

Miao-Fen Tseng

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Department of East Asian Languages, Literatures and Cultures (DEALLC)

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Education

Ph.D. with specialization in Second Language Acquisition and Teacher Education, Department of Educational Psychology, University of Illinois at Urbana-Champaign, US, 1994-99, awarded the Advanced Graduate Student Teacher Certificate and the Certificate of Advanced Study in Second Language Acquisition and Teacher Education

MA in Teaching English as an International Language, the Division of English as an International Language (DEIL), University of Illinois at Urbana-Champaign, US, 1992-95, graduated with distinction

BA in English, English Department, National Taiwan Normal University, Taiwan, 1988-91, graduated with distinction

Teaching/Administration

- Associate Professor of Chinese, UVa, 2014 - present
- Director, Institute of World Languages, UVa, 2014 -present
- Director, Virginia STARTALK Chinese Teacher Academy, UVa, 2008-present
- Director, Virginia STARTALK Chinese Student Academy, UVa, 2014
- Founder/Director, Chinese Outreach Program, UVa, 2006-2008
- Acting Coordinator, Chinese Language Program, UVa, summer 2005, spring 2006
- Director, UVA in Shanghai Chinese Language Program, UVA/ECNU, 2002-04
- Acting Director, Chinese Language Program, UIUC, 1997-98
- Lecturer of Chinese, UVa, 1999 – 2014
- Teaching assistant in Chinese language, UIUC, 1993-97, 1998-99

Courses taught

Chinese language courses across all levels at the University of Illinois at Urbana-Champaign & University of Virginia; graduate-level courses in teaching Chinese as a foreign language and Chinese language pedagogy at the University of Virginia and different institutions in the US and abroad

Publications

Books

The Handbook of Tasks and Rubrics for Teaching Mandarin Chinese (Volume I). Beijing: Beijing Language and Culture University Press. Forthcoming.

AP Chinese Course Planning Guide (Ed.). College Board. Forthcoming.

AP Chinese Language and Culture Teacher's Guide. College Board. 2007.

推动专业化的AP中文教学：大学二年级中文教学成功模式之探讨与应用
(*Promoting professionalism in teaching AP Chinese: an introduction of a successful*)

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model in teaching second year Chinese at the college level). Beijing: Beijing Language and Culture University Press, 2007.

Book chapters & Papers

Two book chapters on AP Chinese and teaching methods. *The Essential Chinese Language Teaching Sourcebook*. 2nd ed. Beijing University Press, forthcoming.

“The efficacy of a STARTALK teacher residential program,” in *Taiwan Journal of Chinese as a Second Language* (台灣華語教學研究), 6:1, 93-113. 2013.

“A study of WebQuests as Curricular Modules in Advanced Chinese,” paper to be published in the *Journal of Chinese Language Teaching & Learning*, forthcoming.

Two book chapters on AP Chinese and teaching methods. *The Essential Chinese Language Teaching Sourcebook*. 2nd ed. Beijing University Press. Forthcoming.

“The efficacy of a STARTALK teacher residential program,” paper published in the *Proceedings of the 2012 international Conference of Teaching Chinese as a Second Language*. 12/2012.

海外暑期中文项目学习者学习与信心程度之分析研究 Analysis of learners' time investment and self-confidence in study abroad programs.” In Carolyn Kunshan Lee, Hsin-hsin Liang, Vivian Ling, and Neil Kubler (eds.): *留学生在华汉语教育初探: 汉语作为第二语言习得的留华教育研究 Chinese as a Second/Foreign Language in the Study Abroad Context* (pp. 62-74). Beijing University Press, 2010.

“The attrition of language skills in grammar and reception skills in Mandarin Chinese.” In Michael Everson and Helen Shen (eds.): *Research among Learners of Chinese as a Foreign Language* (pp. 35-44). National Foreign Language Resource Center. University of Hawai'i at Manoa. 2010.

