

Youping Zhang

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EDUCATION

Doctor of Education in Language Education, January 2009
Rutgers University, New Brunswick, New Jersey
Master of Arts in English Language and Literature, July 1994
Xiamen University, Xiamen, China
Bachelor of Arts in English Language and Literature, July 1991
Beijing Language Institute, Beijing, China

CERTIFICATION

ACTFL OPI Tester of Chinese with Full Certification, November 2006
American Council on the Teaching of Foreign Languages, Yonkers, New York
ACTFL WPT Tester of Chinese with Full Certification, July, 2009
American Council on the Teaching of Foreign Languages, Yonkers, New York
Certificate of Conference Interpretation, June 1993
United Nations Training Program for Interpreters and Translators
Beijing Foreign Studies University, Beijing, China

HONORS

Clarence Partch Award, Graduate School of Education (GSE), Rutgers, Spring 2000
Martin Luther King Award, GSE, Rutgers, Spring 1999 and Fall 1999
Graduate/Law School Scholarship, GSE, Rutgers, 1998-1999
Outstanding Graduate Student Award, Xiamen University, 1994

PROFESSIONAL EXPERIENCE

Stanford University, Stanford, California

Lecturer of Chinese, Stanford Language Center, January 2006-present

- Teach First-year Modern Chinese, Intensive First-year Modern Chinese, Accelerated First-year Chinese, Accelerated Beginning Mandarin for Engineering Students, Intensive Second-year Modern Chinese and Intermediate Chinese Conversation.
- Work closely with students and instructors to promote learners' language use; actively engage in Chinese language proficiency testing and conduct collaborative research on language pedagogy.

Coordinator, Stanford-Peking University Chinese Summer Language Program, July 2008-August 2008; July 2011-August 2011; July 2015-August 2015

- As one of the two program coordinators, coordinated the four-week intensive language program that prepared the students to achieve a foundation of linguistic skills and promoted their understanding of the Chinese language and culture.
- Taught 2nd-year Intensive Chinese in the program.

ACTFL (American Council on the Teaching of Foreign Languages) Language Testing International, White Plains, New York

OPI (Oral Proficiency Interview) Mentor, December 2014-Summer 2017

- Listened to OPI certification candidates' submitted OPI interviews and provided a rating and written feedback using the standardized Critique Template Form.
- Communicated with an OPI Master Trainer for the reliability and accuracy of the evaluation.

OPI tester, WPT (Writing Proficiency Test) rater and OPIc (OPI by Computer) rater, November 2006-present

AAPPL (The ACTFL Assessment of Performance toward Proficiency in Languages) rater, January 2013-present

- Conduct ACTFL OPI tests, rate ACTFL WPT tests, OPIc tests and AAPPL tests on a regular basis.
- Actively participate in the workshops and tester/rater meetings organized by ACTFL and Stanford Language Center.
- Actively engage in communication and exchanges with other ACTFL testers and raters on issues such as norming and rating difficulties.

ACTFL 2016 Convention (November 18-20, Boston, Massachusetts)

Reviewer, February 2016

- Reviewed the proposals of 13 research papers and 9 sessions for ACTFL 2016 Convention.

ACTFL 2015 Convention (November 20-22, San Diego, California)

Reviewer, February 2015

- Reviewed the proposals of 15 research papers, 6 sessions and 1 round table for ACTFL 2015 Convention.

ACTFL 2014 Convention (November 21-23, San Antonio, Texas)

Reviewer, February 2014

- Reviewed the proposals of 5 research papers, 4 sessions and 1 round table for ACTFL 2014 Convention.

University of New Hampshire, Durham, New Hampshire

Lecturer of Chinese, Department of Languages, Literatures and Cultures, September 2003-May 2004

- Developed and coordinated a newly established Chinese language program.
- Taught Elementary Chinese, Intermediate Chinese and Introduction to Chinese Culture and Society.
- Worked closely with the department chair and the Asian Studies faculty in developing two new content courses: Introduction to Chinese Culture and Society and Introduction to Chinese Literature in Translation.

Princeton in Beijing, Princeton University, Princeton, New Jersey

Instructor of the Princeton in Beijing Summer Chinese Language Program, June 2003-August 2003

- Taught the lecture sections (大班 *Dà bān*) for Intermediate Chinese.
- Actively engaged in team teaching and extracurricular activities.

Rutgers University, New Brunswick, New Jersey

WebCT instructor, Elementary Chinese, Asian languages and Cultures Department, January 2003-May 2003

- Designed WebCT discussion activities and integrated the activities into the curriculum.
- Mediated and facilitated student interaction and communication in WebCT discussion activities.

