*CURRICULUM VITAE*

**Matthew B. Christensen**

*Professor of Chinese*

*Brigham Young University*

**PROFESSIONAL HISTORY**

2013-present Director, BYU Chinese Flagship Center, National Security Education Program federal grant

2012-present Professor of Chinese, Brigham Young University

2001-2012 Associate Professor of Chinese, Brigham Young University

2002-2013 Academic Director, BYU Chinese Flagship Center, National Security Education Program federal grant

1995-2001 Assistant Professor of Chinese, Brigham Young University

1999-2006 Visiting Professor (and co-founder of Teaching Chinese Program). The Ohio State University Summer Program: East Asian Concentration, Training Program in Teaching Chinese and Japanese. National East Asian Languages Resource Center, The Ohio State University

1994-1995 Project Director; principal author of course materials. Foreign Language Center, Advanced Cantonese Language Project, The Ohio State University

1993-94 Assistant Project Director; principal author of course materials,

Foreign Language Center, Advanced Cantonese Language Project, The Ohio State University

1991-93 Supervisor and instructor of Chinese Individualized Instruction Center,

Department of East Asian Languages & Literatures, The Ohio State University

1988-92 Student instructor; Chinese language courses, culture course, and teaching methodology course, Department of East Asian Languages & Literatures, The Ohio State University

1984-88 Cantonese instructor and materials developer: Elementary Intensive Cantonese, Missionary Training Center, Brigham Young University

**EDUCATION AND DEGREES**

1990-1994 Ph.D. The Ohio State University, Columbus, Ohio.

 *Dissertation:* “Variation in Spoken and Written Mandarin Narrative Discourse.”

1988-1990 M.A. The Ohio State University, Columbus, Ohio.

*Thesis:* “The Punctual Aspect in Chinese: A Study of the Perfective and Inchoative Aspect Markers in Mandarin and Cantonese.”

1984-1988 B.A. Brigham Young University, Provo, Utah.

**GRANTS AND AWARDS**

2013 STARTALK Federal Grant for Chinese teacher training summer program.

 Principal Investigator, Director, Lead Instructor.

2012 STARTALK Federal Grant for Chinese teacher training summer program.

 Principal Investigator, Director, Lead Instructor.

2011 STARTALK Federal Grant for Chinese teacher training summer program.

 Principal Investigator, Director, Lead Instructor.

 Award: $99,649.00

2010 STARTALK Federal Grant for Chinese teacher training summer program.

 Principal Investigator, Director, Lead Instructor.

 Award: $80,255.00

2009 STARTALK Federal Grant for Chinese teacher training summer program.

 Principal Investigator, Director, Lead Instructor.

Award: $81,300.00

2008 STARTALK Federal Grant for Chinese teacher training summer program.

 Director, Lead Instructor.

 Award: $52,400.00

2007 STARTALK Federal Grant for Chinese teacher training summer program.

 Director, Lead Instructor

 Award: $66,794.00

**PROFESSIONAL SERVICE**

2011 Invited pre-publication review. *Beginning Chinese.* Heinle, Cengage

Learning.

2010 Invited pre-publication review. *Basic Spoken Chinese*. Tokyo, Rutland,

VT, Singapore: Tuttle Publishing.

2010 Invited pre-publication review. *Basic Written Chinese*. Tokyo, Rutland,

VT, Singapore: Tuttle Publishing.

2008-2009 Pre-publication textbook consulting. *A Course in Modern Mandarin*

 *Chinese.* New York & London: Routledge Press.

2007 Invited pre-publication textbook review. *A Course in Modern Mandarin*

 *Chinese.* New York & London:Routledge Press.

2007 Invited pre-publication textbook review. *Beginning Chinese for Heritage*

 *Learners.* New Jersey: Prentice Hall.

2007 Invited critical review for new edition. *Cantonese: A Comprehensive*

 *Grammar.* New York & London:Routledge Press.

2006 Invited pre-publication textbook review. *Chinese Link: Intermediate*

*Level.* Prentice Hall.

2005 College Board Advanced Placement Program Score Report Focus Group.

Jan, 8-9, 2005. San Antonio, TX.

2005 Program Chair, Deseret Language and Linguistics Society Annual

 Conference Program Chair. Brigham Young University.

