

CONFERENCE SCHEDULE

Day 1: June 29, 2009

8:30 – 9:00	Registration
9:10 – 10:00	Keynote speech by Dr. Susan Zhang
10:00 – 10:15	Break

10:15 – 11:30		SESSION 1
	• <i>“Standard-based assessment that drives curriculum design and instruction”- Lisa Ahnert</i>	207
	• <i>“Using technology to teach Chinese language and culture” – Nini Nam</i>	208
	• <i>How to teach poem to pre-DP Chinese A1 students” – Sophie Che</i>	204
	• <i>“Assessment and Chinese language teaching, part 1” – Huiling Yu</i>	205
	• <i>“共同享受文学的浸染 – 浅谈文学作品的教学, part 1” – Ping Li</i>	203
	• <i>“Chinese curriculum” – Dr. Susan Zhang</i>	327-328
11:30 – 12:45	LUNCH	

13:00 – 14:15		SESSION 2
	• <i>“IB PYP – MYP communalities and transition for the Chinese classroom” – Dr. David Freeman</i>	204
	• <i>Application of 6+1 traits of writing in Chinese language teaching: what works?” – Lisa Ahnert</i>	207
	• <i>“Assessment and Chinese language teaching, part 2” – Huiling Yu</i>	205
	• <i>“UbD + Unit plan, part 1” – Dr. Susan Zhang</i>	327-328
	• <i>“Strategies for effective reading and writing instruction”, part 1” – Dr. Suyi Wang</i>	208
	• <i>“共同享受文学的浸染 – 浅谈文学作品的教学, part 2” – Ping Li</i>	203
14:15 – 14:30	BREAK	

14:30 – 15:45		SESSION 3
• <i>"IB PYP – MYP communalities and transition for the Chinese classroom" – Dr. David Freeman (repeat)</i>		204
• <i>"共同享受文学的浸染 – 浅谈文学作品的教学, part 3" – Ping Li</i>		203
• <i>"Strategies for effective reading and writing instruction", part 2" – Dr. Suyi Wang</i>		208
• <i>"UbD + Unit plan, part 2" – Dr. Susan Zhang</i>		327-328
• <i>"轻松愉快学中文" – Jiayao Pang</i>		207
• <i>"Assessment and Chinese language teaching, part 3" – Huiling Yu</i>		205
16:00 – 16:30	GROUP PHOTO	
18:00 -	OPENING DINNER AT THE MARRIOTT CHINA HOTEL	

Day 2: June 30, 2009

8:30 – 9:00	NETWORKING
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9:00 – 10:15		SESSION 1
• <i>“Language B in the MYP” – Dr. David Freeman</i>		204
• <i>“Strategies for effective reading and writing instruction”, part 3” – Dr. Suyi Wang</i>		208
• <i>“Syllabus design and implementation, part 1” – Anna Simonsen</i>		207
• <i>“共同享受文学的浸染 – 浅谈文学作品的教学, part 1” – Ping Li (repeat)</i>		203
• <i>“Assessment and Chinese language teaching, part 1” – Huiling Yu (repeat)</i>		205
• <i>“Language density in classroom” – Dr. Xiaoping Wang</i>		327
10:15 – 10:30	BREAK	

10:30 – 11:45		SESSION 2
• <i>“Language B in the MYP” – Dr. David Freeman (repeat)</i>		204
• <i>“Strategies for effective reading and writing instruction”, part 1” – Dr. Suyi Wang (repeat)</i>		208
• <i>“Syllabus design and implementation, part 2” – Anna Simonsen</i>		207
• <i>“共同享受文学的浸染 – 浅谈文学作品的教学, part 2” – Ping Li (repeat)</i>		203
• <i>“Assessment and Chinese language teaching, part 2” – Huiling Yu (repeat)</i>		205
• <i>“Managing a Chinese department” – Dr. Xiaoping Wang</i>		327
11:45 – 12:45	LUNCH	

13:00 – 14:15		SESSION 3
• <i>“Assessment and Chinese language teaching, part 3” – Huiling Yu (repeat)</i>		205
• <i>“TPRS” – Blaine Ray</i>		327-328
• <i>“共同享受文学的浸染 – 浅谈文学作品的教学, part 3” – Ping Li (repeat)</i>		203
• <i>“Strategies for effective reading and writing instruction”, part 2” – Dr. Suyi Wang (repeat)</i>		208
• <i>“Oral proficiency and culture exposure for beginning learners (non-heritage part 1 for ES and up)” – Wendy Da</i>		207
• <i>“How to interview for a Chinese post” – Dr. Xiaoping Wang</i>		204
14:15 – 14:30	BREAK	

14:30 – 15:45		SESSION 4
• <i>“Learning Chinese through songs” – Aki Siah & Lois Ma</i>		203
• <i>“TPRS” – Blaine Ray</i>		327-328
• <i>“Characters made easy for Grade 6-8 students” – Bonnie Bei Cai</i>		205
• <i>“Strategies for effective reading and writing instruction”, part 3” – Dr. Suyi Wang (repeat)</i>		208
• <i>“Oral proficiency and culture exposure for beginning learners (non-heritage part 1 for ES and up)” – Wendy Da (repeat)</i>		207
• <i>“Full spectrum assessment” – Dr. Xiaoping Wang</i>		204
16:15	BACK TO HOTEL	
17:30-	EVENING ACTIVITY (OPTIONAL)	

Day 3: July 1, 2009

8:30 – 9:00	NETWORKING
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9:00 – 10:15		SESSION 1
• <i>“TPRS” – Blaine Ray</i>		327-328
• <i>“Developing the IB learner profile in the language classroom” – Dr. David Freeman</i>		204
• <i>“Not one less – Using multimedia to enhance learning outcomes, part 1” – Anna Simonsen</i>		205
• <i>“Building block strategy in Chinese characters teaching (non-heritage part 2 for ES and up)” – Wendy Da</i>		208
• <i>“Using technology to make Chinese language learning fun and interesting, part 1” – Jenny Luk</i>		213 (MS computer lab)
• <i>“Classroom management that works in Chinese classrooms” – Zhaohui Xu</i>		207
10:15 – 10:30	BREAK	

10:30 – 11:45		SESSION 2
• <i>“TPRS” – Blaine Ray</i>		327-328
• <i>“Developing the IB learner profile in the language classroom” – Dr. David Freeman (repeat)</i>		204
• <i>“Let’s design our fruit vegetable man” – Louisa Yu</i>		207
• <i>“Not one less – Using multimedia to enhance learning outcomes, part 2” – Anna Simonsen</i>		205
• <i>“Building block strategy in Chinese characters teaching (non-heritage part 2 for ES and up)” – Wendy Da (repeat)</i>		208
• <i>“Using technology to make Chinese language learning fun and interesting, part 2” – Jenny Luk</i>		213 (MS computer lab)
11:45 – 13:00	LUNCH	

13:00 – 18:00	HALF-DAY CITY TOUR (OPTIONAL)
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Day 4: July 2, 2009