Interim coordinator, Elementary Chinese, Asian Languages and Cultures Department, September 2002-December 2002

- Coordinated all five sections of Elementary Chinese.
- Addressed the issues and concerns related to the course in collaboration with the department chair and three other instructors.
- Organized regular meetings for instructors to exchange teaching experiences, methods and ideas.

Instructor, Asian Languages and Cultures Department, July 1999-May 2003

- Taught Elementary Chinese and Advanced Modern Chinese.

On-line Chinese Teaching Materials Developer, Asian Languages and Cultures Department, September 2000-May 2003

- Developed on-line teaching and learning materials for the Rutgers Multimedia Chinese Teaching system (<http://chinese.rutgers.edu>) and the Rutgers FAS Digiclass (<http://fas-digiclass.rutgers.edu>) at the elementary, intermediate and advanced levels.
- Collected students' and instructors' feedback on the on-line Chinese teaching and learning materials for further improvement.

Graduate Assistant, Graduate School of Education (GSE), September 2000-June 2003

- Coordinated the World Languages and the Social Studies focus teams for the federal grant project "Preparing Tomorrow's Teachers to Use Technology" (PT3).
- Worked with Rutgers faculty members and public school teachers to facilitate the meaningful use of technology in language education and social studies programs.
- Assisted the project director and faculty members with their research on the technology integration in the teacher education program at GSE.

Program Coordinator of the Rutgers Professional Development Outreach Series, Office of Continuous Education and Outreach, August 1999-August 2000

- Prepared schedules on a wide range of video conferencing lectures by Rutgers professors to public school teachers in northern and central New Jersey.
- Coordinated the publicity efforts and evaluated the feedback of the video

conferencing presentations.

Xiamen University, Xiamen, Fujian Province, China

Lecturer, Foreign Languages and Literature Department, August 1994-July 1998

- Designed curriculum and taught English-Chinese Conference Interpreting for English majors at the graduate and undergraduate levels. Supervised students' field practices at international conferences in Xiamen.
- Taught English Intensive Reading and English Conversation for first-year English majors.
- Appointed as the first-year and fourth-year students' advisor. Provided academic support to students who encountered academic difficulties or required personal advising.

DISSERTATION

“Integrating CALL Writing Activities into a College Level Elementary Chinese Class”
Explores the little-researched area of beginning CFL composition writing and investigates the innovative use of technologies and the meaningful technology integration in the CALL writing activities in a beginning CFL class.

PUBLICATIONS

“Integrating National Standards in the Curricular Development, Implementation, and Student Outcomes of a Post-secondary Chinese Language Program,” Nina Lin, Marina Chung, Hong Zeng, Youping Zhang and Chaofen Sun, *Chinese as a Second Language*, 53:1 (2018), pp41-74

“CFL Teacher Training for U.S. Post Secondary Schools: a Proficiency-based and Standards-based Approach,” Youping Zhang, in *International CFL Education: Current Trends and Strategies for CFL Teacher Education*, edited by Mingbao Jiang, Beijing: Beijing Language and Culture University Press and Multimedia Press, Open University of China, 2013, pp. 85-96.

“Reading and Writing Chinese Characters On-line for Web Course Tool (WebCT) Discussion Activities,” Youping Zhang, in *Chinese Character Instruction and Computer Technology*, edited by Ping Xu and Teresa Jen, Taiwan: Linking Publishing House, 2005, pp. 241-258.

“Creating Web-Based Professional Portfolios,” Mary Curran, Steve Barnhart and Youping Zhang, *Proceedings of the 14th International Society for Information Technology and Teacher Education (SITE) Conference*, Vol. 2003, Issue. I, 2003, pp. 2289-2291.

The New Course in English-Chinese Interpreting, team member, the Sino-British Joint Project of the Foreign Languages and Literatures Department, Xiamen University, Shanghai Foreign Language Education Publishing House, 1999.

“Important Factors in Simultaneous Interpreting,” Youping Zhang, *Journal of Xiamen University*, January 1997, Vol. 129, No. 1.

English – Chinese Interpreting Course Book, Leung Ko, Yuru Lin, Jin Chen, Yuhua Ji, Tianfang Lei, Youping Zhang and Hongshan Zhuang, Fujian People’s Publishing House, Fuzhou, 1996.

CONFERENCE PRESENTATIONS

“Grammar Instruction and Language Use in Different Levels of CFL Classes”, Youping Zhang (panel chair), Hong Zeng, Huazhi Wang, 2018 ACTFL Annual Convention, New Orleans, November 16-18, 2018.

“Grammar Instruction and Language Use in a College-level Intermediate Chinese Conversation Class”, Youping Zhang, 2018 ACTFL Annual Convention, New Orleans, November 16-18, 2018.