2005 Advanced Chinese Item Writing Team. CAST (Computer-Assisted

Screening Tool). San Diego State University Language Acquisition Resource Center.

2004 University of Arizona, Tuscon. Administered oral Cantonese tests for

 students.

2004 Invited pre-publication textbook review, beginning level Chinese

 materials. Yale University Press.

2000-2004 Executive Committee member. Deseret Language and Linguistics Society.

2003 Panel Chair and organizer. “Beyond Linguistics: Performative culture in

the Classroom.” ACTFL/Chinese Language Teachers Association Annual Conference. Philadelphia, PA, November 21-23, 2003.

2003 Invited pre-publication Chinese textbook review, Chinese language

 materials. Yale University Press.

2002 Invited pre-publication Chinese textbook review. Yale University Press.

1998 Panel chair and organizer. “Cantonese Pedagogy and Materials.” Chinese

Language Teachers Association annual conference. November 20-22, 1998. Chicago.

1998 Invited pre-publication textbook evaluation. McGraw-Hill Foreign

 Language and ESOL.

1996-1998 Co-chair and organizer with Galal Walker (Associate Director of the

National Foreign Language Resource Center) of a task force workshop to organize and develop a Chinese teacher training institute. The Ohio State University, August 10-15, 1996, October 23-26, 1997, September 1998.

1995-2002 Editor, *Cantonese Language Association* Newsletter.

1995-2001 Member of the U.S.-China Education Council, Project Coordination

Committee; advisor for a Chinese language course in development: *Chinese: Communicating in the Culture* by Galal Walker and Ronald Walton. Yale University Press.

1997 Trained in administering of the *Chinese Speaking Test*. Conducted by

Center for Applied Linguistics, Washington, D.C.

1997 Invited pre-publication textbook evaluation. Georgetown University Press.

1997 Member of consulting group for first year Chinese texts. McGraw-Hill

Foreign Languages and ESOL. Meeting held at annual ACTFL conference, November 21-23, 1997. Nashville, TN.

1996-2006 Consultant for Chinese Curriculum Task Force (developing curriculum

 for Chinese teacher training). National Foreign Language Resource Center, The Ohio State University.

**ADMINISTRATIVE SERVICE**

2013-present Director, BYU Chinese Flagship Center, National Security Education Program federal grant

2002-2013 Academic Director, BYU Chinese Flagship Center, National Security Education Program federal grant

2001-2010 Chinese Section Head, Department of Asian & Near Eastern Languages,

 Brigham Young University.

1998, 2002, BYU China Study Abroad Director. Nanjing University, People’s

2005 Republic of China.

2001-2003 University Pre-med Committee. Brigham Young University.

1996-2001 University Ad Hoc Bicycle Committee Chair. Brigham Young University.

**PUBLICATIONS**

***Books***

*It's All Chinese To Me: An Overview of Culture and Etiquette in China.* Singapore: Tuttle

 Publishing. 2018. Revised edition (1/3 of book revised and a new

 chapter added).

*A Geek in China: Discovering the Land of Bullet Trains, Alibaba, and Dim Sum.* Tokyo,

 Rutland, VT, Singapore: Tuttle Publishing. 2016. 144 pages.

 Gold Award Winner, Society of American Travel Writers Foundation, 2017

*Decoding China: A Handbook for Traveling, Studying, Working, and Living in*

*Today’s China.* Tokyo, Rutland, VT, Singapore: Tuttle Publishing. 2013. 287 pages.

*English Grammar for Students of Chinese.* Ann Arbor, MI: The Olivia and Hill Press.

2010. 115 pages.

*Performed Culture: An Approach to East Asian Language Pedagogy* Columbus, OH:

Foreign Language Publications, National East Asian Languages Resource Center. 2006. 255 pages. Coauthor: J Paul Warnick.

*A Performance-based Pedagogy for Communicating in Cultures: Training Teachers for*

*East Asian Languages*. Columbus, OH: Foreign Language Publications, National East Asian Languages Resource Center. 2002. 62 pages. Coauthor: Mari Noda.

***Chapters***

“Teaching Cantonese as Part of a General Education Program: Issues and Challenges.” In

 John Wakefield, ed. *Teaching and Learning Cantonese as Second Language:*

 *From Beginner to Advanced.* London and New York: Routledge. (forthcoming 2019).