8:30 – 9:00	NETWORKING
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9:00 – 10:15		SESSION 1
• <i>“TPRS” – Blaine Ray</i>		327-328
• <i>“Strategies of teaching reading and writing to heritage students (ES and up)” – Wendy Da</i>		207
• <i>“Characters made easy for grades 6-8 students” – Bonnie Bei Cai (repeat)</i>		205
• <i>“How to teach poem to pre-DP Chinese A1 students” – Sophie Che (repeat)</i>		203
• <i>“Learning Chinese through songs” – Aki Siah & Lois Ma (repeat)</i>		208
• <i>“Syllabus design and implementation, part 1” – Anna Simonsen (repeat)</i>		204
10:15 – 10:30	BREAK	

10:30 – 11:45		SESSION 2
• <i>“TPRS” – Blaine Ray</i>		327-328
• <i>“Strategies of teaching reading and writing to heritage students (ES and up)” – Wendy Da (repeat)</i>		207
• <i>“Let’s design a fruit vegetable man” – Louisa Yu (repeat)</i>		205
• <i>“How to be a happy teacher” – Victor Bao</i>		208
• <i>“Mandarin & digital natives - flashcards, podcasts, MP3’s & fun!” – Zhao Hui Xu & Martin Leicht</i>		203
• <i>“Syllabus design and implementation, part 2” – Anna Simonsen (repeat)</i>		204
11:45 – 13:00	LUNCH	

13:00 – 14:15		SESSION 3
• <i>“TPRS” – Blaine Ray</i>		327-328
• <i>“How to teach Chinese efficiently by using an interactive whiteboard” – Stella Zhang</i>		213 (MS computer lab)
• <i>“Chinese culture integration in language teaching” – Wendy Da</i>		207
• <i>“Guiding our students through reading and writing” – Linda Meng & Lois Wang</i>		208
• <i>“轻松愉快学中文” – Jiayao Pang (repeat)</i>		203
• <i>“Using home-made materials to teach literacy skills, part 1” – Jenny Luk</i>		204
14:15 – 14:30	BREAK	

14:30 – 15:45		SESSION 4
• <i>“TPRS” – Blaine Ray & Nini Nam</i>		327-328
• <i>“Mandarin & digital natives - flashcards, podcasts, MP3's & fun!” – Zhao Hui Xu & Martin Leicht (repeat)</i>		203
• <i>“Chinese culture integration in language teaching” – Wendy Da (repeat)</i>		207
• <i>“Using home-made materials to teach literacy skills, part 2” – Jenny Luk</i>		204
• <i>“Guiding our students through reading and writing” – Linda Meng & Lois Wang (repeat)</i>		208
• <i>“How to teach Chinese efficiently by using an interactive whiteboard” – Stella Zhang (repeat)</i>		213 (MS computer lab)
16:15	BACK TO THE HOTEL	
18:30	CLOSING DINNER AT THE RITZ-CARLTON HOTEL	

PRESENTERS

(in alphabetical order)

Lisa Chang AHNERT

As the Director of Chinese Studies at Hong Kong International School, Lisa Chang Ahnert is responsible for a program with 2,200 students studying and 28 teachers teaching Chinese language and culture. Her teaching and teacher training experience has stretched from Princeton, UCLA, Southern Methodist University, Greenhill School in the United States, McQuarie University in Sydney, Australia, to City University and Hong Kong International School in Hong Kong for the past three decades. Mini-workshops and presentations in the last couple of years include topics related to collaboration, curriculum mapping, UbD, benchmarks, performance-based /common assessment, classroom management and writing.

Victor Siye BAO

Works at West Island School.

A happy Chinese teacher, who has taught Chinese as second language for over 15 years.

Bonnie Bei CAI

- Bachelor degree, major in education and English. Has been working in local and international schools for years, taught upper elementary grades and secondary grades.
- Held 2 presentations on Yew Chung International School summer workshops.
- Now working as a secondary Mandarin teacher, teaching beginner level.

Sophie CHE (车智慧)

车智慧，汉语言文学本科，语言学与应用语言学硕士。十二年的教师生涯，前七年在公立学校，后五年在四川各大学任对外汉语教师（兼职）。现在成都美视国际学校（IB 学校）IUPP 项目里任中文部主管，同时是 DP Chinese A1 的主讲老师。之前参加过北京某教育机构组织的关于对外汉语教学的 Workshop 及 IBO 在北京举办的为培训中文 A1 老师而举行的 workshop.

Wendy DA

Wendy Da holds a Master Degree in Education Technology from MSU in 2003. She is the co-author for EazyChinese since 1995 with about 30 publications for teaching Chinese as 2nd language. In her 10 years of teaching, she has taught a wide range of students from K-12, as well as IB Mandarin courses. She took position as the China Studies Coordinator for three years at ISB and has provided teacher training in annual ACAMIS Chinese Conferences since 2003. Currently, she is the Global Language Coordinator at the Shanghai American School. Through her initiative, the “Chinese Character Spelling Competition” was held in Beijing, Shanghai and Shenzhen in 2007 and 2009, with over 650 students participating. She is the Chief Editor for “The Dragon Story” journal which was launched in 2007. About 35 international schools participated by submitting their students’ writings and the journal has been sent to over 60 international schools with support of the ACAMIS Chinese Teacher Network committee.

Dr. David FREEMAN

Dr. David Freeman is the principal of the secondary school at Xiamen International School. Until the end of this most recent school year he was also the Middle Years Program Coordinator. He has worked in schools in the United States, South America, Africa, and Asia. He has taught English in the MYP and the Diploma Program. He holds bachelor’s degrees in Speech Communication and Spanish. He has earned a Master of Arts degree in English Literature. He earned his doctorate in Educational Leadership in 2006. He is married to Gina Ballesteros and they have two children. They maintain a bilingual household in which both English and Spanish are spoken. He will be assisted in this workshop by Ms. Ballesteros.

Gina Ballesteros is an ESOL teacher at Xiamen international School. She has also worked as a homeroom teacher as well as a Spanish language teacher. She has taught in her native South America, Africa, the United States, and Asia. She holds a bachelor’s degree in early childhood education as well as a Master of Arts of Teaching Languages.

Martin LEICHT

Martin Leicht currently serves as the Western Academy of Beijing's Director of Technology, where he is known as the “IT Kahuna.” He received two Masters Degrees in 1992 at the University of Hawaii, the first in Asian Studies Chinese and a second in Library and Information Studies, Alternative Library Futures. In addition to being the Director of Technology at the Western Academy, Martin also held the roles of school librarian and computer teacher. Martin introduced several "firsts" to the educational environment of China, distance email teachings between schools and a wireless campus wide network. He initiated, designed and implemented a student laptop grant program. He established an AppleCare Service Center on the campus. And, is presently co-pioneering a digital initiative to teach Chinese Language via iPods/Podcasts. Martin’s articles on “权利，税收—Facebook 共和国” was published on 《中国计算机时报》，《IT 频道—和讯网》和《通信世界网》.

