

Jianling Liao

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EDUCATION

- 2010 Ph. D. in Second Language Acquisition, University of Iowa
2003 M.A. in Instructional Design & Technology, University of Iowa
2003 M.A. in Teaching Chinese as a Foreign Language, University of Iowa
1999 M.A. in Chinese Linguistics, Wuhan University, China
1996 B.A. in Chinese Language & Literature, Wuhan University, China

ACADEMIC and PROFESSIONAL POSITIONS

August 2015 – present: Assistant Professor of Chinese, Director of Chinese Flagship Center, Coordinator of Chinese Language Program, School of International Letters and Cultures, Arizona State University

Fall 2007–July 2015: Chinese Language Director, CIEE (Council on International Educational Exchange) Shanghai Study Center, China

China, 2010 – Spring 2015: Adjunct faculty, Institute of Global Chinese Language Teacher Education, East China Normal University, Shanghai, China

Fall 2010 – Spring 2011: Academic Director, Advanced Chinese Studies Program, CIEE Shanghai Study Center, China

Fall 2006 – Spring 2007: Chinese Language Coordinator, CIEE Shanghai Study Center, China

2000 – 2004 (summers): Chinese Language Instructor, Middlebury College Chinese School, Vermont

2003 – 2006: Research Assistant, Multimedia Development Language Studio, University of Iowa

Spring 2006: Teaching Assistant of graduate course “Web-Based Learning,” College of Education, University of Iowa

Fall 2005: Teaching Assistant of graduate course “Design of Instructional Multimedia,” College of Education, University of Iowa

1999 – 2003: Chinese Teaching Assistant, Department of Asian Languages & Literature, University of Iowa

PUBLICATIONS

Book:

2013. *Curriculum Design for International Chinese Language Teaching* 《国际汉语教学设计》. Beijing: Higher Education Press. ISBN: 9787040366464.

Book chapters:

Acquisition and assessment of L2 Chinese speaking. *The Routledge Handbook of Chinese Second Language Acquisition*. New York: Routledge. (expected publication date, spring 2018)

2008. Contribution to book, *Chinese Grammar Made Easy — A Practical and Effective Guide for Teachers* (ed. Bai, J.) (对外汉语语言点教学 150 例), pp.124–130, 135–137, 210–211. New Haven, CT: Yale University Press.

Articles and proceedings:

2017. Shen, H., & Liao, J. Toward digitalization: Chinese L2 character and vocabulary teaching research in the 21st century (走向数字化: 21 世纪汉语二语字词教学研究). *Journal of International Chinese Teaching* 国际汉语教学研究. 14(2) 26–33.

2005. Thoms, J., Liao, J., & Szustak, A. The use of L1 in a L2 online chat activity. *Canadian Modern Language Review*, 62, 161–182.

1999. A comparison of the rhetorical meaning of animal words between English and Chinese (英汉词汇中有关动物词语不同修辞意义的比较). *Journal of Xiangfan University* (襄樊学院学报), 3, 38–41.

Selected conference proceedings and book reviews:

2017. From reading input to spoken output. *Selected Proceedings of the Twelfth International Symposium on Chinese Language Teaching*. 《第十二届国际汉语教学研讨会论文选》. Beijing: Foreign Language Teaching & Research Press. (forthcoming)

2015. Review of *Studying in China: A practical handbook for students* (Author: Patrick McAloon). *Journal of the Chinese Language Teachers Association*, 50, 121–124.

2007. Rearrange the linguistic points in a study-abroad context (浅谈汉语留学项目中初级教学中的语法点与话题排序问题). *Essays on Teaching Chinese to American Students*. (对美汉语教学论文集), Foreign Language Teaching & Research Press, pp. 133–136.

SELECTED PRESENTATIONS

2017/05. Chinese Director Best Practices Session, The Language Flagship Annual Meeting, Bloomington, ID.

Title of presentation: Methods to contextualize Chinese learning from lower levels

2017/02. Tenth International Conference on Language Teacher Education, University of California Los Angeles, Los Angeles, CA.

Panel presentation: Language teacher education models in Chinese flagship programs. Co-presenters: Zhuo Jing; Henrietta Yang

2016/12. The Second International Symposium on Chinese Intercultural Communication, Fudan University, Shanghai, China.