“An experimental study of authentic tasks with multi-media resources” in *the Proceedings of the 6th International Conference on Technology and Chinese Language Teaching*, 198-202. 2010.

美国星谈计划鸟瞰. An overview of the STARALK initiatives in the US. *侨教双周刊 Biweekly Newsletter in Chinese Overseas Education*. 2009.

“Language gains in study abroad and at home contexts,” in *the Journal of Chinese Language Teachers Association*, 41:1, 57-78, 2006.

“美国 AP 中文现况以及未来之发展 (Present situation and future development of American AP Chinese Language and Culture),” in *International Chinese Language Teaching and Learning* (国际汉语教学动态与研究), 3: 5-8, 2005.

“Achieving oral proficiency at the advanced level in Intermediate Chinese,” in *the Proceeding of the International Symposium on Operational Strategies and Pedagogy for Chinese Language Programs in the 21th Century*, 88-92, 2005.

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“Cultural assimilators: an effective tool in incorporating cultural assimilators into CFL instruction,” in *the Proceedings of the International Symposium on Contrastive and Translation Studies between Chinese and English*, 126-138, 2004.

“Invitational conversations in Mandarin Chinese and American English with pedagogical implications,” in *the Journal of Chinese Language Teachers Association*, 34(1): 61-90, 1999.

"An examination of Chinese invitational discourse: how Chinese speakers accept an invitation," in *the Proceeding of North American Conference on Chinese Linguistics*, 1997.

“An examination of Chinese invitational discourse: how Chinese speakers accept an invitation,” in *Studies in the Linguistic Sciences*, 26(2): 341-56, 1997.

Presentations

“A study of Chinese language teachers' perceptions of tasks and TBLT,” paper to be presented at CLTA/ACTFL, 11/13

“The efficacy of teacher development in a STARTALK residential program,” paper to be presented in the International Conference of Teaching Chinese as a Second Language, 12/12.

“Language Output with and without tasks,” paper to be presented at CLTA/ACTFL, 11/12

“The effectiveness of a training model of a STARTALK Chinese teacher program,” paper presented at the CLTA-VA/FLAVA conference, 10/12.

“Transforming non-task-based materials to true tasks,” paper to be presented at the ACTFL conference, 11/11.

“Re-examining Web Quests in a three-step task cycle,” paper to be presented at the CLTA annual conference in conjunction with ACTFL, 11/11.

“Creating authentic tasks for novice and intermediate learners,” paper presented at the CLTA-VA/FLAVA annual conference, 10/11.

“Making pedagogical grammar come alive,” a workshop presented at the CLTA-VA in conjunction with FLAVA, Richmond, VA, 10/10.

“Empowering students with webquest tasks through a task-based curriculum.” paper presented at the CLTA annual meeting in conjunction with ACTFL, Boston, MA, 11/10.

“Moving textbookish exercises to authentic tasks,” paper presented at the CLTA-VA annual meeting in conjunction with FLAVA. Richmond, VA, 10/09.

“Attrition in oral proficiency and learners' confidence,” paper presented at the CLASS annual meeting in conjunction with ACTFL, Orlando, FL, 11/08.

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“Are communicative activities truly communicative?” paper presented at the CLASS annual meeting in conjunction with ACTFL, Orlando, FL, 11/08.

“How well communicative approaches are implemented among K-12 and heritage school teachers?” paper presented at the annual CLTA meeting, 11/07.

“The attrition of production and reception skills in Mandarin Chinese,” paper presented at the annual CLTA meeting, 11/06.

“An analysis of contextual factors in the study abroad context,” paper presented at the conference on ICCLE in the Study Abroad Context, Beijing, China, 7/06.

“A comparative study of language proficiency in study abroad and domestic contexts,” paper presented at the annual CLTA meeting, 11/05.

“Language gains in study abroad and at home contexts,” paper presented at the World Chinese conference, Beijing, China, 8/05.

“Achieving oral proficiency at the advanced level in Intermediate Chinese,” paper presented at the International Symposium on Operational Strategies and Pedagogy for Chinese Language Programs in the 21st century, Taipei, Taiwan, 6/05.