Ping LI

Working Experience

Senior Chinese Teacher (Jul. 1995 – Present)

Coordinator of Chinese Language (2006 - 2008)

Coordinator for the Chinese Cultural Activities

Languages Department, LPC United World College of Hong Kong

Lecturer (Feb. 1987 – Aug. 1994)

Chinese Language and Literature Department, Xiamen University, China

Assistant Lecturer (Feb. 1982 – Feb. 1987)

Chinese Language and Literature Department, Xiamen University, China

IBDP Teaching Experience

- Chinese
 - A1 Higher & A1 Standard — 15 Years
 - A2 Higher & A2 Standard — 6 Years
 - B Higher & B Standard — 8 Years
 - Mandarin Ab Initio — 3 Years
- IBDP Examiner for IBO
 - Group 1 (Chinese A1)
- Co - Leader
 - Chinese A2 Workshop (March 2006, Hong Kong)
- Workshop Leader
 - Mandarin B Workshop (Sept 2007, Bangkok)
- One of the Presenters of 6th Annual ACAMIS Conference (June 2008, Guangzhou)

Jenny LUK

Jenny gained a BA in English, Certificate of Teaching Chinese as a Second Language and ESL in the Mainstream for the Early Learner and also has the Certificate of Programming of Cambridge Information Technology. She is a very experienced language teacher; her main interest is in working with very young children using creative methods. Her presentation experience is as follows:

- Presentation on EARCOS 2000-Learning language through music, in HKIS.
- ESOL and Mandarin Collaboration presenting by virtual/DVD, Jan 2008 in Switzerland.
- Presentation on Using Technology on Chinese language learning, April 2008 Taipei American School.
- Presentation on Use website to learn and reinforce Chinese language learning, 6th Annual ACAMIS, June 2008.

Lois MA

Lois Ma is currently teaching in Renaissance College and has years of experience in handling both background and non-background learners. Her lessons are student-centered and activity-based. Lois believes that students benefit greatly from activities and games. In addition, Lois has a great interest and a vast knowledge on children's literature. Her lessons focused strongly on different children's classics as well as famous picture books. As a result, the students have benefited greatly from her teaching and have produced excellent work themselves.

Linda MENG

Linda Meng, coordinator of WAB ES Chinese department, 13 years of international school teaching experience, specially focus on native Chinese speakers.

Nini NAM

Nini has been teaching in HKIS for 11 years. Nini is also the current Mandarin department leader in Middle School

Nini was a TPRS presenter at 6th Annual K-12 Articulation Workshop for "Teaching Chinese as a foreign Language" 2007 in HKIS.

Nini accomplished the Certificate in Putonghua Teacher Training in Hong Kong university.

Nini (Chung Hie) Nam graduated from Taiwan University.

Jiayao PANG

Education:

- University of Zurich, Switzerland: Master in Educational Psychology, Sinology and Linguistic (1999)
- South China Normal University, China: Bachelor in Chinese Language and Literature (1992)

Work experience:

- 2004 – (now): Teacher and coordinator of Chinese language, The Awty International School, Houston, USA
- 2004 –2006: Lecturer of Chinese language, University of Houston, USA
- 2001–2005: Teacher of Chinese language, Huaxia Chinese School, Houston, USA
- 1996–1999: Teacher of Chinese language, Institute of Modern Asian Languages, Zurich & State Secondary School of Zurich, Switzerland.

Presentation experience:

- Fall 2008: Texas Foreign Language Association Conference, Dallas
- Oct. 2008: The Chinese Teachers Association of Texas, Annual Conference
- Feb. 2008: Houston Area Teachers of foreign Languages Conference
- Oct. 2008: Chinese Teacher Swap Shop, Houston, US

Blaine RAY

Blaine Ray invented TPRS. He co-authored “Fluency through TPR Storytelling.” He wrote *Pobre Ana* which has sold over 250,000 copies. Blaine has written more than 30 books that are used in classes all over the world.

Blaine taught Spanish for 25 years.

Blaine has given presentations in all fifty states of the US and in 15 different countries.

Aki SIAH

Aki Siah is also a teacher in Renaissance College. She has many years of teaching experience in both local and international schools and has taught students coming from various backgrounds. Aki believes that students learn best when they are interested and are engaged enthusiastically in class activities. Thus, she is a highly creative teacher who always seeks to add something unique in her lessons, so that students are inspired and motivated. Aki has presented in the *I.T. in Education* conference on *Incorporating I.T. into Chinese Lessons*.

Anna SIMONSEN

Anna Simonsen has loved Chinese culture and language from an early age. She has a Bachelor in Chinese literature with first class honours from Taiwan National University, and a Diploma of Education and Masters Preliminary Diploma from the University of Melbourne. She is currently teaching at Wesley College in Melbourne, Australia. As a second language learner, she has a deep understanding and sympathy with fellow second language learners.

Anna has been teaching Chinese for over 30 years and her contribution to education has been acknowledged several times, including the prestigious Victorian Premier Educators’ Honorary Award. Anna has been heavily involved in Australian curriculum setting as a Victorian Certificate for Education Chinese First Language, Second Language and Second Language Advanced Examiner and Marker. She has been the Chief Assessor and Panel Chair for both Chinese Second Language and Second Language Advanced. She also has a long association with the International Baccalaureate including being Moderator Observer from 1996-2000. Anna currently is an IB Workshop Leader.

Anna has published many Chinese textbooks and teaching resources, and presented workshops and papers at conferences in Australia, New Zealand, China and Taiwan. She aims to build to respect and understanding in the international community, and sharing her passion for Chinese language teaching.

Lois WANG

Lois Wang, teacher of WAB ES Chinese department, 14 years of international school teaching experience.

Dr. Suyi WANG

Dr. Suyi Wang currently teaches Chinese at the Western Academy of Beijing. She has been teaching Chinese at different levels in international schools for more than 11 years. Suyi has been an examiner for IB DP Chinese B since 2003 and an Online Curriculum Center faculty member for the MYP Chinese B subject. She has been involved in the current DP curriculum review. She also leads teacher workshop for DP Chinese B and evaluates the online Chinese course for the International Baccalaureate. Suyi was born and raised in Taiwan, and gained her Master and doctorate degrees in Korean literature from National Seoul University. Before teaching in the international school, she taught Chinese at two renowned universities in Seoul and the language centre in the Chinese University of Hong Kong. Suyi is passionate about promoting teaching and learning Chinese, and is committed to designing strategies for innovative instruction. She has presented workshops on the multi-dimensional focus of teaching Chinese as a second language.

Dr. Xiaoping WANG

Wang Xiaoping has been working in language education for more than 30 years. Experience covers all stages from kindergarten to tertiary in China, Australia and Hong Kong. He was Director of Chinese Language, Communication and Culture of Chinese International School in Hong Kong before his current post of Advisor for Chinese at the English Schools Foundation in the same city. His expertise includes curriculum design, assessment, pedagogy and administration. Xiaoping received his Master of Education in 1985 and PhD in 1995.

Zhaohui XU

Zhaohui Xu has worked as a teacher for over 10 years. She read literature in Central China Normal University. She also holds certificate in Teaching Young Learners from the University of Edinburgh. She is currently a Chinese teacher at Middle and High School of WAB. She is an author of two bilingual children's book series 《Bus Adventures 公共汽车的故事》. She also translated two of the *Horrible History* series 《可怕的历史丛书》: 《骑士》 《巫婆》

Huiling YU

Huiling Yu is now teaching at Renaissance College, the first IB PYP, MYP and DP "through train" school in Hong Kong. He is a Chinese teacher and the Head of Chinese / Chinese Coordinator of the school. Previously, Huiling worked at SCECGS, Redlands, Sydney, Australia, teaching New South Wales School Certificate and Higher School Certificate courses. He started teaching IB Diploma courses in Redlands and has taught Chinese A1, Chinese A2, Mandarin B and Mandarin ab initio courses in the past 12 years. Huiling is an IB DP Chinese A1 examiner and IB DP Chinese A1 workshop leader with IBO. He has participated in Chinese A1 grade awarding with IBO and the recent IB DP Group 1 language review. In Australia, Huiling also worked for The New South Wales Office of Board of studies as the Chinese Chief Examiner. Huiling has attained MA, BA and DipEd degrees in China and Australia.

