



**NCACLS 2016**

**第二屆中文傳承教育國際研討會**  
**2<sup>nd</sup> International Conference for Chinese Heritage Education**

**CALL FOR PAPERS**

**August 13-14, 2016**  
**Bethesda Marriott Hotel in Maryland, USA**

**徵求論文通知**

<http://www.che.ncacls.net/index.php>

**地點：美國馬里蘭州貝城 Bethesda, MD**

**2016年8月13日(週六)至8月14日(週日)**

**重要日期**

- 摘要截止日期：**2016年3月31日**
- 審查結果公佈：2016年4月20日
- 論文全文繳交日期：2016年6月15日
- 逾期提交將不被接受。

**研討會主題：全球參與 創新教學**

全美中文學校聯合總會（NCACLS）第二屆中文傳承教育國際研討會，將於2016年8月13及14日兩天，在馬里蘭州的 Bethesda Marriott Hotel 舉行。本次研討會的主題為針對未來中文傳承教育如何積極推展全球的參與以及尋求開發創新的教學法，其目的是在教學理論與實務上尋求創新的教學方法以及科技的應用，傳統中文學校在新世代教學的經驗

傳承，藉著華語文教學界的資源和優勢，來提高傳統中文學校與 K-16 華語文教育工作者的專業交流與合作。我們誠摯地邀請傳統中文學校及在 K-16 教育專業的老師、行政人員、研究人員、從業人員、管理人員、課程開發人員和教育研究組織等，踴躍提出論文並參加會議。

## 全美中文學校聯合總會簡介

全美中文學校聯合總會成立於 1994 年，是一個非營利性、非政治性的獨立教育組織，目前在全美國共有 15 個地區的中文學校聯合會或協會為其成員。全美中文學校聯合總會的使命是代表會員學校籌劃參與並支持全美和國際性有關中華語言文化等教育事務。

## 學術委員會

全美中文學校聯合總會為擴展 K-16 的專業領域，積極和這方面的教育專家學者一起倡導研究語言學習，特別是在理論基礎下的實務教學及語言學習的標準化方面。此次國際研討會，我們邀請了在教育界的專家學者共同參與籌備和計畫，並且組成一個學術委員會，以期讓會議能更有效的達成專業的目標及任務。委員會由曾妙芬博士為主席，曾教授現任美國維吉尼亞大學世界外語學院主任暨東亞語言文化文學系教授。以下為該委員會成員(以姓氏先後)：許笑濃 Theresa Chao、陳雅芬 Yea-fen Chen、鄭安中 An Chung Cheng、蔣冕華 Mien-hwa Chiang、李坤珊 Kunshan Lee、梁新欣 Hsin-hsin Liang、廖灝翔 Haohsiang Liao、范良琦 Jeannine Subisak、吳威玲 Wei-ling Wu 及葉萌 Meng Yeh。

## 摘要投稿類別及論文報告時間

### 1. 單篇論文

每篇論文報告時間為 30 分鐘，其中包含了 25 分鐘的論文發表及 5 分鐘的答問。請參閱 "研討會主題類別"。

### 2. 小組論文

每個小組論文報告時間為 60 分鐘，由兩位或三位專家組成，發表相關主題。論文發表為 45-50 分鐘，接著是 10-15 分鐘的答問。請參閱 "研討會主題類別"。

### 3. 教學演練

“教學演練”將請教師發表及展示教學活動，演練的教師將透過簡報、教學視訊或任何適當的形式，呈現學習的目標和結果。每個教學演練 10 分鐘，學習演練結束後是 20 分鐘的互動式討論。由教學演練的主持人帶領著觀眾來討論，尋找出有效的教學方法，並且能夠反映在教學實務上，同時可以運用那些技巧在教室裡面。每個時段包括兩個演練。一旦投稿被接受，教學演練的主持人將會請發表的老師，提供詳細的步驟為教學演練而準備。

## 研討會主題的類別

全美中文學校聯合總會學術委員會歡迎您提出任何與中文傳承教育及華裔中文教學有關的論文主題。您提出的論文主題可以包括以下的八大類別或是其他相關的主題。當您提交論文時，請在表格的類別上註明。