“A comparative study on the production of conditional sentences in Chinese and English,” paper presented at the annual CLTA meeting, 11/04.

Invited participant to discuss issues on implementing Chinese language study abroad programs at the Forum on CFL Teacher Training in China, 7/04.

“A comparative study on oral proficiency in Mandarin Chinese between study-abroad students and home-university students,” paper presented at the CLTA annual conference, 11/03.

“Spelling development and the age factor,” paper presented at the TESOL conference, 3/03.

“Cultural assimilators: an effective tool in incorporating cultural assimilators in to CFL instruction,” paper presented at the International Symposium on Contrastive and Translation Studies between Chinese and English, 8/02.

“EFL learners’ spelling development and orthographic knowledge,” paper presented at the International Reading Association, 4/02.

“Student publications on a Chinese website: product and process,” poster displayed at the annual conference of the National Council for Less Commonly Taught Languages (NCLCTL), 4/01.

“Investigating ESL learners’ use of tense in conditionals,” paper presented at AAAL (American Association of Applied Linguistics), 2/01.

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“Using cultural assimilators in a CFL Classroom,” paper presented at the annual conference of Chinese Language Teachers Association in conjunction with ACTFL ’99, 11/99.

“Oral and written production in English conditionals by Chinese learners,” paper presented at AAAL (American Association of Applied Linguistics), 3/99.

“Invitational conversations in Mandarin Chinese and American English: Implications for Teaching,” paper presented at the annual conference of the Chinese Language Teachers Association in conjunction with ACTFL ’98, 11/98.

“Interactive structures in Chinese invitational conversations,” paper presented at 12th Pragmatics and Language Learning Conference, 3/98.

"An examination of Chinese invitational conversations: how Chinese accept an invitation," paper presented at 10th North American Conference on Chinese Linguistics, 5/96.

"Differences in invitations between American and Chinese speakers," paper presented at 9th Pragmatics and Language Learning, 4/95.

Invited Workshops/Summer Institutes

Flip the classrooms with tasks and TBLT, to be presented at the CLTA-TX annual meeting, 08/13.

Exemplifying language output in communicative tasks, presented at the CLTA-VA Chinese pedagogy workshop at the University of Virginia, 10/12.

A series of Chinese language pedagogy workshops on teaching pedagogical grammar, presented at the Goodwill STARTALK Teacher Program, Los Angeles, 4-6/12.

A series of Chinese pedagogy workshops on authentic tasks and assessments, presented at the Nurture STARTALK Program, Chicago, 6/12.

Chinese pedagogy workshop on task-based language teaching, presented at the Goodwill STARTALK Teacher Program, Los Angeles (graduate course credits granted by California State University, Bakersfield), 4-6/11.

A series of Chinese pedagogy workshops on authentic tasks and assessments, presented at the Nurture STARTALK Program, Chicago, 5- 6/11.

A series of Chinese pedagogy workshops on national standards, backward design, differentiated instruction, and assessments, presented at the STARTALK teacher training program, San Francisco, 4-6/2009.

AP Chinese Language and Culture Summer Institute, presented at George Mason University, Virginia, 8/08 (graduate school credits granted by George Mason University).

Chinese language pedagogy seminar, presented at the annual conference of Northern California Council of Chinese Schools, 8/07.

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AP Chinese Language and Culture Summer Institute, coordinated by the Association of Southern California Chinese Schools, 8/07 (graduate school credits granted by the Graduate Institute of Teaching Chinese as a Second language at National Taiwan Normal University).

AP Chinese Language and Culture Summer Institute, presented at the annual conference of the Association of Southern California Chinese Schools, 8/07 (graduate school credits granted by the Graduate Institute of Teaching Chinese as a Second language at National Taiwan Normal University).

AP Chinese Language and Culture Summer Institute, collaborated by College Board and Shanghai Foreign Language Institute, 7/07 (graduate school credits granted by S.U.N.Y. Buffalo).