Louisa YU

Ms Yu is one of the Foundation Team members at Dalian American International School. She has many years of teaching experience in local and international school. Ms Yu believes that students are interested and are enthusiastically engaged in class activities. Therefore, she strives to be a highly creative teacher who always seeks to add something unique to her lessons. She is currently working on earning her Master's degree in Teaching Chinese to Speakers of Other Languages at Jilin University.

Stella ZHANG

- Educational background: Bachelor Degree in Chinese Language and Literature from Inner Mongolia Normal University.
- Professional profile: 10 years teaching experience, teaching Chinese as a foreign language to overseas students. Certified Promethean trainer, having reached the advanced level.
- Current job: Currently work for the British School Beijing (BSB) as Head of the Chinese department.
- Workshop presentation experience.
 1. Invited by UK Promethean to give an IWB demonstration on how to teach Chinese to Hong Kong Chinese teachers April 2008.
 2. Invited by Beijing Education Committee to give a demonstration on how to use IWB to teach Chinese to local teachers.
 3. Within BSB, to train teachers how to use the IWB.

Dr. Susan ZHANG

Dr. Yuehua (Susan) Zhang, one of the founders of ACAMIS Chinese Teacher Network, has hosted the first four annual ACAMIS summer Chinese teacher conferences in Shanghai. She was one of the main organizers and presenters for the conference. She has worked as Chinese program Coordinator at Shanghai American School for the past seven years. This year she serves as an independent consultant for Chinese language learning and cultural programs in international schools in Southeast Asia, as well as a long-term consultant for Shanghai American School. She is one of the authors of several series of textbooks and reading materials for students who are learning Chinese as a second/foreign language, and has many publications in peer reviewed journals. Prior to working at SAS, Dr. Zhang worked as an assistant professor in two US universities teaching curriculum and instructional message design and technology applications in the classroom. She has presented research papers at several national and international conferences in the US, such as SITE and ACTFL and has given many training workshops to in-service and pre-service teachers in technology application and teaching methodology.

TOPICS

"Standard-based assessment that drives curriculum design and instruction" by Lisa Chang AHNERT

Major Points:

In Chinese teaching practice, assessment is usually the last step in the total instruction process and is used to provide student grades. Furthermore, assessment strategies do not necessarily align with curriculum planning and instructional practice. I believe, however, assessment should be an on-going tool to guide teaching and learning, not just as an end-result. Therefore, standard-based assessment should be used to set the end goal for student learning. This approach would drive what a teacher does on daily preparation and instructional strategies.

The first question a teacher should ask before he/she starts teaching a class, a lesson or a unit is: How will students demonstrate what they know and are able to do and what is the quality of their performance in language skills? You then design a curriculum around assessment, including performance-based assessments. The assessment is the core that is evolved in interpretive, interpersonal and presentation communication, as well as by making connections and comparisons within our larger community and multi-cultural environment.

This will be a hands-on session to allow participants to examine and develop their own curriculum and assessment aligned with the standards."

Key words and phrases:

Standard-based Assessment, Curriculum Design and Teaching Strategies

"Application of 6+1 traits of writing in Chinese language teaching: What works?" by Lisa Chang AHNERT

Major Points:

"Teaching Chinese as a Second/Foreign Language should always start with oral communication to build the necessary semantic foundation. However, students could start character writing fairly quickly and simple composition as soon as they accumulate enough vocabulary, master simple grammatical structures and are able to orally deliver simple messages or express simple ideas. Even at a very early stage of writing, the 6+1 trait model provides a tool that helps guide teachers to teach writing more effectively. Writing is a process, which is a means to an end, not an end in itself. This hands-on presentation examines the application of the 6+1 trait model in teaching Chinese writing in various aspects of ideas, organization, voice, word choice, sentence fluency, conventions and presentation. What works and how we can benefit from this model?"

Key words and phrases:

Writing: 6+1 Traits

“How to be a happy Chinese teacher” by Victor Siye BAO

Major Points:

- How to deal with students, motivate them,
- How to deal with parents
- How to work with colleagues
- Some useful discussion and sharing ideas , such as how to deal with heavy workload

Key words and phrases:

Respect, motivation, expectation, activities, interesting, homework

Practical Implementation:

- How to deal with parents with different needs
- How to motivate students
- Homework setting
- How to deal with heavy workload
- Useful class management skills
- activities

Target Audience:

- Young teacher who have little experiences in international schools.
- Teachers who are not so happy.

“Characters Made Easy for grade 6-8 students” by Bonnie Bei CAI

Major Points:

The learning of Chinese characters takes place throughout the whole process of leaning Chinese and is difficult. Elements like features, stokes, order of the strokes, parts, structures and handwriting are included in character writing. Considering of learner perspective, the traditional teaching method for native speakers might not fit the non-native speakers. This presentation will introduce a number of activities teachers can use in class and discuss how to run the activities more effectively.

Key words and phrases:

Learner perspective; character made easy; activity; class management

Practical Implementation:

A. Activity:

- Whole class activity: decode the meaning of pictographic characters
make stories to remember the characters
- Group activity: assemble the characters
differences and similarities of the characters
assemble the sentences and read in reversed order
find characters from daily life resources

B. Class arrangement while running the activities:

target setting
students' differentiation

Target Audience:

Secondary, grade 6 to 8, beginner level

"How to teach poem for Pre-DP Chinese A1 students" by Sophie CHE (如何对 Pre-DP Chinese A1 的学生进行诗歌教学)

Use different steps to encourage student to learn how to appreciate and comment on poem

Major Points:

诗歌赏析是 IB-DP Chinese A1 中的一个难点。解决这个难点的如何激发学生兴趣，主动地去欣赏诗歌、分析诗歌的相关艺术手法。本文会从 Pre-DP 的学生实际出发，通过教学实例的展示及其后的总结与反思，试图走出一条诗歌赏析的“小径”。

Key words and phrase:

现代诗歌 意象 赏析 写诗

Practical Implementation:

结合教学实例谈诗歌赏析的步骤，以及在各个阶段中如何激发学生欣赏诗歌的意象及分析其艺术手法，通过诗歌赏析的量的不断积累，如何启发创作出诗歌。

Target Audience:

IB -DP Chinese A1 老师及对该学科感兴趣的母语是中文的老师

"Chinese culture integration in language teaching" by Wendy DA

Using authentic resources and the host country as background, making connection to students' life, the Chinese culture integration will enrich students' learning and expand their knowledge beyond textbooks.

Major Points:

Language is a vehicle while culture is the content. Teaching Chinese culture will promote language learning. This workshop covers a series of strategies about China culture integration in Chinese classroom as well as whole school curriculum mapping. Participants will have hands on experience with Ready-To-Use materials.