“Chinese for Special Purposes: Individualized Instruction as a Bridge to Overseas Direct

Enrollment.” In T. Brown & J. Bown (eds.) *To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second-Language Ability*. Washington, DC: Georgetown University Press. 2015. (Co-authored with Dana S. Bourgerie).

“Chinese for Special Purposes: An Individualized Approach.” In *Individualized*

*Instruction in East Asian Languages.* Etsuyo Yuasa, ed. Columbus, OH: National East Asian Languages Resource Center. 2013.

“体演文化：一种新型教学法。” In *对外汉语教学与研究*。程爱民，ed. 南京：

南京大学出版社。2010。Co-authored with J Paul Warnick. (“Experiencing Culture: A New Approach to Language Teaching.” In *Teaching Chinese as a Foreign Language.* Cheng Aimin, ed. Nanjing: Nanjing University Press).

“Cultural Sensitivity and Lifelong Learning.” Co-authored with J Paul Warnick. In *The Pedagogy of Performing Another Culture.* Minru Li, ed. Columbus, OH: Foreign Language Publications. 2010.

“Bringing Culture into the Chinese Language Classroom Through Contextualized Performance.” In *Teaching Chinese as a Foreign Language: Theories and Applications.* Michael Everson and Yun Xiao, eds. Boston: Cheng & Tsui. 2008.

***Textbooks***

*Teaching Kaleidoscope: A Course in Intermediate to Advanced Spoken Cantonese.*

Columbus, The Ohio State University: Foreign Language Publications. 1996.

*Spoken Cantonese: Presentation and Context.*  Columbus, The Ohio State University: Foreign Language Publications. 1996.

 Coauthor: Roxana Sukyee Fung.

*Spoken Cantonese: Kaleidoscope.* by Roxana Sukyee Fung, et. al. Introductory chapter

by Matthew B. Christensen, pp. ix-xv. Columbus, The Ohio State University: Foreign Language Publications. 1996.

*Spoken Cantonese: Acquisition and Presentation.*  Columbus, The Ohio State University:

Foreign Language Publications. 1995.

 Coauthor: Roxana Sukyee Fung.

*Spoken Cantonese: Performance and Acquisition.*  Columbus, The Ohio State University:

Foreign Language Publications. 1995.

 Coauthor: Xiaobin Jian.

*Spoken Cantonese: Context and Performance.* Columbus, The Ohio State University:

Foreign Language Publications. 1994.

 Contributing author with Xiaobin Jian.

***Articles***

“你好 and Greeting Strategies in Mandarin Chinese.” *Journal of the Chinese Language*

*Teachers Association.* Vol. 41, No. 3, October 2006, pp. 19-34.

“Anaphoric reference in spoken and written Chinese narrative discourse.” *Journal of*

*Chinese Linguistics.* 28.2, June 2000, pp. 303-336.

“An Individualized Approach for Teaching False Beginners.” *Journal of the Chinese*

*Language Teachers Association.*  Vol. 28.2, May, 1993, pp. 91-100.

Coauthor: Xiaoqi Wu.

***Reviews***

Feng, Yu, Xiaoxue Dai, and Miranda Chen Tahnk. *Close the Deal: Advanced Chinese for*

*Creative and Productive Business.* Boston: Cheng & Tsui, 2006, pp. xii, 287. *Modern Language Journal.* Vol 91, Issue 2, pp. 306-307.

Wang, Jianqi. *Tell It Like It Is: Natural Chinese for Advanced Learners.* New Haven, CT:

Yale University Press, 2005, pp. xxvii, 528. $95.00 (includes 2 DVDs), cloth. *Modern Language Journal* Wol 90, No. 4, pp. 620-621.

Yip, Virginia and Stephen Matthews. *Basic Cantonese: A Grammar and Workbook.* New

York: Routledge, 2000, pp. xii, 171. *Modern Language Journal.* Vol. 86, No. 1. Spring 2002, pp. 140-142.

Yip, Virginia and Stephen Matthews. *Intermediate Cantonese: A Grammar and*

*Workbook.* New York: Routledge, 2001, pp. xii, 171. *Modern Language Journal.* Vol. 86, No. 1. Spring 2002, pp. 140-142.