AP Chinese Language and Culture Summer Institute, collaborated by College Board and Beijing Normal University, China, 6/07 (graduate school credits granted by S.U.N.Y. Buffalo).

Chinese Language Pedagogy Workshop on the implementation of Five National Standards, presented at Charlottesville Chinese Language School, 6/07.

Workshop on incorporating national standards and three communicative modes in the curriculum, presented at the annual conference of the Northeastern Council of Chinese Language Schools, 5/07.

Workshop on making Chinese language teaching communicative, collaborated by the Northwestern Council of Chinese Language Schools, 1/07.

Workshop “an overview of AP Chinese, expected proficiency, and the communicative approach,” presented at the spring meeting of Dallas-Fort Worth Chinese School Association, 1/07.

AP Chinese Language and Culture workshop, presented at Duke University, 2/06.

AP Chinese Language and Culture workshop, presented at the University of Virginia, 3/06.

AP Chinese Language and Culture workshop, presented at Goucher College, Maryland, 3/06 (graduate school credits granted by Goucher College).

AP Chinese Language and Culture workshop, presented at the annual meeting of the Midwest Council of Chinese Schools, Chicago, 4/06.

AP Chinese Language and Culture summer institute, presented at Goucher College, Maryland, 6/06 (graduate school credits granted by Goucher College)

AP Chinese Language and Culture summer institute, presented at the tenth annual Pacific Northwest AP Institute, Seattle, Washington, 6/06 (graduate school credits granted).

Chinese Language Pedagogy Seminar, presented at the annual meeting of the Southern California Council of Chinese Schools, Chapman University, Los Angeles, 7/06 (graduate

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school credits granted by the Graduate Institute of Teaching Chinese as a Second language at National Taiwan Normal University).

AP Chinese Language and Culture summer institute, presented at George Mason University, Virginia, 8/06 (graduate school credits granted by George Mason University).

Invited Talks

“Keynote speech on Chinese Language teachers’ perceptions on tasks and task-based language teaching,” given at the CLTA-SC (Chinese Language Teachers Association of Southern California), 4/2013

“Future directions for Chinese language curriculum framework and assessments,” given at the National Council of Associations of Chinese Language Schools, 08/2012.

“The national development of the STARTALK program in the US,” given at the annual conference of the Southern California Council of Chinese Schools, 8/11.

“The future curricular framework of AP Chinese in relation to AP French,” given at the annual conference of the Southern California Council of Chinese Schools, 8/11.

“Entering the post-methods era: innovative pedagogy in modified task-based language teaching,” given at the annual conference of the Southern California Council of Chinese Schools, 8/11.

“Task-based language teaching and modified task-based language teaching,” given at Tamkang University, Taiwan, 7/2011.

“Chinese language and culture Initiatives in Virginia.” given at the CLTA-VA one-day Pedagogy Workshop. George Mason University. 5/2010.

“Principles and activities in task-based instruction,” given at the annual meeting of the Eastern Council of Chinese Schools, 5/08.

“Communicative language teaching and communicative activities,” given at the annual conference of New Jersey Chinese language schools, 5/08.

“Reaching out to the K-12 community through the Chinese Outreach Program,” given at National Chinese Language Conference, 4/08.

“AP Chinese course audit and K-12 Chinese language teacher development,” given at the AP International Conference and Workshops on Teaching Chinese as a Second Language, Taipei, Taiwan, 3/08.

“An introduction to AP Chinese course and exam,” given at Richmond Chinese Language Schools, 4/07.

“An introduction to AP Chinese course, exam, and teaching approaches,” given at the CLTA-Florida spring workshop, 1/07.

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“Standards-based curriculum and best practices in the Communicative Approach,” given at the Overseas Chinese Affairs Commission Center, Maryland, USA, 12/06.

“Building proficiency through an immersion experience in AP Chinese,” given at the annual meeting of the Northern California Council of Chinese Schools, San Francisco, California, 8/06.

