Wei Zhang
Curriculum Vitae
2024
Room 357, Olin Hall, The Department of English, The University of Akron, Akron, OH 44325
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EDUCATION

Ph.D. in Linguistics — Purdue University, West Lafayette, IN., December 2010
Research focus: Second language acquisition, phonetics, phonology, acoustics, and speech perception
Dissertation: Non-native Speakers Speak in Phonemes: A Phono-acoustic Analysis of Fricatives and Affricates by Native and Chinese Speakers of English

M.Ed. in TESOL — Grand Valley State University, Allendale, MI., April 2004
Thesis: Teaching English in China: What Native Speakers Need to Know

B.A. in English Education — South China Normal University, Guangdong, China, July 1998

TEACHING

Associate Professor The University of Akron, Akron, OH., August 2017 -- Present
Assistant Professor The University of Akron, Akron, OH., January 2011– August 2017
Courses:

3300:371	Introduction to Linguistics (Face-to-face; Online)
3300:466/566	Linguistics and Language Arts (3300:489/589 before 2013) (Face-to-face; Online)
3300:470/570	History of the English Language (Face-to-face; Online)
3300: 473/573	Theoretical Foundations and Principles of ESL (Teaching ESL: Theory and Method before 2012) (Face-to-face; Online)
3300:477/577	Sociolinguistics (Face-to-face; Online)
3300:478/578	Grammatical Structure of Modern English (Face-to-face; Online)
3300:480/580	Learner English
3300: 677	Science Writing
3300:111	English Composition I
3300:112	English Composition II

Part-time Faculty Purdue University North Central, Westville, IN., August 2008 – October 2010
Courses:

ENGL 101	English Composition I
ENGL 102	English composition II (face-to-face and hybrid)

Teaching Assistant Purdue University, West Lafayette, IN., August 2007 – May 2009
Courses:

LING 201	Introduction to Linguistics
LING 311	Fundamentals of Phonology and Morphology

English Speech Trainer I/N Tek, New Carlisle, IN., November 2004 – March 2005
Teach communication skills in English for Japanese engineers

Student Teacher Sibley Elementary, Grand Rapids, MI., September – December 2003
Teach language arts and math to kindergarteners;
Assist in curriculum design and academic achievement assessment

Associate Instructor Guangdong Teachers College of Foreign Language and Art, Guangzhou, China 1998-2002
Teach English and English teaching methodology
Teach Chinese to native speakers of English

English Instructor Linguaphone Children's English School, Guangzhou, China March 2000-December 2001
Teach beginner English to children 3-10 years old

Part-time Faculty Guangzhou Qiaoguang Finance College, China, July 1999 – December 2001
Teach Business English

OTHER PROFESSIONAL EXPERIENCE

Director The English Language Institute, The University of Akron, Akron, OH, May 2023 - Present

Principle Investigator NE Ohio ACHIEVE, Office of English Language Acquisition, US Department of Education: National Professional Development Program, September 2022 – August 2023

Co-Principle Investigator NE Ohio ACHIEVE, Office of English Language Acquisition: National Professional Development Program, May 2012-August 2022
Oversee program development and daily operation
Recruit and select grant participants
Observe classes for program evaluation

TESL Certificate Director The University of Akron, Akron, OH., January 2011 – November 2013
May 2018 - Present
Direct the program and advise students

Certificate in Linguistic Studies Director The University of Akron, Akron, OH., September 2018 – Present
Direct the program and advise students

Program Reviewer *TESOL/CAEP Programs* 2014-Present
Conduct initial review of TESOL programs for NCATE/CAEP accreditation

Board Member Ohio TESOL Board voting member & Teacher Education Interest Group Representative, January 2018 - 2020
Participate in all board activities

Represent teacher education interest group
Communicate to interest group members

English Tutor South Bend, IN., September 2004 – May 2005
Teach English to Japanese adult English learners