Ling,Vivian, ed. *Talks on Chinese Culture.* New Haven, CT: Far Eastern

Publications, Yale. 1997. 231 pp. *Journal of the Chinese Language Teachers Association.*  Vol. 35.1, February 2000, pp. 109-112.

Kubler, Cornelius, et. al. *NFLC Guide to Basic Chinese Language Programs.*

Columbus, OH: Foreign Language Publications, The Ohio State University Foreign Language Resource Center and the National Foreign Language Center, pp. 234. *Journal of the Chinese Language Teachers Association.*  Vol. 34.1, February 1999, pp. 97-99.

Chou, Chih-p’ing and Der-lin Chao. *A Trip to China: Intermediate Reader of Modern*

*Chinese*. Princeton, NJ: Princeton University Press. 1996. For *Modern Language Journal.*  Vol. 80, No. 3, Fall 1997, pp. 413-414.

Tong, Keith S.T. and Gregory James. *Colloquial Cantonese.* New York: Routledge,

1994. For *Modern Language Journal.*  Vol. 80, No. 3, Autumn 1996, pp. 407-408.

Ho,Yong *Aspects of Discourse Structure in Mandarin Chinese*. Lewiston,

NY:Mellon University Press, 1993. *Journal of the Chinese Language Teachers Association.*  Vol. 31.3, October 1996, pp. 69-72.

Yu, Catherine Jie Mei and X. Jie Yang. *Tingli: Chinese Listening Comprehension,*

*Beginner*. Calgary: University of Calgary Press. 2 CD-ROMs. $49.95. ISBN 1-55238-059-9.

Yu, Catherine Jie Mei and X. Jie Yang. *Tingli: Chinese Listening Comprehension,*

*Intermediate*. Calgary: University of Calgary Press. 2 CD-ROMs. $49.95. ISBN 1-55238-087-4.

***Newsletters***

Editor for eight issues of the Cantonese Language Association (CLA) newsletter.

Materials review article in CLA Newsletter, Issue 3.1, 1996 (Non-peer reviewed).

**PROFESSIONAL PAPERS AND PRESENTATIONS**

“Performed Culture: An Approach to Teaching Chinese.” Presentation to the faculty of

the Institute for International Students, Nanjing University, People’s Republic of China. January 2010.

“Cultural Performance in the Chinese Language Classroom.” 8th International Conference

on Chinese Language Pedagogy. Yunnan University, Kunming, China. July 2010.

“The BYU Chinese Flagship Center: From Early Literacy to Global Professionals.”

American Council on the Teaching of Foreign Languages. Boston, MA. November 2010.

“Chinese Flagship Overseas Curriculum at Nanjing University.” American Council on

the Teaching of Foreign Languages. San Diego, CA. November 2009.

“Advanced Chinese for Special Purposes: An Individualized Approach.” American

Council on the Teaching of Foreign Languages. Orlando, FL. November 2008.

“Successful Curriculum Planning for Less Commonly Taught Languages.” National

Council of Less Commonly Taught Languages Annual Conference. Madison, WI. April 20, 2008.

“Performed Culture: A Holistic Approach to Communication.” ACTFL (American

Council of the Teaching of Foreign Languages). San Antonio, TX. Nov. 16-18, 2007.

“Chinese for Special Purposes: An Individualized Approach.” National Council of Less

Commonly Taught Languages Annual Conference. Madison, WI. April 27-29, 2007.

“Performative Grammar: Authentic Discourse as Pedagogical Unit.” ACTFL/CLTA

(American Council of the Teaching of Foreign Languages/Chinese Language Teachers Association). Chicago, Ill. Nov. 18-20, 2004.

“Contextualizing the Curriculum: Grammar, Discourse, and Lexicon in a Performance-

based Pedagogy”. Invited paper presented at the Symposium: *Beyond Code: Foreign Language Study As Performed Culture.* National East Asian Languages Resource Center, The Ohio State University, September 5-7, 2003.

“A Scripted Approach to Chinese Performative Culture.” Panel organizer (Beyond

Linguistics: Performative culture in the Classroom) and paper presented at ACTFL/Chinese Language Teachers Association Annual Conference. Philadelphia, PA, November 21-23, 2003.