### 1. 中文學校與華裔班的課程與教學

這個類別的論文可以討論的議題包括中文學校(華校)或華裔班的課程的方針、研發、與基準，或是闡述教學之方法、策略和原則，以及如何選擇與開發教材等等。其他有趣的題材包括如何利用反向式設計和主題式單元來協助老師，以便更能達到教學的目標及利用實例來成功地突顯以學生為中心與差異化教學。另外也可以討論讀寫技巧的開發、合併實用的教材和資源、以及任何其他有關課程設計與教學等議題。

### 2. 中文僑校的教育政策與行政管理

教育政策與行政管理在中文學校語言教學與運作上扮演一個非常具有影響力的角色。在此類別的提案可探索如何改善預算的編列、招生方式、行政團隊與老師跟家長們的合作或分工模式的有效方法、以及如何藉著政策的制定來定義學校的語言課程。另外建議的主題包括有效宣傳教育政策的實例，協同合作的經驗，與在地方、州或國家級等政府部門建立良好關係，以便能對政策及相關環節的改變適時反映。

### 3. 中文學習與競爭力

在全球化時代，如何培養學生有多種世界語言和文化，以增加競爭力是一個時常討論的議題。在這個類別的論文討論包含：在中文學校的經驗對學生在K-12主流學校學習的影響，以及中文學校教育與進入頂尖大學的關聯性。此議題也包括如何訓練受教者的基本專長和能力，以培養學生的全球競爭力；對全球化教室的推薦及建議，以便讓學員在語言的精通、人文素養的培養和全球公民化的瞭解做最佳的準備；另外，也可討論如何藉著課程單元的範例的設計、主題或活動，讓不同程度的學生都能了解所學的華語與中華文化。

### 4. 華裔學生語言傳承的學習評量

華裔學生的語言學習不只是一般華語的精熟度，而是能和自己家庭的成員親友進行合乎華人文化之得體溝通，也能在當地國的華人社群及華語母國環境內能夠順利交流，應在某方面有別於一般的母語教學或二語教學，這個類別的提案強調華裔學生在華語及文化方面的學習評量特色，並探討與一般非母語人士之語言學習評量之異同。

## 5. 針對華裔學生之中文教學研究

教學方面應該隨著教學研究所得而有所調整。在這個類別的提案包括利用語言教學者的研究結果和收集研究資料來吸引學習者，並提升主動學習經驗、發展令人滿意的精通程度以及建立語音教學法的課程計畫。另一熱門話題是針對教室裡如何成功地轉化理論成為實務提出最佳建言。

## 6. 中文僑教之教師發展

教師發展是課程計畫成功的重要關鍵因素。在這個類別的論文中可包括個案研究、趣聞軼事資料、電子教學產品或藉由質化與量化的交叉分析，對老師的專業發展途徑提供充分的記錄。推薦的主題亦包括輔導及訓練、教師評鑑系統、教學發展的機會與資源，以及教師有效教學的必要條件。

## 7. 適用於中文學校的教學技術

在這個類別的提案，可以舉例說明如何有效地整合科技資源與行動裝置設備來實現課程的目標，並達成學生成功的學習結果。同時也歡迎加入一些建議性與挑戰性的討論，包括從面對面教學進入到混合式教學以及最終達到在線上教學。

## 8. 華裔班的課程發展和實施

中文語言課程會因採用許多不同的方式教學而有所變化。如何在傳承與非傳統學校中間縱橫相互的貫連，並維持一定的質量水平是一個值得進一步探討的議題。建議在這個類別的提案中將重點放在中文學校和其他教育訓練機構，如何開發、管理及永續發展之高品質課程計畫，討論的範圍包括在國內或到國外學習的不同環境。

## 投稿原則和方式

本次研討會歡迎所有傳統中文學校以及在 K-16 教育單位或組織的相關人員包括老師、行政人員、研究人員、專業人員、課程開發人員、軟體和系統管理員來提交論文。所有發表論文者請遵循以下投稿原則之要求並準時完成線上交稿。

1. 稿件中文(繁體或簡體)或英文皆可，以 PDF 格式，上傳至指定網站，不接受其他格式。所有提案請用第三人稱的方式，請避免使用“我”和“我們”。全美中文學校聯合總會保留編輯修改權。線上交稿時也需要論文發表者填入背景資料、必要的論文提案資訊與同意確認書。完成線上交稿後，論文發表者將會收到自動產生的訊息確認成功完成交稿。