Graduate Assistant Grand Valley State University, Grand Rapids, MI., July 2002 – April 2004
Assist faculty with research, writing, data collection and analysis, course and program evaluation, grant proposal development, and computer projects;
Visit K-12 schools and observe classes;
Tutor graduate international students

Coordinator and Trainer Guangdong Teachers College of Foreign Language and Art, China, 1998 – 2000
Coordinate and teach the *English Teaching Activity Workshop* and the *In-service Training Program for Guangdong Elementary School English Teachers*

RESEARCH GRANTS

2017-2023 Awarded $2,370,987 from English Language Acquisition: National Professional Development Grant by U.S. Department of Education, Office of Language Acquisition to train in-service content, special education, and ESL teachers with a TESOL Endorsement, September 2017 – August 2023. Role: Co-PI & PI.

2022 UA Faculty Research Committee Summer Grant. $10,000. Role: PI.

2021 UA Faculty Research Committee Summer Grant. $10,000. Role: PI.

2012-2017 Awarded $1,978,177 from English Language Acquisition: National Professional Development Grant by U.S. Department of Education, Office of Language Acquisition to train in-service content, special education, and ESL teachers with a TESOL Endorsement, August 2016 – April 2017. Role: Co-PI.

TEACHING GRANTS

2021 UA Institute of Teaching and Learning Teaching Innovation Mini-Grant

2018 UA EXL Community-Engaged Course Grant to support ESL students in Tallmadge City School District.

PUBLICATIONS

Peer-Reviewed

Zhang, W. (2023). Experiential learning in action research for the mutual growth of teacher and students. *2023 WEI International Academic Conference Proceedings: Education and Humanities* (pp. 61-69). Boston: West East Institute. (ISSN#: 2167-3179).

Zhang, W. (2023). Writing for publication in scientific academic journals in North America. *Proceedings of the 21th Annual Hawaii international conference on education* (pp.1251-1272). Hawaii: HICEEducation.org (ISSN#: 1541-5880).

Zhang, W., & Smolen, L. (2022). A tiered texts approach for scaffolding reading comprehension for English learners and struggling readers. *International Journal of Curriculum and Instruction, 14*(2), 1249-1269.

Zhang, W., & Smolen, L. (2021). Preparing teachers to use research-based strategies to teach English learners. *Proceedings of Clute Institute International Conference in Education* (pp. 171-1 – 197-8). Orlando:https://www.cluteinstitute.com/wp-content/uploads/2021/12/dw22proceedings.pdf (ISSN#: 2157-9660).

Zhang, W. (2018). Parental home language practice and attainment of child bilingualism: A case study of Chinese bilingual families. *Journal of Behavioral and Social Sciences*, *5*(1), 50-62.

Zhang, W. (2018). Weaving through texts: Teaching text structure to English learners. *AL Forum* (*March*). http://newsmanager.commpartners.com/tesolalis/issues/2018-03-09/6.html

Zhang, W. (2017). A functional approach to 21st century science literacy. In A. Oliveira & M. Weinburgh (Eds.), *Science teacher preparation in content-based second language acquisition* (1st ed., pp. 271-286). New York: Springer.

Zhang, W. (2017). Quality matters: Content literacy for English language learners. *TESOL Journal, 8* (1): 166-189. Doi: 10.1002/tesj.266.

Zhang, W. (2016). A functional approach to content literacy in a TESOL teacher training program. In L. Lai, A. Mahboob, & P. Wang (Eds.), *Multiperspective studies of language: Theory and application* (pp. 143-152). Beijing: Foreign Language Teaching and Research Press.

Smolen, L., & Zhang, W. (2016). Teaching English language arts to ELLs. In N. Li (Ed.), *Teaching ELLs across content areas: Issues and strategies* (pp. 49-82). Scottsdale, AZ: Information Age Publishing.

Zhang, W. (2014). Discipline-specific academic language development for freshman international students. *Journal of Education and Human Development, 3*(2), 37-50.

