

Notes on Contributors

T. Richard Chi is Professor of Chinese Language and Linguistics in the Department of Languages and Literature at the University of Utah. He does research in second language acquisition, teaching Chinese as a second language, curriculum model development, and instructional and assessment strategies. Professor Chi served as Department Chair from 1998 to 2004 and as Director of the Chinese School at Middlebury College from 1993 to 2002. He has conducted numerous workshops on the OPI and proficiency-based language instruction and assessment. He has also participated in research and material development projects for ACTFL, the Center for Applied Linguistics, the U.S. Department of Education, the Army Defense Language Institute, the National Foreign Language Center at the University of Maryland, and the College Board. Currently, he is College Board Advisor for AP Chinese and has served on the AP Chinese Development Committee since 2006.

Matthew B. Christensen is an Associate Professor of Chinese at Brigham Young University in Provo, Utah, where he has been teaching since 1995. His primary research is in Chinese language pedagogy. He is co-author of the books *Performed Culture: An Approach to East Asian Language Pedagogy*, with J Paul Warnick, and *A Performance-based Pedagogy for Communicating in Cultures: Training Teachers for East Asian Languages*, with Mari Noda. Other research interests include curriculum development, second language acquisition, and Chinese discourse analysis and pragmatics. Christensen has been involved with teaching training through regular courses he teaches, on-going TA training, and summer intensive teacher training programs at The Ohio State University and Brigham Young University. He is also the Associate Director of BYU's Chinese Flagship Center.

Michael E. Everson is an Associate Professor of Foreign Language Education at the University of Iowa. As such, he oversees undergraduate- and graduate-level programs in foreign language education, supervising one of the few K–12 Chinese teacher certification programs in the United States. He taught Chinese for ten years at the U.S. Air Force Academy and has published widely about how American students learn to read in Chinese. A two-time member of the Board of Directors of

the Chinese Language Teachers Association, Professor Everson has presented workshops on a variety of topics involving Chinese language research and pedagogy and is active in a variety of strategic initiatives designed to expand K–12 Chinese language education in the United States.

Cynthia Ning is Associate Director of the Center for Chinese Studies at the University of Hawaii, as well as co-director of its Confucius Institute. She is also currently executive director of the U.S.-based international Chinese Language Teachers Association. She has written two sets of materials for Chinese language learning: *Communicating in Chinese* (beginning level) and *Exploring in Chinese* (intermediate level), both published by Yale University Press, and is working with the Press on a major new project to produce media-driven materials for learning Chinese. Her research interests and occasional teaching assignments focus on Chinese language pedagogy, Chinese film, and cross-cultural humor.

Leslie L. Schrier is an associate professor of foreign language and ESL education at the University of Iowa, where she works with pre-service foreign language and ESL teachers and teaches graduate courses in second language curriculum design and research methodologies used in teacher education. From 1990-1998, she was the Teacher Education Director for the Iowa Critical Languages Program. She is the founding president of the ACTFL special interest group on Teacher Development and is a member of the MLA Committee on Honors and Awards. From 2007–2008, she was the guest editor for *Hispania*, the journal of the American Association of Teachers of Spanish and Portuguese. She is currently principal investigator for Project RELEVANCE, a professional development project meeting the needs of in-service teachers working with English language learners. Her research interests are policy, planning, and procedures related to second language teacher development.

Madeline K. Spring (Ph.D., University of Washington) is Professor of Chinese at Arizona State University, where she serves as Director of the ASU Chinese Language Flagship Partner Program, Director of the ASU Confucius Institute, Co-Director of the Linguistics and Language Programs, and Director of the Chinese Language Program in the School of International Letters and Cultures. From January 2006 to August 2007 she was Academic Director of the Chinese K–16 Language Flagship Program at the University of Oregon. Her research interests lie in two main areas: Chinese language pedagogy (specifically, second language acquisition, teacher training, and literacy development) and medieval Chinese literature. Author of the multi-level textbook entitled *Making Connections: Improve Your Listening Comprehension in Chinese*, she has offered workshops nationwide on K–16 curricular articulation, technology-enhanced language learning, learning strategies, and issues in assessment.

Xiaohong Sharon Wen is an Associate Professor of Chinese. Her research interests include second language acquisition and Chinese language education. She has published more than 20 articles in refereed journals and books in the United States, Europe, and Asia. Her most recent book is *Studies of Chinese Language Acquisition by English Speakers: from Theories to Practice*, published by Peking University Press in 2008. As the Director of the Chinese program at the University of Houston, she has established the B.A. degree and the Minor in Chinese Studies, as well as a study abroad program that takes student to study in China every year. She is on the Boards of Directors of the Association of International Chinese Language Education (世界汉语教学学会), Chinese Language Teachers Association (CLTA), and CLTA-TX.

Yun Xiao is Associate Professor and Chair of the Modern Languages Department at Bryant University. Her research interests are second language acquisition and pedagogy, heritage language learning, and Chinese teacher education. Her recent publications include more than twenty articles and book chapters. She is the Primary author of *Readings in Chinese Literature Series* (Volume 1, 2007; Volume 2, forthcoming); co-author/co-editor of *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (2008), (with Weiyun He), Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.

Tianwei Tim Xie, Ph.D. in Foreign Language Education from the University of Pittsburgh (1992), has taught Chinese at the University of Pittsburgh, UC Davis, and University of San Francisco, and he is currently the Associate Professor at the Department of Asian and Asian American Studies at California State University, Long Beach. He has served on the Board of the Directors of the Chinese Language Teachers Association, Chinese SAT Committee and he is currently the CLTA Newsletter editor. His publications include books and papers on socio-linguistics, second language acquisition and his special interest: using computers for teaching and learning Chinese. His web site “Learning Chinese Online” <http://learningchineseonline.net> is one of the most popular web sites among Chinese teachers and learners.

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