2. 每人限以第一作者投一篇，超過篇數則不送審。如果提交小組論文者，主要負責人必須完成其他共同發表人所有必要資料的填寫。只有第一作者會收到成功完成交稿通知，每一位作者都會在評審結束後，收到論文錄取或沒有錄取的電子郵件通知。
3. 所有的提案皆保留為全美中文學校聯合總會（NCACLS）的資產，若論文有商品推銷行為將不送審。

## 審查程序和標準

全美中文學校聯合總會的學術委員會將透過“盲審”程序進行提案審查。發表論文者的姓名與所屬機構都不會出現在審查程序當中。每位審稿委員皆給予評分，以所有評審的平均分數為依據。錄取篇數將以評分及發表的場次為考量。評分標準分為四類：內容和目的、提案的組織結構、寫作的品質和提案的重要性。

## 查詢

網站相關技術問題請聯絡網站負責人 [ncacslweb@hotmail.com](mailto:ncacslweb@hotmail.com)  
任何提案相關問題請聯絡胡玲玲 [npa708@yahoo.com](mailto:npa708@yahoo.com)

# The Second International Conference for Chinese Heritage Education on Global Engagement and Innovative Pedagogy

August 13-14, 2016

Bethesda Marriott Hotel in Maryland

The National Council of Associations of Chinese Language Schools (NCACLS) is pleased to announce its second international conference on global engagement and innovative pedagogy for the future of Chinese heritage education. The conference aims to pursue a new pathway for advocating innovative pedagogies and technologies in research and practices, maximizing professional exchanges and collaboration among Chinese language educators, and leveraging resources and strengths in the Chinese language teaching community. We cordially invite researchers, practitioners, program developers, and administrators in the heritage schools community and in K-16 educational settings and organizations to submit proposals and attend the conference.

## **ORGANIZATION OVERVIEW**

NCACLS has served as a national liaison organization for Chinese heritage schools since 1994. Being a non-profit, non-political organization, it has maintained its unique character as an independent educational entity. It currently consists of 15 regional Chinese School associations across the United States. Our mission at NCACLS is to represent member schools in participating in national or international affairs through planning and sponsoring national events relevant to Chinese Language Education.

## **PROGRAM COMMITTEE**

NCACLS strives for excellence in extending professional networking with K-16 educational leaders and advocating effective instruction in alignment with research-endorsed practices and World-Readiness Standards for Learning Languages. For the organization's second international conference, prominent national and international experts in K-16 Chinese language education have been invited to plan, lead, and reinvent the conference's program. Spearheaded by Professor Miao-fen Tseng, Inaugural Director of the Institute of World Languages at the University of Virginia, the program committee constitutes a focused group of experts and leaders with a kaleidoscope of expertise well suited for the fulfillment of the conference mission. They will work coherently and energetically to create a refreshing and inspiring program for all. The committee is composed of the following members, who are listed in alphabetical order: Theresa Chao, Yea-fen Chen, An Chung Cheng, Mien-hwa Chiang, Kunshan Lee, Hsin-hsin Liang, Haohsiang Liao, Jeannine Subisak, Wei-ling Wu, and Meng Yeh.

## **PROPOSAL TYPE & TIME LENGTH**

### **1. Independent Presentation**

Each presentation is allotted a total of 30 minutes. The presentation lasts for 25 minutes, followed by 5-minute questions and answers. Please refer to the “Targeted Topics” session.

### **2. Panel Session**

Each panel session is allotted a total of 60 minutes and consists of two or three presenters. The presentations deliver related topics on a coherent session title for 45-50 minutes, followed by questions and answers. Please refer to the “Targeted Topics” session.