Zhang, W. (2014). The similar the easier revisited: An acoustic analysis of English labio-dental fricatives. In E. Espindola & A. K. Kashyap (Eds.), *Proceedings of the 7th international free linguistics conference* (pp.193-198). Hong Kong: The Hong Kong Polytechnic University Press.

Smolen, L., Zhang, W., Vakil, S., Temsey, L, & Mann, N. (2014). Preparing teachers to meet the needs of English learners: A teacher preparation program. In L. Minaya-Rowe (Ed.), *Effective* e*ducational programs, practices, and policies for English learners* (pp. 155-180). Charlotte, NC: Information Age Publishing.

Zhang, W., & Smolen, L. (2013). To teach, to learn, and to serve: Service learning in a TESOL teacher training program. *Proceedings of the 11th annual Hawaii international conference on education.* Hawaii: HICEEducation.org (ISSN#: 1541-5880).

Smolen, L., Zhang, W., & Detwiler, S. (2013). Engaged teaching and learning with adult Karen refugees in a service learning site. *TESOL Journal*, *4*(3), 534-554.

Zhang, W., & Smolen, L. (2012). Designing TESOL courses for today's professionals. *AccELLerate!, 4*(3), 8-10.

Zhang, W. (2011). The linguistic secret of *Fanqie* languages in Chinese. *Journal of Chinese Linguistics, 39*(2), 345-369.

Zhang, W. (2008). Assessing foreign accentedness in English: The perspectives of native listeners. *Purdue Linguistics Association Working Papers, 1*(2), 5-22.

INVITED TALKS

Zhang, W., & Smolen, L. (2019). State of the Profession: Teacher Education and Research. *Ohio TESOL Conference 2019*, Columbus, Ohio. (October 10-11)

Zhang, W. (2019). Text Structure Revealed: A Functional Approach to Content-Based Instruction for English Learners. Jane M. G. Foster Distinguished Lecture Series, Shawnee State University, Portsmouth, Ohio. (April 10).

Zhang, W. (2019). Word Problem? No Problem! *Cleveland Metropolitan School District Annual Multilingual Multicultural Conference*, Cleveland, Ohio. (February 15)

Zhang, W., & Smolen, L. (2018). State of the Profession: Teacher Education and Research. *Ohio TESOL Conference 2018*, Columbus, Ohio. (October 12-13)

Zhang, W. (2017). Getting published: Writing for publication in North America academic journals. *Talk given to the faculty in SIAS University, China.* (June 13)

Zhang, W. (2017). Linguistically Responsive Science Instruction to English Language Learners. Workshop presented at *Cleveland Metropolitan School District Multilingual Multicultural Conference 2017* in Cleveland, Ohio. (February 18)

Smolen, L., & Zhang, W. (2012). Closing the Achievement Gap: Two Federally Funded Grant Projects Support Teachers and Ohio School Districts. *Ohio TESOL Conference 2012*, Columbus, Ohio. (November 9-10)

CONFERENCES AND PRESENTATIONS

Zhang, W. (2023). Experiential learning in action research for the mutual growth of teacher and students. Paper presented at the *West East Institute 2023 International Academic Conference on Education, Teaching, and Learning*, Boston, MA. (July 25-27).

Zhang, W. (2023). Experiential learning projects to support ELs' knowledge and language development. Paper presented at *2023 TESOL International Convention & English Language Expo,* Portland, Oregon. (March 21-24)

Zhang, W. (2023). Writing for publication in scientific journals in North America. Paper presented at the *21st Annual Hawaii International Conference on Education*, Honolulu, HA. (January 2-5).

Zhang, W. (2022). Experiential learning in action research: Teachers and students grow together. Paper presented at *Ohio TESOL Conference 2022*, Columbus, Ohio. (November 11-12)

Zhang, W., & Smolen, L. (2022). A tiered texts approach for scaffolding English learners' reading comprehension. Paper presented at *2022 TESOL International Convention & English Language Expo,* Pittsburgh, PA. (March 22-25).