Key words and phrases:

Authentic resources, 5 Cs, Understanding by design, essential questions, enduring understanding, standalone unit, integration with textbooks, collaborative learning, engage, empower, culture exposure

Practical Implementation:

1. In class theme week: it can be connected to lessons from textbook or stand alone
 - a. Printing Invention: seal carving, block printing, movable type, and computer typesetting
 - b. Beijing Opera: face painting and characters, music and percussion, acrobats and dancing
 - c. Combination of art and craft: kite making, Chinese painting and calligraphy
 - d. Classic literature and skits
 - e. Geography unit
2. Ongoing activity: it has a structure to allow students to carry on for several weeks or months.
 - a. Reading marathon around China
 - b. Festival celebration
3. Field trips: make a field trip as accommodating activity to support classroom study.
 - a. Current event and mapping: museum and exhibition hall visit
 - b. Food making: festival celebration and restaurant visit
 - c. Local school visit and community services
4. Week long excursion: expose students to a real life experience while travel in the host country
5. Workshops: Bring culture awareness to the whole community, train classroom teachers as experts
6. Students' portfolio and show case: to celebrate students' achievement and promote their works to and professional level.
7. 10 things you can integrate whatever culture activity you are teaching:
Vocabularies, history event, dynasty, geography, legendary/folklore, famous people, poems, literature . . .

Target Audience:

All levels

“Building block strategy in Chinese characters teaching” by Wendy DA

(ES Non-Heritage part II)

An Innovative method of teaching Chinese character will help student build up solid foundation to mast 150 basic single characters and expand up to 1200 compound characters.

Major Points:

“Chinese Character Spelling Competition” is the culminate activity to help student master 150 basic single characters and expand up to 1,200 compound characters. In the process of studying Chinese characters, students will understand the character structure and learn to make connections between their prior knowledge and the new skills they are study. They will be able to accumulate vocabulary, therefore to overcome the extreme difficulty they usually face.

In this presentation, the innovative method of teaching Chinese character will be introduced. The attendees will learn the Building Block Strategy and hear other teachers' experiences from the 2nd Chinese Character Spelling Competition hold in Shanghai and Shenzhen. A plan will carry out for how to make Chinese character learning Enjoyable, Easy, and Effective.

Key words and phrases:

Chinese Characters, Radical, Oracle writings, Sounding characters, The concept of character spelling, Character structure, Technology integration, Building blocks, Single characters, Compound characters.

Practical Implementation:

Teaching Chinese characters with following tips:

1. Teaching Oracle writings as basic characters
2. Unfolding the story how the character being created
3. TPR with variety games and visual art
4. Showing the character structures (left & right, up & bottom, surrounded, etc.) and helping students identify the radical part and sounding part
5. Showing the rules of radicals and its meaning
6. Reinforce the learning by asking students to tell radical and sounding parts of the characters.
7. Expanding characters with same radical or sounding part
8. Using strategy of self study, collaborative learning and teaching each other

Target Audience:

All levels, ES non-heritage

“Oral proficiency and culture exposure for beginning learners” by Wendy DA

(ES Non-Heritage part I)

The creative method combined with Dialogue in Rhyme and Culture 1 to 10 to speed up oral proficiency and culture understanding for beginning learners

Major Points:

In this workshop, the present will introduce the creative method combined with Dialogue in Rhyme and Culture 1 to 10 to speed up oral proficiency and culture understanding for beginning level students. The participators will gain practical methods and ready to use materials in teaching. The classroom management strategies and tips will be shared to draw students' attention and engage them as active and independent learners.

Key words and phrases:

Backwards design, enduring understanding, Essential questions, unit by topics, culture exposure, culture integration, nature fit, oral proficiency, character recognition, engage, empower

Practical Implementation:

1. Dialogue in Rhyme
2. Role play and recite
3. TPR with visual art
4. Stations with games: Go Fish, Guess Who, Twister, etc.
5. Culture integration and hands-on activities
6. Differentiated teaching strategy
7. Continuum assessment
8. Activity of “I can teach” and “I want ...”
9. Making stories with problem solving
10. Computer Assisted Language Learning (CALL)

Target Audience:

ES non-heritage, or extend to MS & HS

“Strategies of teaching reading & writing to heritage students” by Wendy DA

Move from covering the curriculum to creating the curriculum, it is important to identify your students’ potential growth to help them reach their ultimate goal in reading and writing.

Major Points:

In this workshop, UbD strategies will be introduced including Enduring understanding, Essential question, etc. Class activities are: Four Role of Reading, Four Corners of Writing, Reading Marathon, etc. The participants will gain practical methods and ready to use materials in teaching reading and writing for Heritage students.

Key words and phrases:

Teaching:

- Reading Marathon
- Free reading to promote interests
- Assigned reading to challenge students
- Authors and their literature pieces
- Research and writing
- Oral presentation
- Chinese geography and mapping
- History timeline
- Role play and multimedia integration

Planning:

- Understanding by Design
- Essential questions
- Enduring understanding
- Standalone unit
- Integration with textbooks
- Differentiated teaching strategy
- Collaborative learning

Practical Implementation:

Teaching Reading and Writing with following tips:

1. Four Roles of Reading
2. Reading Marathon
3. Presentation with a Role as Expert
4. Speech with Q & A, audiences as judges
5. Dynasty study with skits and poster design
6. Develop Essential Questions (higher level: rise questions and turn them into statements)
7. Four Corner of Writing
8. "I Want..." writing activity to develop problem solving skill
9. Teach history timeline
10. Chinese geography and history integration in class

Target Audience:

ES heritage, and extended to MS & HS

"The language transition: from PYP to MYP" by Dr. David Freeman

Major Points:

The transition from the PYP to the MYP poses several challenges for the young student. The PYP teacher can help smooth this transition if he or she knows what the child faces in the MYP. The MYP teacher can also help the transition by knowing what the child has learned in the PYP. This presentation will look at some of the similarities and differences between the two programs and help teachers help students make the transition. Key aspects to the presentation include the importance of accurate placement and the use of the learner profile to develop a common thread between programs.

Key words and phrases:

PYP to MYP language transition

"Language B in the MYP" by Dr. David Freeman

Explaining Language B and its three levels

Major Points:

This presentation will examine the three levels of Language B: foundation, standard, and advanced. The appropriate student placement will be the first issue covered. The presenter will also "unpack" the descriptors of the criteria in order to help teachers produce more accurate reports on student progress. The issue of transitioning between levels will also be covered. This is applicable to any Language B.

Key words and phrases:

Foundation, standard, and advanced, placement, descriptors, criteria

“The learner profile in language Learning” by Dr. David Freeman

How to incorporate the Learner Profile in the Language Classroom

Major Points:

This presentation will examine the Learner Profile characteristics and their incorporation into language development. The presenter will discuss natural connections with profile characteristics, the language acquisition process, and other content areas. Cross curricular approaches will be a focus of the presentation

Key words and phrases:

Learner profile, language acquisition, cross-curricular.