“The development of AP Chinese Language and Culture and SCCCS’s future goals,” given at the annual meeting of the Southern California Council of Chinese Schools, Los Angeles, California, 7/06.

“The introduction to AP Chinese,” given at Charlottesville, Chinese Language Schools, Charlottesville, Virginia, 2/06.

“The development of AP Chinese and course and exam specifics” and “AP Chinese Curriculum Design and Pedagogy,” given at the spring workshop of the Southern California Council of Chinese Schools, Los Angeles, California, 2/06.

“Language loss: what happens to language proficiency in Mandarin Chinese after a three-month interval,” given at the CLTA-VA Jiede empirical research workshop, Baltimore, Maryland, 11/05.

“Creating an effective AP Chinese curriculum and preparing students to take the exam,” given at the Taipei Economic and Cultural Representative Office, Washington DC, 11/05.

“Creating the AP Chinese curriculum and preparing students to take the exam,” given at the Taipei Economic and Cultural Representative Office Center, New York, 10/05.

“Professional development for AP Chinese Language and Culture: goals and plans,” given at National Taiwan Normal University, Taipei, Taiwan, 6/05.

“An informational session on the exam and course of AP Chinese Language and Culture, given at the annual meeting of the Association of Northern California Chinese Schools, 6/05.

“The development of AP Chinese Language and Culture,” given at the Office of Chinese Language Council International, Beijing, China, 7/05.

“The development of AP Chinese Language and Culture and NCACLS’s future goals,” a keynote speech given at the annual meeting of the National Council of Associations of Chinese Language Schools, New Jersey, 8/05.

“A demanding course and motivated students,” given at the Pedagogical Group Meeting at AMELC, UVA, 2/04.

“My reflections on leading the study abroad program,” given at the Study Abroad Fair, invited by the International Studies Office, UVA, 9/04.

“The beauty of the writing system in Mandarin Chinese,” given at an annual cultural activity “First Friday,” invited by the International Center, UVA, 10/02.

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“How to communicate with American speakers efficiently: ten tips that you need to know,” given at the fall meeting of the Chinese Students and Scholars Society, UVA, 8/2000.

Service to the University of Virginia and the Community

- Co-chair, Committee for the Institute of World Languages at UVA
- First-year Language Coordinator, UVA, 2012-13
- Chair, Review Committee for HES (Huayu Enrichment Scholarship) granted by TECRO & MTC (Mdarin Teaching Center at National Taiwan Normal University) scholarships, 2011- present
- Director/Key Trainer, Virginia STARTALK Chinese Teacher Academy, 2008-present
- Developer, Chinese Proficiency Test funded by Title VI grant, 2010-12
- Mentor, Korean Lecturer, 2009-2010
- Member, Japanese Lecturer Review Committee, 2010
- Founder/Director, Chinese Outreach Program, 2006-2009
- Coordinator, opening ceremony of the new department (DEALLC), 2007
- Developer, Chinese Language Placement test, 2006-07
- Member, Tibetan Lecturer Review Committee, 2007-08
- Advisor, DMP (Distinguished Master's Program) with concentration on Chinese Language & Literature, 2006-07
- Member, Chinese language Lecturer Search Committee, 2006-07
- Member, Korean Lecturer Review Committee, 2006-07
- Member, Korean Lecturer Search Committee, 2005-06
- Member, Chinese Lecturer Review Committee, 2004-05
- Director, UVA in Shanghai Chinese Language Program, 2002-04
- Advisor, Monroe Lane Language House, 2002-present
- Advisor, summer academic advisor, 2001-03
- Mentor, the Mentoring Program, 2000-02
- Member, Search Committee for an open-rank Chinese tenure-track position, 2000-01
- Coordinator, Chinese Gala held in the local community, 2000