“A Performance-based Pedagogy for Communicating in cultures: Training Teachers for

East Asian Languages. National Council of Less Commonly Taught Languages Annual Conference. March 2002. Washington, D.C.

“A Performance-based Approach to Teaching Chinese.” 2002 International Conference

on Theory and Practice in Teaching Chinese. Hong Kong University of Science and Technology, Hong Kong. June 25-26, 2002, June 28-29, 2002 Kunming, China.

“The Greeting *Ni hao* in Mandarin Chinese: Authentic or Contrived?” ACTFL/Chinese

LanguageTeachers Association Annual Conference. Salt Lake City, November 2002.

“Teaching Discourse Grammar Strategies in the Chinese Classroom.” Paper presented at

Chinese Language Teachers Association (CLTA/ACTFL) annual conference. November 16-19, 2000. Boston.

“Putting the Chinese classroom into culture: Performance-based TA training.” Paper

presented at Chinese Language Teachers Association annual conference. November 19-21, 1999. Dallas, TX.

“Cultural Pedagogy: A Performance-based Approach to Materials Development in Chinese.” Invited speaker at a workshop *Performative Perspectives for East Asian Language Pedagogy.* The Ohio State University, July 29-30, 1999.

“A Performance-based approach to video use in the Cantonese classroom.” Paper

presented at Chinese Language Teachers Association annual conference. November 20-22, 1998. Chicago.

“The Acquisition of Anaphoric Reference Markers Among Learners of Mandarin

Chinese.” Paper presented at the annual conference of the American Association of Applied Linguistics. March 14-17, 1998. Seattle, WA.

“The Acquisition of Temporal Reference Marking Among Learners of Chinese.” Paper

presented at the annual conference of The American Council on the Teaching of Foreign Languages (ACTFL), Chinese Language Teachers Association section. November 21-23, 1997, Nashville, TN.

"Discourse structure in spoken and written Chinese narratives." Paper presented at the

American Oriental Society, Western Branch Conference. October 24, 1996, Arizona State University, Tempe, Arizona. (Regional branch of National organization).

“A Right Beginning for False Beginners” Paper presented at the Chinese Language

Teachers Association annual conference. November 20-22, 1992. Chicago. (Coauthor with Xiaoqi Wu).

**CITATIONS AND ACKNOWLEDGEMENT OF SCHOLARSHIP**

**2011** Citation inKa F. Wong’s, review of *The Pedagogy of Performing Another*

*Culture.* In *Journal of the Chinese Language Teachers Association.* Volume 46:3, pp. 123-129.

**2011** Citation in Anthony McEnery, et. al’s “Aspect Marking in English and Chinese:

Using the Lancaster Corpus of Mandarin Chinese for Contrastive Language Study.” *Literary & Linguistic Computing*. Vol. 18, Issue 4, pp. 361-378.

 Citation in Shenrong Cai’s “The Impact of an Online Learning Community

Project on University Chinese as a Foreign Language Students’ Motivation. Dissertation, University of South Florida.

**2010** Citation in Paula M. Winkle and Chunhong Teng’s “Using Task-Based

Pragmatics Tutorials While Studying Abroad in China.” *Intercultural Pragmatics*. Volume 7, Issue 2, pp. 363-399.

 Citation in Carlotta Smith and Mary Erbaugh’s “Temporal Interpretation in

Mandarin Chinese.” *Test, Time and Context: Studies in Linguistics and Philosophy*, Volume 87, Number 4, pp. 303-342.

**2009** Citation in Britainy D. Sorenson’s “Motivation in Learners of Japanese as a

Foreign Language: An Analysis of Profiles and Behaviors.” Thesis, Brigham Young University.

Citation in Masayuki Itomitsu’s “Developing a Test of Pragmatics of Japanese as a Foreign Language.” Dissertation, The Ohio State University.

**2008** Citation in Mary Erbaugh’s “China Expands Its Courtesy: Saying “Hello” to

Strangers.” *The Journal of Asian Studies.* Volume 67, Issue 2, pp. 621-652.

