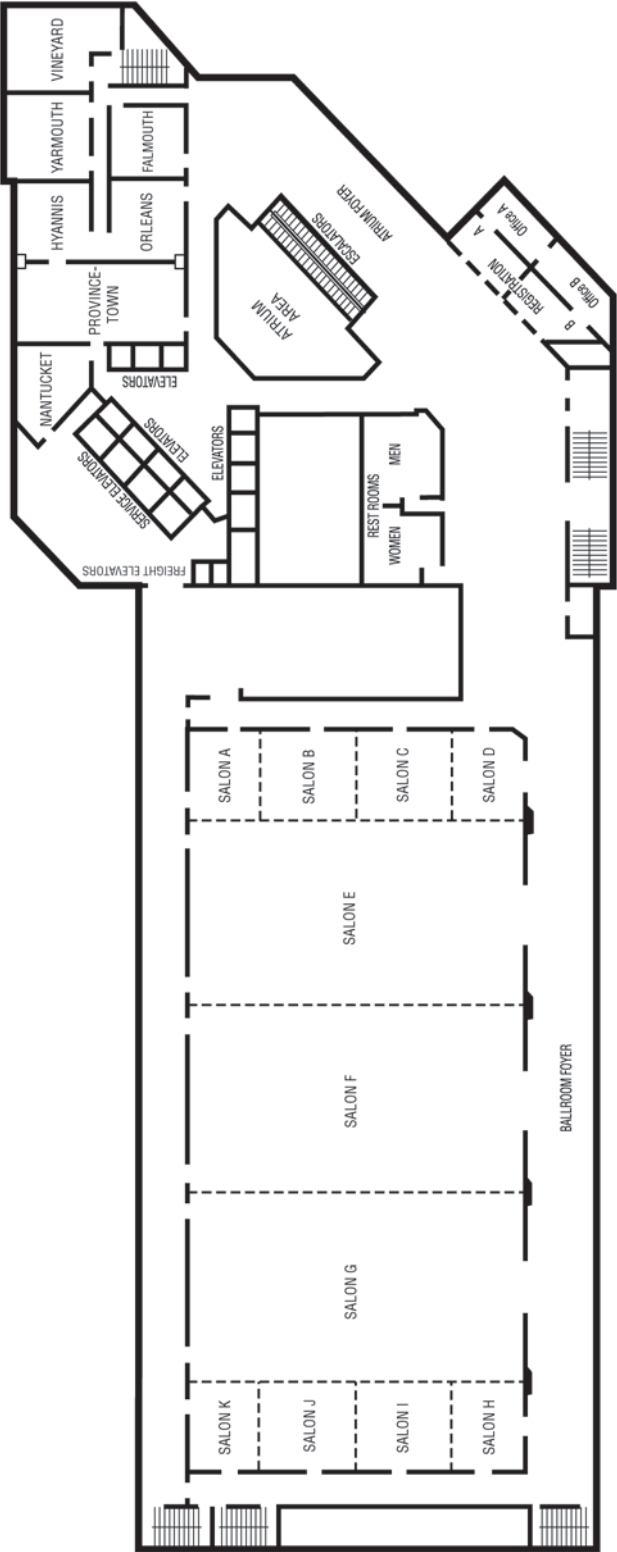
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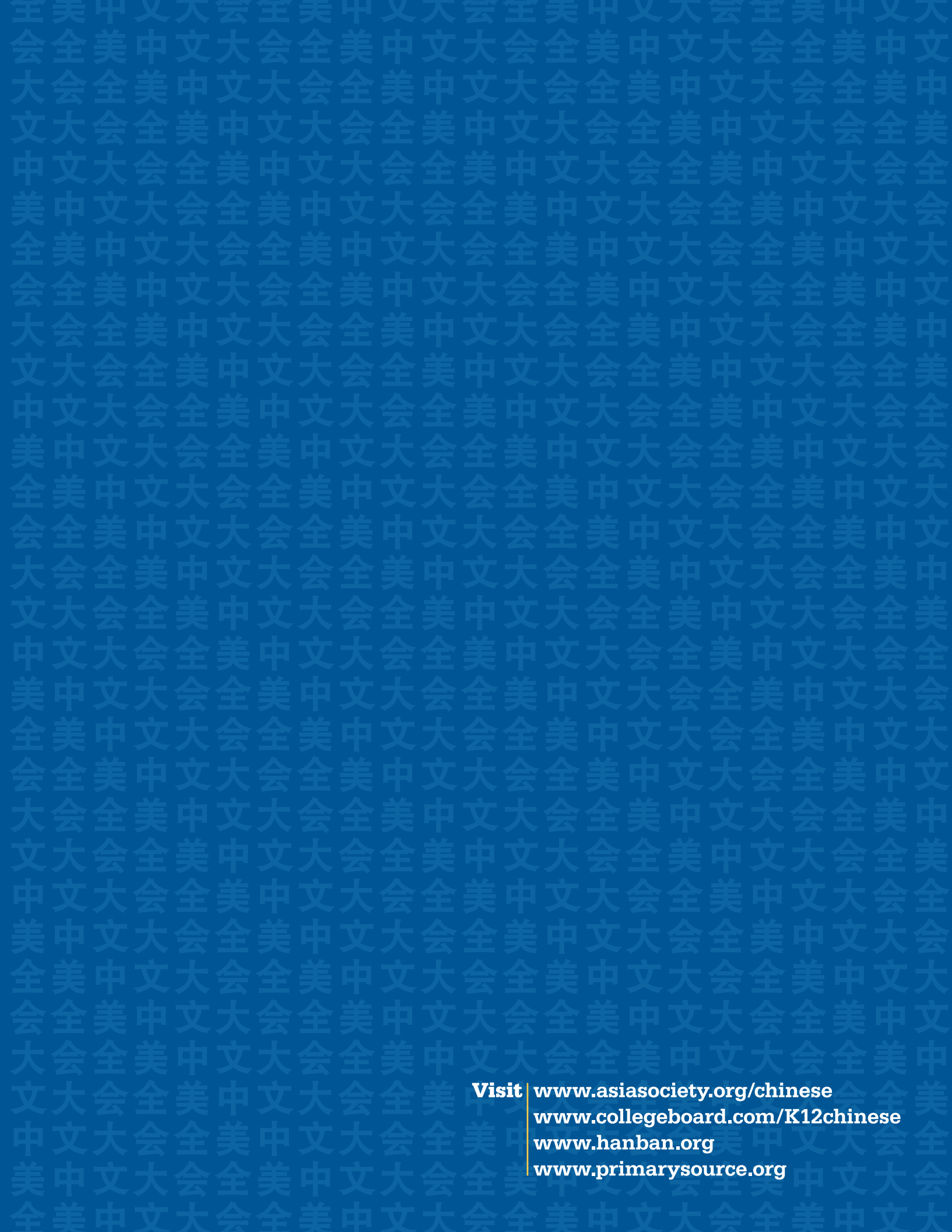


# Third Floor



# Fourth Floor





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