“共同享受文学的浸染 — 浅谈文学作品的教与学” by Ms Ping LI

Literary Courses’ teaching and study

Major Points:

分享二十七年文学课程教学的心得和经验。以 IBDP 文学课程的教学为示例，阐述其独具特色和作为教师面临的挑战及其应对。

Key words and phrases:

- 教师角色 / 教学准备 / 教学计划；
- 激情 / 感动 / 启发 / 激励 / 必要性 / 兴趣 ；
- 理想主义的教学过程 / 现实主义的考试目标。

Practical Implementation:

1. 提升语言科目教师对于提高自身文学素养之必要性的认识；
2. 明白作为文学课程教师应当具备的素质；
3. 应当掌握的文学作品课程教学的基本环节；
4. 文学研读课程教案的设计及对于学生作业的要求；
5. 对于文学课程学生学习成果的测试和评定。

Target Audience:

Language teachers

“Using home-made materials to teach literacy skills” by Jenny LUK

The effective way to teach literacy skills to young learners

Major Points:

We designed home-made teaching materials according to: 1. Students need; 2. Integration with English classroom curriculum; 3. Use meaningful language; 4. Easy and fun to learn;

Children learn the language best when: teachers' instruction is affectively engaging, made meaningful and memorable through the use of activities such as storytelling, music, games, role play and celebrations. Planning is organized around thematic center and aligned with content and performance standards.

Key words and phrases:

- Home-made materials
- Using target language
- Have sense of humor
- Activity based
- Using technology to help learning and reinforce

Practical Implementation:

- Have a good start of Chinese language class
- Show your love and care to your students
- Make sure students understand the class rules
- Good classroom management
- Make classroom as welcoming, warm and nice learning environment
- Students eager to come and learn
- Fun and activity based learning
- Engaging students learning by change topic or activity every 5-10 minutes
- End the class by giving bonus such as watch TV, play games, but should be planned by theme
- Use password to check students the key phrase the teacher teaches each class

Target Audience:

K-G2

“Using technology (Photo story, Window movie maker, PPT) to making Chinese language learning fun and interesting” by Jenny LUK

Using technology on teaching Chinese Language to enhance listening and speaking skills.

Major Points:

We know technology is a tool, but sometimes to early language teachers it is also a magic. As skilled teachers, we should match the tool to the task in order to accomplish our important teaching purpose.

We need to focus on our students and their need to be able to use technology effectively. When we integrate technology with our lessons and create opportunities for our young learners to practicing listening and speaking skills, the use of technology is meaningful.

Key words and phrases:

- Easy Photo story
- Powerful PowerPoint
- Fun Window movie maker

Practical Implementation:

- Young learners love to see their own photos in screen
- They love to do recording again and again
- Students enjoy watching made photo stories and say or sing with them
- Window movie maker can increase students listening and speaking skills
- Also the Chinese words recognition

Target Audience:

K-G2

“Using technology to teach Chinese language and culture” by Nini NAM

Using technology to create daily reading and listening on-line and flash movie at home enhance students’ listening, reading, speaking and writing skills.

Major Points:

1. QUIA is a powerful tool. By using it, a teacher can create Mandarin quizzes, tests, and many kinds of activities to enhance students learning Mandarin more efficiently. In addition, QUIA can track the performance of students.
2. Quick Time Pro is a tool that a teacher creates a FLASH MOVIE to help students learn Mandarin in 4 skills with visual help. By using it, students can add "FLASH MOVIE" into ipod/mp4 for studying Chinese at any time, at any place.

Key words and phrases:

Quia in Chinese (language teaching & learning)

QuickTime Pro

Practical Implementation:

- Quia games help students to recognize words/phrases in a fun way.
- Both Quia and Flash movie improve students reading and listening with visual help.
- As daily base program in Quia and Quick Time Pro, students have more opportunities to read and to listen Mandarin, especially for non-Mandarin background environment.

Target Audience:

MS to HS students (Mandarin as near-native speaker, and Mandarin as second language)

“Guiding our students through reading and writing ” – Linda MENG and Lois WANG

Major Points:

- 1 Reading drives character-learning
- 2 Reading--thinking--speaking--writing --presentation

Key words and phrases:

Early Start, Better Reading

Target Audience:

Elementary School Teachers (early years)

“轻松愉快学中文” by Jiayao PANG

Major Points:

This is going to be a power point presentation on “student-centered and communication-oriented teaching and learning of Chinese as a foreign language”. Students will have a higher motivation when they believe what they learn is relevant to their lives, needs and interests; and when the students themselves are actively engaged in the learning process. In this presentation, class activities and teaching approaches such as “total physical response technique” and “suggestopedia” as well as other class activities will be introduced and demonstrated.

Goal of the presentation is to inspire Chinese teachers to effectively design and use student-centered and communication-oriented class activities to contribute to teaching and learning in the classroom.

Key words and phrases:

- Communicative language teaching and learning
- Student-centered teaching
- Motivation
- Positive and friendly learning environment
- Authentic materials and real-life situation
- To practice and to interact with each other
- Modern technology
- Suggestopedia
- Total Physical Response
- Games and class activities

Practical Implementation:

1. Introduce and demonstrate practical teaching strategies and methodologies
2. Provide useful sample instructional and assessment material that can support Chinese teaching
3. Assist teachers, through hands-on experience, in improving varied methods, materials and technology to address individual student needs, abilities and learning styles
4. Participants will gain further experiences, and open up exciting new possibilities for the classroom
5. Share experience on how to help students achieve academic success, for instance the IB diploma

Target Audience:

Teachers who teach Chinese as a foreign language for students of all ages and levels.

“Introduction to TPRS” by Blaine RAY

Major Points:

The theory behind TPRS, why it works and why it is the best way to teach fluency in a second language. A language class must be interesting, comprehensible and repetitive. That can only happen by limiting vocabulary. Limiting vocabulary makes the class more repetitive and more comprehensible.

- I will demonstrate TPRS by teaching a story. Teachers will feel what it is like to learn a story. Teachers need to feel how difficult it is to learn another language.
- We also practice TPRS skills. We let teachers practice circling and adding details to a story.
- We will teach teachers how to do lesson plans. We will show a book and how to make a lesson plan from a story in the book.

Key words and phrases:

- The class needs to be 100% comprehensible.
- The class needs to be interesting.
- We personalize the stories.
- Students learn the language by focusing on the details of a story, not on the language.

Target Audience:

- The workshop is for teachers of a second language of students who are 8 or older.
- TPRS is for teaching fluency in a second language.

“Learning Chinese through songs 边唱边玩学汉语” by Aki SIAH and Lois MA

Learning Chinese through songs for non-background and background learners

Major Points:

It is a challenge to teach and learn Chinese to the non-background students. We have decided to make teaching and learning fun and interesting by combining language, songs and activities. We hope that the students become familiarized with basic vocabulary and sentence structures by singing songs and participating in various games. This is not only beneficial to the non-background students but also to the background students who also need stimulation and inspiration.