 Citation in Yongfang Zhang’s “How Chinese Native Speakers Handle Written

Style Material in Reading and Its Application in Second Language Acquisition.” Proceedings of the 20th North American Conference on Chinese Linguistics. Eds. Marjorie K.M. Chan and Hana Kang. Columbus, OH: The Ohio State University, pp. 327-342.

 Citation in Chieh-Ting Lin’s “The Effects of Teacher-Fronted and Group Work

on Techniques on Beginning Chinese as a Foreign Language Learners’ Acquisition of Grammar in a Performed Culture Classroom.” Thesis, Brigham Young University.

 Citation in Suwako Watanabe’s “Cohesion and Coherence Strategies in

Paragraph-Length and Extended Discourse in Japanese Oral Proficiency Interviews”*.* *Foreign Language Annals* Volume 36, Issue 4, pp. 555-565.

 Citation in Patrick O. McAloon’s “Chinese at Work: Evaluating Advanced

Language Use in China-related Careers.” Dissertation, The Ohio State University.

 Citation in Bo Zhu’s “Chinese Cultural Values and Chinese Language Pedagogy.”

Dissertation, The Ohio State University.

**2007** Citation in Jing Wang’s *The Second Language Acquisition of the Chinese Aspect*

*Marker “le.”*  Dissertation, University of Kansas.

 Citation in Ching-Hsuan Wu’s “Spoken Grammaticality and EFL Teacher

Candidates: Measuring the Effects of an Explicit Grammar Teaching Method on the Grammatical Performance of Teacher Candidates.” Dissertation, The Ohio State University.

**2006** Citation in Janet Zhiqun Xing’s *Teaching and Learning Chinese as a Foreign*

*Language.* Hong Kong University Press.

**2005** Citation in Carlotta Smith and Mary Erbaugh’s “Temporal Interpretation in

Mandarin Chinese.” *Linguistics*. Vol. 43, Issue 4, pp. 713-756.

 Citation in Zhuo Jing-Schmidt’s *Dramatized Discourse: The Mandarin Chinese*

 *Ba-Construction.* John Benjamins Publishing Co.

 Citation in Su-Ling Hsueh’s “Design, Development, and Evaluation of Chinese

Radical and Character Tutorial by Hypermedia.” Thesis, Brigham Young University.

 Citation in Jeremy L. Palmer’s “Teacher Training Via Digital Apprenticeship to

Master Teachers of Arabic: Exposure, Reflection, and Replication As Instruments For Change in Novice Instructor Teaching Style.” MA thesis, Brigham Young University.

**2004** Citation in Richard Xiao and Tony McEnery’s *Aspect in Mandarin Chinese: A*

 *Corpus-based Study.* John Benjamins Publishing Co. 2004.

 Citation in Anthony McEnery and Zhonghua Xiao’s “The Lancaster Corpus of

Mandarin Chinese: A Corpus for Monolingual and Contrastive Language Study.” *Corpus Linguistics*.

**2002** Citation in R.Z. Xiao and A.M. McEnery’s “A Corpus-Based Approach to Tense

and Aspect in English-Chinese Translation.” The 1st International Symposium on Contrastive and Translation Studies Between Chinese and English, Shanghai, China.

 Citation in Zhonghua Xiao, et al. “Developing Asian Language Corpora:

Standards and Practice.” *Corpus Linguistics*.

**2001** Citation in R.Z. Xiao’s “A Corpus-Based Study of Interaction Between Chinese

Perfective –Le and Situation Types.” *Corpus Linguistics.*

**1999** Citation in Tony McEnery and Richard Xiao’s “Domains, Text Types, Aspect

Marking and English-Chinese Translation.” *Languages in Contrast.* Volume 2, Number 2, pp. 211-229.

**1997** Citation in Marjorie K.M. Chan’s “Gender Differences in the Chinese Language:

A Preliminary Report.” *Proceedings of the Ninth North American Conference on Chinese Linguistics*. Hua Lin, ed. Los Angeles: GSIL Publications, University of California, pp. 35-52.

**1996** Citation in Marjorie K.M. Chan’s “Gender-Marked Speech in Cantonese: The

Case of Sentence-Final Particles Je and Jek.” *Studies in the Linguistic Sciences* 26. 1/2, pp. 1-38.

