



YUANYUAN (MAGGIE) GU

Benchmark Education

Presentation Title: Affective factors of young learners in Chinese teaching and learning

Short Bio:

My name is Yuanyuan (Maggie) Gu. I have over 10 years' experience in both TESOL and TCSOL education. Currently, I work as a Chinese Language Content Developer for an educational publisher in New York. We develop Chinese language teaching and learning materials for nationwide. In 2014, I participated the TCSOL certification program in Columbia University. I have a passion for teaching and believe that this program has helped me gain the necessary experience and knowledge to be a successful educator. During this program, I learned many advanced theories and methods of second language acquisition and had many opportunities to apply these principles with students in the classroom. Those experiences are very precious and rewarding to me. Moreover, they have had a great impact on me and on my current job now. I have also made many great friends and learned a lot from them as well. I feel that when you enjoy what you do, it will show and will be reflected to others around you. And that is the impression that I want to leave with the students that I teach.

Abstract:

This presentation discusses the influence of affective factors in Chinese teaching and learning for young learners. Affect refers to emotions or feeling. Affective factors are emotional factors which influence learning. There are factors such as emotion, feeling, mood, attitude and so on. Among these factors, motivation, self-confidence and anxiety, have the most influence on the input and output in terms of second language acquisition. It is always important to create a safe and warm-welcoming environment in classrooms. To have an environment where learners feel that they can make mistakes and take risks is especially crucial for language education in order to take in and produce target language. It is observed that the teacher's attitude towards learners' mistakes can reduce or reinforce inhibition of language learners. We will explore together some affective factors which may influence students' Chinese language proficiency in the classroom setting. Also, some strategies related to affective factors in class are discussed and some activities that are motivating for young learners are introduced as well.



YUEMING (JOY) DONG

Avenues

Presentation Title: Teacher language use in Chinese immersion classroom

Short Bio:

Yueming (Joy) Dong, graduated from Teachers College with a Masters' degree in TESOL and a certificate of TCSOL from CIFLTE. Joy was teaching TOEFL Speaking in Tianjin Oriental School before coming to the US. During her two-year graduate student life, she was teaching as an ESL teacher in both TC Community Language Program and also Columbia Community Impact. She was also a Chinese teacher in Chinese Tutoring Program at CIFLTE. She now works at Avenues: The World School, as a 1st Grade Chinese Immersion Intern Teacher.

Abstract:

Language—our words, tone of voice, and pacing— is one of the most powerful tools available to teachers. It permeates every aspect of teaching and learning. We cannot engage children in learning, welcome a student into the room, or handle a classroom conflict without using words. Students cannot do a science observation or a reading assignment without listening to and interpreting their teacher's words. And what they hear and interpret—the message they get from their teacher—has a huge impact on how they think and act, and ultimately how they learn. In this age of the Common Core, when students are being challenged with rigorous standards, it's vitally important for teachers to use language deliberately, as a tool to support children's learning. Skillful communication with students will be the linchpin that allows teachers to get the most out of whatever other instructional techniques they use. One way for teachers to harness the power of their language is to pay attention to the "3 Rs"—reinforcing language, reminding language, and redirecting language—that are part of the Responsive Classroom approach to teacher language.

In a Foreign Language immersion classroom, with students' lack of language proficiency and the principle of always using the target language in class, the teacher language use seems to play an even more important role. This presentation focuses specifically on the Dos and Don'ts of Teacher Language Use, providing practical examples of using "3Rs" language in Chinese Immersion Classroom.



PAULINE HUANG

P.S. 184M

Presentation Title: Use rhythmic speech to increase oral language proficiency of young learners

Short Bio:

Pauline Huang has taught Mandarin Chinese as a foreign language teacher in the lower school division (Nursery – 3rd grade) at St. Hilda’s and St. Hugh’s School in the New York City, and as a 3rd grade bilingual teacher at P.S. 184M in the past eight years. In addition, she was also a Chinese teacher in a variety of university and afterschool settings. She is currently a bilingual music teacher (Kindergarten – 7th grade) at P.S. 184M. Pauline is co-author (with Robin Harvey) of *Rhythms and Tones: Inventive Songs and Chants for Learning Chinese and Rhythms and Tones 2*.

Abstract:

We all know how much young children love rhymes, songs, movement, and games. Building the connection between rhythmic speech (chants) and literacy with the elements of instruments, play, dance and body percussion can make language learning more engaging, effective, and fun! In this presentation, the presenter will talk about how she applies the well-known “Orff approach,” used in music education field, to her language teaching curriculum in various music and Chinese classrooms. The speaker will also explain how she cooperates with 2nd grade and 3rd grade homeroom teachers to decide the theme and content of the chants, and to help their students make progress in both their oral language proficiency and written projects. Original, authentic and rhythmic chants designed for developing natural communicative skills, as well as the teaching activities and strategies will be shared in the presentation.



PEN-PEN CHEN

NYC Department of Education
Hunter College
TED-Ed Innovative Educator

Presentation Title: Considerations when working with bilingual children with special needs: A Chinese-American Perspective

Short Bio:

Pen-Pen Chen M.S. CCC-SLP, TSSLD is a nationally certified and New York State licensed Bilingual Speech and Language Pathologist and Evaluator in the NYC Department of Education. She is also an Adjunct Lecturer in the Curriculum and Teaching Department, Bilingual/Bicultural Program at Hunter College, is an English language instructor at the United Nations, and is the resident accent neutralization coach at Edge Studio. She previously taught Chinese at China Institute, Teachers College, Columbia University and the New York Times. Ms. Chen received her TESOL and TCSOL certificates and her M.S. in Speech and Language Pathology from Columbia University, Teachers College, her M.A. in Chinese Language Pedagogy from Middlebury College, and her B.A. in Linguistics and East Asian Studies from Bryn Mawr College. She is also a proud graduate of the Johns Hopkins-Nanjing University Center for Chinese American Studies. Ms. Chen was named a TED-Ed Innovative Educator and is also a professional bilingual voice-over artist.

Abstract:

This presentation will discuss the current landscape of bilingual Chinese children with special needs in New York City based on first-hand experience as a bilingual speech and language pathologist and evaluator in the Department of Education. The presentation will provide educators (dual language and monolingual) classroom teachers and teacher candidates an in-depth look into common linguistic behaviors among this population, with a primary focus on elementary K-5 students), explore some of the reasons for these behaviors, discuss current attitudes of parents, educators, and students themselves, and provide some strategies to create more optimal learning conditions for bilingual children with special needs. Cultural considerations of the students' family dynamics and upbringing alongside teachers' linguistic and cultural background will also be explored.