教中文是一件不容易的事情，如果對象是非母語的學生，更是向難度挑戰

爲了提高非母語學生學習漢語的興趣，這次的工作坊特別爲老師帶來一些有趣的教學方法，包括:唱兒歌及進行各種有趣的活動。老師可把兒歌及活動自然流暢地結合在每一個主題中。學生亦同時通過各項活動牢牢地掌握重點詞語及句式。這種學習模式不但能引起非母語學生的學習動機，對於低小的母語學生，也是非常適合的。

Practical Implementation:

- Motivation 引起動機
- Lesson 課堂活動
- Assessment 評估
- Reinforcement 鞏固練習
- Enrichment 延伸學習

Key words and phrases:

Songs, games, activities, culture, fun and interesting 兒歌, 遊戲, 有趣的教學活動, 文化

Target Audience:

Non-background students (beginners) 初學漢語的非母語學生

Background students (lower primary) 低小母語學習

“Not one less – Using multimedia to enhance learning outcomes” by Mrs Anna SIMONSEN

Major Points:

Films are a particularly powerful teaching tool. This presentation will be a guided workshop in which participants will construct and demonstrate a unit of work, drawing from the film ‘Not One Less’. This movie provides rich content for the students to discuss differences in education systems, appropriate classroom behaviour and cultural paradigms. Several listening, speaking, reading and writing activities will be explored. This workshop is suitable for International Baccalaureate/Senior College teachers wishing to enhance learning outcomes through innovative use of multi-media materials.

Key words and phrases:

- Leveraging multimedia materials to enhance language learning;
- Content of education systems, appropriate classroom behaviour and cultural paradigms;
- Creation of activities that are useful and applicable to the student’s daily lives and enhance understandings of different worldviews;
- Design of meaningful and worthwhile exercises to challenge students in a multi-level classroom; and
- Demonstrating learning outcomes through assessment.

Practical Implementation:

- Construct and demonstrate a lesson plan around the film ‘Not One Less’;
- Effective and creative use of films in the classroom;
- Identifying other powerful teaching aids;
- Design of listening, speaking, reading and writing activities;
- Classroom topics – education, culture, philosophy, childhood; and
- Increasing students’ engagement and motivation.

Target Audience:

Years 11 and 12

“Syllabus design and implementation” by Mrs. Anna SIMONSEN

Major Points:

The focus of this presentation is a theoretical framework for designing a syllabus and its practical application. An effective syllabus functions as a ‘road map’ or statement of content, scope and expected learning outcomes. It also lists materials and resources to be used throughout the course and establishes expectations and assessment. We will apply this framework to class design for students of different levels of ability, ranging from years 7-9 to the more advanced years 10-12. The aim is to create a syllabus which generates interest and fosters learning for appropriate age groups through a variety of games, exercises and activities.

Key words and phrases:

1. Characteristics of target group
2. How to design a syllabus - establishing course goals and objectives, expectations, and guiding student learning
3. Selecting teaching materials and resources
4. Teaching activities and useful exercises
5. Assessment and reporting

Practical Implementation:

Creating a syllabus to motivate and generate interest through:

- Suitable standards for targeted age groups;
- A road map to guide the learning process that includes a statement of content, scope and expected outcomes;
- Establishing measurable objectives which are specific, achievable and relevant;
- Combining fun games with significant educational objectives to help grasp the basic foundations;
- Meaningful and worthwhile exercises to challenge students in a multi-level classroom;
- Demonstrating learning outcomes through assessment.

Target Audience:

Years 7-9 and 10-12.

“Strategies for effective reading and writing instruction” by Dr. Suyi WANG

Effective literacy techniques support insightful reading and writing.

Major Points:

This workshop will explore a variety of strategies that help students develop their reading and writing skills. Effective instruction and assessment techniques promote students interaction with the information, transfer and retention of the learning. Teachers will learn different strategies to engage students in approaching different genres and to create an active and productive learning environment. A step-by-step guide and specific examples will be provided for participants.

Key words and phrases:

Text types, message, cultural interaction, language, vocabulary, sentence structure, register and style, accuracy and fluency

Practical Implementation:

Strategies for teaching

- Fast reading
- Focus reading
- 3-2-1 Journal
- Genre
- Structural element
- Pre-writing
- Drafting
- Revising
- Editing

Target Audience:

K-12 teachers

“Language density in classroom” by Dr. Xiaoping WANG**Major Points:**

A child utters only one or two sentences in the second language Chinese class, sometimes none. Would you complain if you were the parent?

This presentation analyses ‘traditional’ methods from a psycholinguistic perspective and questions the effectiveness of common, established learning tasks, such as filling in blanks and matching up exercises. This analysis will be taken further to examine the effectiveness of alternative ways of teaching, which redefines lesson preparation and class organization for second or foreign language Chinese.

Key words and phrases:

- Language density
- Purpose and effectiveness of learning tasks
- Teacher as a facilitator

Target Audience:

- Teachers of Chinese as a foreign/second/near native language wishing to improve the effectiveness of teaching.

“Full spectrum assessment” by Dr. Xiaoping WANG

Major Points:

In most international settings teachers have to deal with vastly different language levels, even in one class. How to decide where students stand and measure their progress is not always an easy job. At this workshop experience of full spectrum assessment will be shared and questions raised in relation to instrument design, weighting, statistics and analysis, moderation and quality control. Some of these questions will be answered and certain basic skills shared.

Key words and phrases:

- Differentiated assessment
- Assessment for language use
- Basic statistics in MS Excel for educational purposes
- Cross phase connection

Target Audience:

Upper primary and lower secondary Chinese teachers who need to design assessments for a large range of standards and who wish to test the ability of language use rather than linguistic competence.

“How to interview for a Chinese Post” by Dr. Xiaoping WANG

Major Points:

Interviewing for a job is not just to sell yourself or to impress the interviewers. It is a demonstration of true qualities through a rapport established almost instantly between the two sides. It involves trust, freshness, enthusiasm and mutual appreciation. How is a Chinese teaching post different from other posts in international schools and from similar posts in local schools? What do the ‘foreign’ principals and the Chinese Head expect? A full time, experienced administrator would like to share something with you from more than a thousand Chinese applications and hundreds of interviews he has handled.

Key words and phrases:

- Ideal profile of Chinese teachers in international schools
- Packaging oneself: honest but impressive
- A profile is not built overnight
- Job hunting strategies

Target Audience:

Chinese teachers wishing to make a move or fresh graduates wanting to get into the teaching profession in international schools. It might also be of interest for those recruiting Chinese teachers. Where there is a spear, there is a shield.

“Managing a Chinese department” by Dr. Xiaoping WANG

Major Points:

Issues relating to the management of a Chinese Department in international schools will be explored, such as sourcing teachers, the art of leadership with Chinese characteristics, leading by example, blemishes in the essence of the Chinese culture. Good leadership is different from desired leadership, but all leaderships are dynamic. It is in the changing relationships that a leader finds a way forward. We will be exploring team building through trust, professional distance, principles and tolerance, personality and chemistry, job and career.

Key words and phrases:

- Leadership skills
- The best or worst of both worlds: dealing with value conflict and cultural differences
- Image building

Target Audience:

Leaders of Chinese, current or potential. It might also be of interest to those being led.

“Mandarin & digital natives – Flashcards, podcasts, MP3’s & fun!” by Zhaohui XU & Martin LEICHT

Major Points:

Believe it or not, technology advancement has influenced teaching and learning of Chinese today. How do we better equip teachers and better prepare students in the increasing digital world? Are we keeping pace in this digital world?

We all possess cell phones with way too many functions! Sure, you can whip up a mixed tape of Chinese lessons, but can you mix an mp3? Here’s a news flash for you, kids know how to use the mobile devices and other technologies. It’s simply just part of their life, not like you and me. So, to tap the learning potential of young brains, you need to tap into their matrix and go mobile. You might need to push your own limits, take some risks, and learn a new trick or two. OK, so you’re not the best innovator? Come spent one hour and fifteen minutes with us and see one take on blending Chinese language learning in with the digital natives.