**COURSES TAUGHT**

**Brigham Young University**

Chinese 101 Beginning Level Chinese

Chinese 102 Beginning Level Chinese

Chinese 201 Intermediate Level Chinese

Chinese 202 Intermediate Level Chinese

Chinese 325 Structure of the Chinese Language

Chinese 343 Chinese Poetry in Translation

Chinese 345 Chinese Culture

Chinese 377 Chinese Language Teaching: Methods, Procedures, and Materials

Chinese 495 Chinese Senior Seminar

 **The Ohio State University**

Chinese 101 Beginning Level Chinese

Chinese 102 Beginning Level Chinese

Chinese 103 Beginning Level Chinese

Chinese 104 Intermediate Level Chinese

Chinese 101-104 Individualized Instruction

EALL 131 East Asian Culture

EALL 700 Learning East Asian Languages in Cross-Cultural Contexts (graduate course)

EALL 703 Presentation of East Asian Languages and Cultures

(graduate course)

EALL 704 Practicum in East Asian Languages and Cultures

 (graduate course)

EALL 801 Teaching Methodology for East Asian Languages

**THESIS/DISSERTATION MENTORING**

**External Dissertation Mentored**

“Chinese Foreign Language Attrition: Investigating Aspect Marker Usage.” Michael A. Paul. University of Arizona. 2009. (Committee member)

 **BYU Dissertation Mentored**

“An analysis of syntactic errors and attrition by adult native English speaking

learners of Mandarin as L2”. Shu-pei Wang. 2007. (Committee member)

**BYU Theses Mentored**

***Master of Arts***

“The Effects on One-on-One Teaching on Chinese Speaking Ability, Student Anxiety,

and Student Preference. Joshua Alan Hogue. 2017.

“ The Effect of Explicit and Implicit Instruction and Native Language Exposure for

Advanced L2 Learners in Chinese Pragmatics: Apologies.” Yu-Fang Liao. 2014.

“An Evaluation of Online Annotated Readers Designed to Improve Chinese Character

Comprehension for First Grade Students Enrolled in Early Chinese Language Immersion.” James Harvey Cloe, Jr. 2012

“Identifying How Successful Vocabulary-Learning Strategies Affect Reading

Comprehension Among Intermediate Learners of Mandarin Chinese.” Hongyi Jia. 2011.

“Identifying the Effectiveness of Pre-listening Activities for Students of Chinese

Mandarin.” Brandon Allen. 2011.

“The Effects of Teacher-Fronted and Group Work Techniques on Beginning Chinese as a

Foreign Language Learners’ Acquisition of Grammar in a Performed Culture Classroom.” Chieh-ting Lin. 2008.

“To What Extent do Female CFL (Chinese as a Foreign Language) Learners Acquire

Native-like Features of Feminine Chinese Speech.” Katherine Dzu-Rung Chen. 2008. (Committee member)

“Vocabulary Acquisition in CFL contexts: A Correlation of Performance and Strategy

Use.” Ping McEwen. 2006.

“The Dominant Listening Strategy of Low-Proficiency Level Learners of Mandarin

Chinese: Bottom-Up Processing or Top-Down Processing.” Chao-Chi Yang. 2006.

“A Comparison of Beijing and Taiwan Mandarin Tone Register: An Acoustic Analysis of

three Native Speech Styles.” Richard C. Torgerson. 2005.

"The Forgotten Skilled Remembered: Identifying Reading Strategies of Intermediate and

Advanced Level Chinese Foreign Language Readers." Michael A. Paul. 2005.

“Design, Development, and Evaluation of Chinese Radical and Character Tutorial by

Hypermedia.” Su-Ling Hsueh. 2005. (Committee member)

“Chinese lexical tone attrition in adult Mandarin speakers.” Shu-pei Wang. 2002.

(Committee member)

“Motivation, Self-Esteem, Self-Confidence, and Anxiety in Beginning Mandarin Chinese

Learners.” Kathryn B. Hoskins. 1997. (Committee member)

***Honors Theses***

“A History of BYU Study Abroad: Nanjing, China.” Lisa Draper. 2001

“The Three Gorges Dam: A Perspective on Relocation.” Glen T. Porter. 1996.

**LANGUAGES**

*Mandarin Chinese*: fluent reading, writing, speaking

 *Cantonese*: fluent speaking

 *Japanese*: basic speaking