Zhang, W., & Smolen, L. (2021). Preparing teachers to use research-based strategies to teach English learners. Paper presented at *2021 Clute Institute International Conference in Education.* Orlando, FL. (December 29, 2021-January 1, 2022).

Zhang, W., & Smolen, L. (2021). Effective writing-to-learn strategies across the curriculum for English learners. Video presentation at *2021 TESOL International Convention & English Language Expo* (Online). (March 24-27).

Zhang, W., & Smolen, L. (2020). A tiered texts approach to reading comprehension for English learners and struggling readers. Paper presented at *2020 World Literacy Summit*, Oxford University, UK (Online). (April 5-8).

Zhang, W. (2019). Content Literacy: Nail it the SFL Way! Paper presented at *The International Literacy Association Conference 2019*, New Orleans, LA. (October 10-13).

Zhang, W., & Pachnowski, L. (2018). Integrating Academic Language to the Best Practice in Mathematics Instruction for English Learners. *Ohio TESOL Conference 2018*, Columbus, Ohio. (November 9-10)

Zhang, W. (2018). Reading with Comprehension: A Reading Fluency Curriculum for Chinese Students. Paper presented at the *16th Asia TEFL International Conference,* Macau. (June 27-29)

Zhang, W. (2018). Weaving Through Texts: Teaching Text Structure to English Learners. Paper presented at the *2018 TESOL International Convention & English Language Expo*, Chicago, Illinois. (March 27-30)

Smolen, L., & Zhang, W. (2017). Scaffolding reading comprehension strategies to help English learners access nonfiction text. Paper presented at *Ohio TESOL Conference 2018*, Columbus, Ohio. (October 26-27)

Zhang, W. (2017). Linguistically Responsive Professional Development for Teachers of English , *Social Sciences Conference* held in Las Vegas, Nevada. (January 30-31)

Zhang, W. & Chan, K.C. (2017). Parental Home Language Practice and Attainment of Child Bilingualism: A Case Study of Chinese Bilingual Families. Poster presented at the *20th Annual American Association of Behavioral and Social Sciences Conference* held in Las Vegas, Nevada. (January 30-31)

Zhang, W. (2017). Linguistically Responsive Science Education. Paper presented at the *2017 International Science Education Conference* held in Maui, Hawaii. (January 1-5)

Zhang, W. (2016). How the Language of Science Works. Paper presented at the *2016 Ohio TESOL Conference* held in Columbus, Ohio. (October 7-8)

Chan, K. C., & Zhang, W. (2016). A Tiered Texts Approach to Differentiated Instruction for K-12 Social Studies Education in the United States. Paper presented at the *2016 Global Conference on Education and Psychology* held in Hong Kong. (June 8-10)

Zhang, W. (2016). Science Language in Action: Instructional Strategies to Teach Science Language. Paper presented at the *2016 TESOL International Convention & English Language Expo*, Baltimore, Maryland. (April 5-8)

Zhang, W., & Smolen, L. (2016). Teaching Content-Specific Academic Vocabulary to English Learners. Paper presented at the *2016 TESOL International Convention & English Language Expo*, Baltimore, Maryland. (April 5-8)

Zhang, W. (2015). A Toolbox Supporting Freshman Composition for International Students. Paper presented at *Ohio TESOL Conference 2015*, Columbus, Ohio. (October 30-31)

Zhang, W., Smolen, L, & Roman, S. Teaching Science Vocabulary to English Language Learners (2015). Paper presented at *Ohio TESOL Conference 2015*, Columbus, Ohio. (October 30-31)

Zhang, W. (2015). A Functional Approach to Science Literacy. Paper presented at the *2015 TESOL International Convention & English Language Expo*, Toronto, Ontario, Canada. (March 25-28)