Key words and phrases:

- Technology advancement
- Digital natives
- Teaching and learning of Chinese in digital world
- Mp3
- Digital flashcards
- Podcasts
- Lesson plans, unit plans

Practical Implementation:

- How to make digital flashcards
- How to make Mp3
- How to make Podcasts
- What does all above look like in your teaching practice
- How to plan your lesson around technology
- How to plan it all into teaching and learning of Chinese

Target Audience:

K-12 teachers for non-native speakers of Chinese

“Classroom management that works in Chinese classrooms” by Zhaohui XU

Major Points:

A well-managed classroom provides an environment in which teaching and learning can flourish. It takes the teacher a great deal of effort to create such a classroom. There are four management factors:

- Rules and Procedures
- Disciplinary Interventions
- Teacher-Student Relationships
- Mental Set

The presentation is going to explore these factors that impacts Chinese classrooms and work with the teachers to come up with strategies that work.

Key words and phrases:

- Rules and Procedures
- Disciplinary Interventions
- Teacher-Student Relationships
- Mental Set
- Life-long learners
- Successful learners

Practical Implementation:

- How to come up with Rules and Procedures?
- What are the negative consequence and positive consequences?
- How to build positive relationships: to cater individual needs and the whole class?
- How to identify and quickly act on potential behavioral problem?
- How to interact with students in emotional situations?

Target Audience :

K-12 teachers for non-native speakers of Chinese

“Assessment and Chinese language teaching 中文教学中的评估问题” by Huiling YU

Major Points:

The presentation will focus on the issue of assessment in Chinese language classroom. The aim is to introduce standard referenced assessment and different practice in local and international system, and the practices. The presentation will be helpful for both new and experienced teachers for a better understanding of standard referenced assessment and the practice. It will also benefit teachers in assessment planning and task design.

Key words and phrases:

Standard / criterion referenced assessment; norm referenced assessment; objectives; outcomes; descriptor; indicator; performance band; theme; topic; marking scheme; sample answers; grade; standardization, moderation; benchmark; feedback; etc

Practical Implementation:

- Assessment planning
- Assessment task design
- Standardization and moderation
- Benchmark setting
- Feedback to students

Target Audience

Middle and high school Chinese teachers (native and non-native)

“Let’s design our Fruit Vegetable Man” by Louisa YU

Major Points:

Make it easy! Make it fun! Make it connect! That is my way for teaching. Students are interested and are enthusiastically engaged in the class activity. During this project, my students like to talk about their Fruit Vegetable Man at home, on the school bus, and at lunch time. This is a good way for students to reinforce concepts, which is better than the teacher repeats the words and sentences several times during lesson. Students will feel boring. How can they learn?

Key words and phrases:

Project, some sentence patterns, differential, oral presentation

Practical Implementation:

This project will help students review the vocabulary about fruits, vegetables and body parts. They will learn some sentence patterns to describe their Fruit-Vegetable Man. e.g., He has an apple head. They design their Fruit Vegetable Man with their partners and present their design at Community Time (oral presentation). Still teachers can

differentiate for this project. For example, one group will have 2-3 students. One student will write sentences in Chinese characters, one student will write pinyin for each Chinese Characters, and one student will translate the sentence in English.

Target Audience:

- Grade 2-5 students
- intermediate Level students

“How to teach Chinese efficiently using an Interactive White Board (IWB)” by Stella ZHANG

Using technology (Interactive White Board) to teach Chinese language and culture.

Major Points:

I believe that using the IWB is beneficial to both students and teachers, it can be used as a powerful planning tool and it provides an interactive relationship between all involved:

In relation to planning; once a flipchart is created they can be shared between teachers, teachers can add and manipulate basic flip charts, according to their lesson plans.

Using an IWB is one of the most efficient ways to teach students. Its visual interactive and fun therefore keeps students stimulated; it is more memorable and speeds up students learning processes. And also it allows teacher to use one flipchart for different levels of students.

Key words and phrases:

- Planning
- Fun
- Interactive
- Visual
- Efficient

Practical Implementation:

- Teaching Chinese characters
- Teaching vocabulary
- Teaching sentence structures
- Creating games
- Differentiation language proficiency of students

Target Audience:

- All teachers, who teach all age groups, with all language proficiency levels.
- Main aim to show those who do not use the Interactive White Board frequently and productively or those who would like to learn how to efficiently use the IWB.

“Planning a unit to guide effective teaching of each lesson” by Dr. Susan ZHANG

Good planning will definitely make our teaching more effective. Applying the concepts presented by John Brown using the model by Grant Wiggins and Jay McTighe, *Understanding by Design* in our unit plan is one of the best ways to go.

The presenter will demonstrate how the model works in the Chinese curriculum. Participating teachers will have the opportunity to work in small groups to try designing a sample unit according to the framework and the guidelines. Sample unit plans and the presenter’s personal experience will be shared with the group.

Major Points:

Unit planning is an important part of the curriculum. The challenge is to come up with enduring understanding and essential questions to present the concept that will be taught and pathways for students to explore, therefore to lead them into further learning. More effort put into unit planning and time spent will result in fruitful learning gain for students. A well rounded unit plan will naturally lead into good lesson planning, therefore to provide great framework that guides each lesson to be taught effectively.

Key words and phrases:

- Unit plan
- Understanding and knowledge
- Essential questions
- objectives
- Assessment (observation, formative and summative)
- Instructional strategies
- Learning activities

Practical Implementation:

- Guided by the standards and benchmarks, the final learning goals will need to be set first.
- What learning evidences to collect and how to collect are also important to be decided.
- With clearly defined goals and a variety of assessment tools to use to collect evidence of students’ performances, the planning of instructional strategies and learning activities, and the selection of multiple resources as teaching materials should fall into place naturally.
- Collaboration is the key to success.

Target Audience:

K – 12 teachers

“How does a Chinese program curriculum look like in an international school?” by Dr. Susan ZHANG

Development of a mature and successful Chinese program curriculum is still in process.

Major Points:

At the present, many international schools are still working on their Chinese curriculum because the development of the Chinese language program is relatively a new educational entity due to various reasons. We hope that in the near future we will see a mature and standardized Chinese language and culture curriculum appear with the effort we are making now. The presenter intends to lead a discussion with the participating teachers to discover a frame work of a typical and appropriate Chinese curriculum for international schools and examine the major components that are necessary to make the curriculum as complete and mature as possible.

Key words and phrases:

- Philosophy of the program
- Chinese teachers’ common believes and practices
- Standard and benchmarks
- Sample tasks, assessment rubrics
- Data base for unit plans
- lesson plans and classroom practice record

Practical Implementation:

- ACTFL standards 5 Cs, 4 skills and 3 modes
- Look at the current existing Chinese program and make plans for developing the program into an appropriate, mature and successful one that serves the target student population effectively
- Teachers as professional practitioners are active participants to take on this challenge, therefore to have ownership of the curriculum
- Realize that the process of developing the Chinese program is an on-going process, a short term plan and a long term plan may be necessary to establish according to the needs of each school
- Some tools and framework may be used to help the process

Target Audience:

K – 12 teachers, teacher leaders