Title of paper: The lexical and syntactic accuracy in advanced L2 Chinese learners' spoken interlanguage.

2016/12. East China Normal University, Shanghai, China.

Invited talk: Designing effective assessment instruments in the context of international Chinese language teaching.

2016/09. The 35th Second Language Research Forum, Columbia University, New York City, NY.
Title of paper: The constructs of L2 Chinese lexical proficiency and its relevance to L2 Chinese speaking.

2016/06. Nanjing Capstone Flagship Center, Nanjing University, Nanjing, China.
Invited talk: Designing the Chinese Flagship curriculum at the advanced level.

2016/04. Fifth International Symposium on Chinese Applied Linguistics, Iowa City, IA.
Title of paper: The syntactic accuracy in advanced L2 Chinese oral productions.

2016/04. National Chinese Language Conference, Chicago, IL.
Invited research Forum: Studies on K–16 Chinese L2 acquisition, instruction, and educational policies.
Co-presenters: Helen Shen, Yun Xiao, Wei Hong, Lu Chan

2015/12. The Twelfth International Symposium on Chinese Language Teaching, Shanghai, China.
Title of paper: From reading input to oral output.

2015/11. CLTA (Chinese Language Teachers Association) Annual Conference, San Diego, CA.
Panel discussions: Grammar instruction: Differentiation and contextualized learning.

2014/11. CLTA (Chinese Language Teachers Association) Annual Conference, San Antonio, TX.
Title of paper: The effects of task repetition on L2 Chinese oral production.

2014/04. Fourth International Symposium on Chinese Applied Linguistics, Iowa City, IA.
Title of paper: Linguistic breakdown phenomenon in advanced L2 Chinese oral production.

2010 – 2015. Invited trainer on the topics of language curriculum design and language assessment, Institute of Global Chinese Language Teacher Education, East China Normal University, Shanghai

2013/11. CLTA Annual Conference, Orlando, FL.
Title of paper: The effects of the knowledge of Chinese cohesive devices on L2 Chinese reading ability.

2013/10. School of International Cultural Exchange School, Fudan University, Shanghai, China
Invited talk: Design interactive L2 learning activities.

2012/09. Confucius Institute, Xiamen University, Xiamen, China.
Invited talk: Design of Chinese language curriculum.

2012/11. CIEE Annual Conference, Shanghai.
Panel discussions: Climbing the Wall and Jumping the Gate: American Students in China since 1980.
Co-presenters: Mark Lenhart, Dan Olds, Vanessa Sterling, Jason Patent, David Moser

2012/04. Third International Symposium on Chinese Applied Linguistics, Iowa City, IA.
Title of paper: Using wiki to develop L2 Chinese composition writing skills.

2012/11. ACTFL (American Council on the Teaching of Foreign Languages) Roundtable Session, Philadelphia, PA.
Title of paper: Using authentic reading materials through digital media in lower levels.

2012/11. CLTA Annual Conference, Philadelphia, PA.

Title of paper: Peer coaching and teacher/expert coaching in wiki writing tasks.

2011/11. ACTFL Roundtable Session, Denver, CO.

Title of paper: Integrate wikis for collaborative writing tasks and establishing learner community.

2011/11. CLTA Annual Conference, Denver, CO.

Title of paper: Assessing Chinese oral proficiency gains and implications for curriculum design.

2010/11. ACTFL Roundtable Session, Boston, MA.

Title of paper: Interacting with native speakers on cross-cultural topics in online chats.

2010/11. CLTA Annual Conference, Boston, MA.

Title of paper: Enhance L2 Chinese writing skills through interactive planning.

2010/04. Second International Symposium on Chinese Applied Linguistics, Iowa City, IA.

Title of paper: The impact of interactive planning on L2 Chinese composition writing.

AWARDS

December 2015. Innovative Paper Award. The 12th International Symposium on Chinese Language Teaching.

November 2011. ACTFL–MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education.

November 2006. Cheng & Tsui Professional Development Award.

COURSES TAUGHT

Seminar: Language teaching methodologies and principles

Seminar: Chinese as a Second Language

Seminar: Chinese Linguistics

Chinese Language Testing and Assessment

Language Curriculum Design

Chinese language courses at all levels

Chinese Language and Cultural Practicum