Zhang, W. (2015). Quality Matters: ESL Content Literacy. Paper presented at the 2015 *American Association for Applied Linguistics (AAAL) Conference*, Toronto, Ontario, Canada. (March 21-24)

Li, S., Mann, N., & Zhang, W. (2014). Fightclub for Speech comprehensibility: Tonic Syllable Awareness of Mandarin Speakers of English. Paper presented at *Ohio TESOL Conference 2014*, Columbus, Ohio. (November 14-15)

Zhang, W. (2014). A Functional Approach to Content Literacy in a TESOL Teacher Training Program. Paper presented at *8th International Free Linguistics Conference*, Shanghai Jiaotong University, China. (September 26-27)

Zhang, W., & Smolen, L. (2014). Tiered Texts for Academic Language and Content Knowledge Development. Paper presented at the *2014 TESOL International Convention & English Language Expo*, Portland, Oregon. (March 26-29)

Zhang. W., & Smolen, L. (2013). Writing Errors of Arabic ESL Learners and How X-Word Grammar Can Help. Paper presented at *Ohio TESOL Conference 2013*, Columbus, Ohio. (November 15-16)

Smolen, L., & Zhang, W. (2013). Getting at the Core: Academic Language for English Learners. Paper presented at the *2013 Annual Reading Conference*, Cleveland, Ohio. (October 25)

Zhang, W. (2013). The Similar the Easier Revisited. Paper presented at *7th International Free Linguistics Conference*, Hong Kong. (September 27-28)

Zhang, W. (2013). Linguistic, Environmental, and Biological Determiners of a Foreign Accent. Paper presented at *58th Annual Conference of the International Linguistics Association*, New York, New York. (April 12-14)

Zhang, W., & Smolen, L. (2013). To Teach, To Learn, and to Serve: Service Learning in a TESOL Teacher Training Program. Paper presented at the *11th Annual Hawaii International Conference on Education*, Honolulu, Hawaii. (January 6-9)

Zhang, W. & Smolen, L. (2012). So, What Do I Do Now? Linking Intervention Strategies to Classroom-based Assessments. Paper presented at *Ohio TESOL Conference 2012*, Columbus, Ohio. (November 9-10)

Zhang, W. (2009). Scaling Perceived Foreign Accent: The Just Noticeable Difference. Poster presented at the *11th Annual Conference of Midwest Association of Language Testers (MwALT)*, Purdue University, West Lafayette, Indiana. (November 6-7)

Zhang, W. (2009). Huidong La-mi and Fanqie Languages in Chinese. Paper presented at the *15th Midcontinental Workshop of Phonology (McWOP)*, Indianan University, Bloomington, Indiana. (October 10-11)

Zhang, W. (2009). Parental Attitudes and Effective Home Language Use Strategies in Chinese Bilingual Families. Paper presented at *IU-Purdue Asian American Studies Conference*, Indiana University, Bloomington, Indiana. (September 25-26)

Zhang, W. (2009). Parental Home Language Practice and Attainment of Child Bilingualism. Paper presented at *Purdue Linguistics Association Symposium*, Purdue University, West Lafayette, Indiana. (May 12)

Zhang, W. (2009). Knowledge Base of Native-Speaking Teachers in China. Paper presented at *3rd Annual Graduate Student Educational Research Symposium (AGSERS),* Purdue University, West Lafayette, Indiana. (March 31)

Zhang, W. (2007). A Cross-linguistic Examination of Sexism in Language. Paper presented at the *2nd Biennial Midwestern Conference for Culture, Language, and Cognition*, Northwestern University, Evanston, Illinois. (May)

Zhang, W. (2004). Teaching English in China: What Native Speakers Need to Know. Paper presented at *MITESOL Fall Conference,* Grand Rapids, Michigan. (November)

Zhang, W. (2003). From Input to Intake: The Role of Frequency and Noticing. Paper presented at *MITESOL Fall Conference,* Anne Arbor, Michigan. (November)

WORKSHOPS

Zhang, W. (2018). Teaching Math to English Language Learners: SIOP Strategies and Academic Languages. One-day workshop delivered to Cleveland Metropolitan School District with Pachnowski, L. (April 21)

UPCOMING CONFERENCES AND SUBMITTED PAPERS

Zhang, W. (2024). Gamifying Linguistics: Motivator for Improved Learning. Poster presented at *2024 Asian Conference for Innovation in Education*, Bangkok, Thailand. (February 20-21).