### **3. Teaching In Action**

The “Teaching In Action” sessions invite teachers to present and showcase teaching activities that align with research-informed best practices and pedagogical effectiveness. In the sessions, each presenter will present a teaching activity through a PowerPoint presentation, teaching video demonstration, or whatever appropriate formats to explain the learning objective and outcome of the activity and exemplify how teaching in action happens in a real classroom. After the presentation, session facilitators will lead the audience to discuss and brainstorm what may work well in a classroom and why. Audience members will participate in interactive discussions, learn what accounts for effective teaching, reflect on their teaching practices, and leave with techniques that can be implemented immediately in their classrooms. Each presentation lasts for 10 minutes, followed by 20-minute interactive discussions. Each session includes two presentations. After the proposals are selected, the session facilitators will contact presenters to provide step-by-step instructions in preparation for the sessions.

## **IMPORTANT TIMELINE**

Deadline for submission: March 31, 2016

Notification of acceptance: April 20, 2016

Paper submission for Conference Proceedings: June 15, 2016

Any late submission will not be fully considered.

**Proceedings:** Upon review of their proposals by the Program Committee, authors of the accepted proposals are encouraged to submit a short paper (up to 4 pages) or a full paper (up to 10 pages) before the conference. These papers will be included in the conference proceedings and published online. Details about paper submissions will be announced as time approaches.

## **TARGETED TOPICS**

The NCACLS Program Committee welcomes proposals that have relevant application and implication for the future of Chinese heritage education. These proposals can be generated based on any

of the topics listed below or be a topic of your choice. The following subthemes are identical to the categories that appear in the online submission form.

### **1. Assessment**

Assessment is an empowering tool to strengthen world language curricula. Proposals in this category address localized and nationwide assessment tools, World-readiness Standards in relation to assessment, performance-based formative and summative assessment, proficiency and performance guidelines, evidence-driven learning outcomes, self-/peer-assessment, E-portfolios, and development in alignment with a curricular framework.

### **2. Curriculum & Instruction**

Proposals in this category may discuss focal issues involving curricular guidelines, development, and benchmarks. Proposals explicating instructional methods, strategies, and principles, as well as the selection and development of instructional materials, also fall within this category. Other interesting subjects for proposals include how backward design and thematic units help teachers better achieve instructional goals and examples that highlight successful student-centered and differentiated instruction. Proposals discussing the development of literacy skills, incorporation of authentic materials and resources, and any other issues implicating curriculum design and teaching are also eligible for review.

### **3. Educational Policy and Leadership**

Educational policy and leadership play an influential role in Chinese language education. Proposals in this category explore effective advocacy to improve the prospects for funding, legislation, and policies that define and transform language programs and schools. Suggested topics include examples of effective advocacy, collaborative efforts, and leadership development at the local, state, or national levels in response to policy and articulation changes.

### **4. Global Competence**

Global competence has become one of the most commonly added agenda items for conferences on world languages and cultures. Proposals in this category encompass discussions about essential skillsets and components for the development of global competence; recommendations for globalizing the classroom to best prepare students to be linguistically proficient, culturally competent, and knowledgeable global citizens; and sample curricular modules, themes, or activities that are geared toward the development of language and cultural competence across proficiency levels.



## **5. Research**

Instruction should be guided by research. Proposals in this category inform language educators of research and data-driven findings and practices to engage learners, promote active learning experiences, develop desirable proficiency, and build pedagogically sound programs. Advice on how to successfully translate theory into practices in classrooms is most sought.

## **6. Teacher Development**

Teacher development is pivotal to program success. Proposals in this category may include case studies, anecdotal information, E-portfolios, and qualitative and quantitative analyses that document different professional paths. Recommended topics are mentoring and coaching, teacher evaluation systems, opportunities and resources for teaching development, and requirements for teacher effectiveness.

## **7. Technology**

Proposals in this category exemplify successful experiences that incorporate technological resources and mobile devices to fulfill curricular goals and achieve successful learning outcomes. Discussions of recommendations and challenges when transitioning from face-to-face to blended and online teaching are of great interest and more than welcome.

## **8. Program Development & Implementation**

Chinese language programs vary in many different ways. How to articulate horizontal and vertical teams in heritage and non-heritage school settings remains an area that deserves further exploration. Proposals in this category focus on the development, management, and sustainability of quality programs in Chinese schools and other educational settings. Discussions include domestic and study abroad contexts.

## **PROPOSAL GUIDELINES**

Submissions are open to researchers, practitioners, program developers, and administrators in the heritage schools community and in K-16 educational settings and organizations. All presenters should adhere to the following proposal guidelines and posted instructions in completing their timely online submissions.