“Developing CFL Learners’ Language Abilities in Standards-based curricula”, Hong Zeng, Youping Zhang (panel chair), Marina Chung, 2016 ACTFL Annual Convention/2016 CLTA Annual Conference, Boston, November 18-20, 2016.

“Integrating ACTFL Oral Proficiency Guidelines into the Curriculum of Intermediate

Chinese Conversation”, Youping Zhang, 2016 ACTFL Annual Convention/2016 CLTA Annual Conference, Boston, November 18-20, 2016.

“Grammar Instruction and Cultural Notes in First-year Modern Chinese”, Youping Zhang, the International Conference on the Teaching of Chinese Language and Culture: Theory, Practice and Innovation, Rutgers University, New Brunswick, New Jersey, April 30-May 1, 2016.

“Implementing Standards-based Curricula across Different Levels of TCFL”, Hong Zeng, Youping Zhang (panel chair), Le Tang and Xiaofang Zhou, ACTFL 2015 Annual Conference/2015 Annual Meeting of the Chinese Language Teachers’ Association, San Diego, November 20-22, 2015.

“Standards-based Curriculum in First-year Modern Chinese: Design, Implementation and Outcome”, Hong Zeng and Youping Zhang, ACTFL 2015 Annual Conference/2015 Annual Meeting of the Chinese Language Teachers’ Association, San Diego, November 20-22, 2015.

“Engaging Beginning CFL Learners in First-year Modern Chinese: Textbook, Curriculum Design, Teaching Methodology and Assessment”, Hong Zeng and Youping Zhang, CLTAC Spring Conference, Stanford, March 8, 2014.

“Standards-based Curriculum and Student-centered Conferences: The Effects on Learner Self-efficacy”, Youping Zhang, ACTFL 2013 Annual Conference/2013 Annual Meeting of the Chinese Language Teachers’ Association, Orlando, November 21-24, 2013.

Integrating ACTFL Oral Proficiency Guidelines into Curriculum Design: the Case of an Intermediate Chinese Conversation Class”, Youping Zhang, CLTAC Spring Conference, Stanford, March 9, 2013.

“Catering to Learner Needs at Different Levels of Chinese Instruction”, Youping Zhang (panel chair), Sik Lee Dennig and Xiaofang Zhou, ACTFL 2011 Annual Conference/2011 Annual Meeting of the Chinese Language Teachers’ Association, Denver, November 18-20, 2011.

“Developing Learner Self-efficacy in a First-year Modern Chinese Classroom,” Youping Zhang, ACTFL 2011 Annual Conference/2011 Annual Meeting of the Chinese Language Teachers’ Association, Denver, November 18-20, 2011.

“Training Chinese Language Teacher Candidates in Standards-based and Proficiency-based Instruction,” Youping Zhang, 2011 International Conference on Chinese Language Teacher Education, Beijing, August 12-14, 2011.

“Applying the ACTFL Oral Proficiency Guidelines to an Intermediate Chinese Conversation Class: Voices from the Classroom,” Youping Zhang, ACTFL 2007 Annual Conference/2007 Annual Meeting of the Chinese Language Teachers’ Association, San Antonio, November 15-18, 2007.

“Integrating Composition Writing into a Beginning CFL Class: a Pilot Study,” Youping Zhang, ACTFL 2005 Annual Conference/2005 Annual Meeting of the Chinese Language Teachers’ Association, Baltimore, November 18-20, 2005.

“Integrating WebCT Discussion Activities into a College Level Elementary Chinese Course,” Youping Zhang, Modern Language Association Annual Convention, San Diego, December 27-30, 2003.

“Student Perceptions on the Integrated Use of Technology: Implications for Integrative CALL in Chinese Language Instruction,” Youping Zhang, ACTFL 2003 Annual Conference/2003 Annual Meeting of the Chinese Language Teachers’ Association, Philadelphia, November 21-23, 2003.

“The Integrated Use of Technology in a College Level Elementary Chinese Class,” Youping Zhang, Chinese Pedagogy Conference, Princeton University, April 26, 2003.

“An Authentic and Meaningful Integration of Technology in Chinese Language Instruction,”
Youping Zhang, the Second Conference on Technology & Chinese Language Teaching in the
21st Century, Yale University, June 7-9, 2002.

“‘Focus on Form’ Second Language Acquisition Instruction: Its Implications on Chinese as a
Second/Foreign Language Instruction,” Youping Zhang, Chinese Pedagogy Conference,
Princeton University, April 29, 2000.

**PROFESSIONAL
AFFILIATIONS**

American Council on the Teaching of Foreign Languages
The Chinese Language Teacher Association