Service to the Chinese Language Teaching Profession

- Conference Chair, CLTA/ACTFL, 2013
- Chair, CLTA Regional Associations Committee, 2011-2012
- Co-chair, CLTA Professional Development Committee, 2011-2012
- Member, CLTA Board of Director, 2011-2014
- Advisor, Chinese Guest Teacher Program by Hanban/College Board, 2010-12
- Founder/President of CLTA-VA, 2009-13
- Curriculum Advisor/Senior Reviewer, AP Chinese Course Audit, College Board, 2006-present
- Member, Board of Directors, FLAVA, 2009-13
- Member, AP Chinese Curriculum Development and Assessment Committee, 2008-09
- Member, AP Chinese Higher Education Advisory Committee, 2009-2010
- Evaluator, Chinese Language Programs for Miami-Dade County in Florida, 2008
- AP Chinese Scoring Leader, College Board/ETS, 2007
- Consultant, China's Office of Chinese Language Council International (汉办), 2007
- Consultant, AP Chinese, College Board, 2005-present

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- OPI Certified Tester in Mandarin Chinese, ACTFL, 2004-2008
- Reviewer, Foreign Language Programs, ACTFL/NCATE, 2003-2008
- Member, AP Chinese Task Force, College Board, 2004-05
- Member, AP Chinese Professional Development Advisory Committee, College Board, 2004-05

Honors/Awards

- Intermediate Chinese identified as one of the top 10 courses in the national study of best practices in teaching Mandarin Chinese conducted by the Educational Policy Improvement Center, 2007
- Awarded “Jiede empirical research grant,” CLTA, 2005
- Awarded the “Advanced Graduate Teacher Certificate,” UIUC, 1999
- Awarded “Ron Walton Presentatopm Prize,” CLTA, 1998
- Nominated for the “Dean’s Award for Excellence in Undergraduate Teaching,” UIUC, 1998
- Awarded the “William Chandler Bagley Fellow,” UIUC, 1998
- Awarded the “Verdell Frasier Young Award” for re-entry women, UIUC, 1998
- Named to the List of Teachers Rated as Excellent, UIUC, 1993-98
- Honored as the “International Teaching Assistant Mentor,” UIUC, 1995-98
- Awarded the “Teacher of the Year” by Elementary Chinese learners, UIUC, 1997
- Awarded fellowship in the Division of English as an International Language, UIUC, 1994-95
- Scholarship from the English Department, NTNU, Taipei, Taiwan, 1989

Grants

- Approximately \$600,000 STARTALK federal grant, 2008-2013
- \$6,000 Title VI grant for course development, 2010-2011
- \$1,500 Weedon travel grant, 2011
- \$500 faculty development grant each semester, 2008-present
- \$4,500 from School of Arts & Sciences, East Asia Center, Shea House, and DEALLC to support the Chinese Outreach Program, 2006-08
- \$1,200 Weedon Grant from East Asia Center to support research conducted in China, 2007
- \$1,750 from the Vice Provost Office, School of Arts & Sciences, and East Asia Center to support the Chinese Outreach Program, 2006
- \$1,500 from CLTA Empirical Research Award to support empirical research on language acquisition, 2005
- \$800 Weedon travel grant from East Asia Center, UVA, 2005
- \$2,200 from East Asia Center to support research on Study Abroad, UVA, 2004
- \$2,000 from East Asia Center & Vice Provost to support Program Reviewer Training, UVA, 2003
- \$2,450 from Vice Provost to support an official visit to ECNU, UVA, 2002
- \$2,000 from East Asian Center and Vice Provost to support OPI training, 2002
- \$1,200 from East Asia Center to provide instructional assistance, UVA, 2001-03
- \$1,000 Weedon travel grant from East Asia Center, UVA, 2001
- \$1,350 Web development grant from multimedia language lab and East Asia Center, UVA, 2000

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Languages

Mandarin Chinese, Taiwanese, and American English

Professional Membership

ACTFL (American Council on the Teaching of Foreign Languages)

CLTA (Chinese Language Teachers Association)

CLTA-VA (Chinese Language Teachers Association of Virginia)

FLAVA (Foreign Languages Association of Virginia)