### **1. Submission in English or Chinese**

The proposals can be written in either English or Chinese (traditional or simplified characters). They are to be submitted in PDF format through the centralized online system; any other forms of submission are not accepted. All proposals must be written in third-person format and avoid using “I” and “we.” NCACLS reserves the right to edit

when necessary. Online submission requires the leading presenter to key in background information, requisite information for the proposal, and confirmation of agreement. After completing online submission, the leading presenter will receive an automatically-generated message confirming successful completion of the submission.

**2. One submission per presenter**

Submitting more than one proposal per person will eliminate the proposals from full consideration. If you submit a panel session as a leading presenter, you are responsible for adding information about an additional presenter or presenters and completing all required information. Only the leading presenter will receive confirmation of a successful online submission, whereas the leading presenter and additional presenters will receive the acceptance/rejection notification of the review simultaneously via email.

**3. Additional reminders**

All proposals are the property of NCACLS. Any proposal that is thought to be a sales pitch for a specific commercial product will not be considered for review.

**REVIEW PROCESS & CRITERIA**

The NCACLS Program Committee is responsible for reviewing proposals through a “blind review” process. Neither the presenter’s name nor affiliation is seen during the review process. Reviewers rate each proposal first, and an average of the combined scores from all reviewers is then generated. The number of proposals that can be accepted for presentation is based on the score rating and meeting space. Submissions are reviewed and scored in four categories: content and purpose; organization of the proposal; quality and clarity of writing; and significance of the proposal as follows.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Content &amp; Purpose</b>	<ul style="list-style-type: none"> <li>• Content aligns with a professional target area</li> <li>• Content shows originality and/or provides new insight into topic</li> <li>• Content reflects current practices</li> <li>• Content is very clear, specific and detailed</li> <li>• Content describes specific knowledge and skills and/or improvement in teaching &amp; learning</li> </ul>	<ul style="list-style-type: none"> <li>• Content loosely aligns with a professional target area</li> <li>• Content is strong and shows originality and/or insight</li> <li>• Content somewhat reflects current practices</li> <li>• Content is somewhat specific and detailed</li> <li>• Content describes knowledge and skills and/or improvement in teaching &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Content does not align with a professional target area</li> <li>• Content is weak and lacks originality and/or insight.</li> <li>• Content does not reflect current practices</li> <li>• Content is vague or unclear</li> <li>• Content does not describe specific knowledge and skills and/or improvement in teaching &amp; learning</li> </ul>

		learning	
<b>Organization of Proposal</b>	<ul style="list-style-type: none"> <li>• Proposal type is appropriate for content</li> <li>• All sections of proposal are complete and adhere to word-count limitations</li> <li>• Title is specific, clear and accurately describes the presentation</li> <li>• Proposal refrains from selling products</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal type is appropriate for content</li> <li>• Most sections of proposal are complete and adhere to word-count limitations</li> <li>• Title is somewhat specific and describes the presentation</li> <li>• Proposal refrains from selling products</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal type is not appropriate for content</li> <li>• Some sections are missing or incomplete</li> <li>• Some sections exceed word-count limitations</li> <li>• Title is vague and does not capture presentation</li> <li>• Proposal appears to promote a product or service for sale</li> </ul>
<b>Quality/clarity of writing</b>	<ul style="list-style-type: none"> <li>• Description does not need editing/reworking</li> <li>• Description is in standard professional English or Chinese</li> <li>• Proper grammar in English or Chinese, punctuation are used, no typos</li> </ul>	<ul style="list-style-type: none"> <li>• Description may need some editing/reworking</li> <li>• Description is in standard professional English or Chinese</li> <li>• There are some mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Description needs some editing</li> <li>• Description is not in standard professional English or Chinese</li> <li>• There are many mechanical errors</li> </ul>
<b>Significance of proposal</b>	<ul style="list-style-type: none"> <li>• Description has great audience appeal and value</li> </ul>	<ul style="list-style-type: none"> <li>• Description has some audience appeal and value</li> </ul>	<ul style="list-style-type: none"> <li>• Description has minimal audience appeal and value</li> </ul>

Note: The rubric was created according to ACTFL's proposal review guidelines.

### **Contact Information**

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