OTHER ACADEMIC ACTIVITIES

Reviewer *Language and Speech* 2024

Review research papers in the double-blinded review process

TESOL Program Accreditation Reviewer
CAEP (Council for the Accreditation of Educator Preparation) SPA-TESOL 214 to Present
Review TESOL programs for initial accreditation since 2014

Editorial Review Board *Journal of Behavioral and Social Sciences* 2017 to Present
Review research papers in the double-blinded review process

Reviewer *Sage Open* 2020
Review research papers in the double-blinded review process

Reviewer *TESOL Quarterly* 2018; 2019
Review research papers in the double-blinded review process

Reviewer *Journal of Acoustic Society of America (JASA)* 2019
Review a research paper in the double-blinded review process

Reviewer *Ohio TESOL Conference* 2016; 2018; 2019
Review conference proposals

Reviewer *Science Teacher Preparation in Content-Based Second Language Acquisition* 2016
Review a chapter in the double-blinded review process

Reviewer *TESOL Journal* 2013
Review papers in the double-blinded review process

PROFESSIONAL DEVELOPMENT AND TRAINING

Conference on Scholarly Teaching in Linguistics, UMass Amherst, Amherst, MA, July 8-9, 2023.
PhonolEEGy 2 Conference, UMass Amherst, Amherst, MA, June 24-25, 2023.
LSA (Linguistic Society of America) Summer Institute, UMass Amherst, Amherst, MA, June – July 2023.
ChatGPT and Generative AI: Implications for Teaching. ITL training, The University of Akron, April 2023.
The 6 Principles: Training of Trainers. TSOL Preconference Institute, Atlanta, March 2019.
The GO TO Strategies: Guiding Teachers to Scaffold Content Language, TESOL Preconference Institute, Atlanta, March 2019.
Strategies and Structures for Teaching Reading and Writing, Heinemann PD, St. Louis, MO, May 2018.
Designing and Developing your Online Course Workshop, ITL training, The University of Akron, February 2015.
SIOP Training of Trainers Workshop. The Center of Applied Linguistics, Washington D.C., July 2014.
LSA 13 Workshop: How the Brain Accommodates Variability in Linguistic Representations, University of Michigan, July 2013.
SIOP II Institute, Seattle, Pearson Publishing, March 2013.
SIOP I Virtual Institute, Online, February – March 2013.

Task and Tools for Assessing Oral Language, TESOL International Association Workshop, Eastern Michigan University, June 2012.
SIOP National Conference, San Antonio, June 2012.
Practical Ideas for Teaching Grammar, Cambridge Grammar Teaching Webinar, March, 2012.
Certificate in Synchronous Distance Learning, ITL training, The University of Akron, Fall 2011.
LSA (Linguistic Society of America) Summer Institute, Stanford University, Stanford, CA, June-July 2008.

COMMITTEES

2023	Graduate Council Student Policy Committee for the Graduate Council (vice chair) Student Awards Committee Graduate Programs/Assistants Committee ELI Coordinator Search Committee
2022	Faculty Senate Graduate Council UA Talent Development and Human Resources Committee (vice chair) Student Policy Committee for the Graduate Council (vice chair) Student Awards Committee Faculty Advisor to C. Morris' M.A. Gapstone Project
2021	Faculty Senate Graduate Council UA Talent Development and Human Resources Committee (vice chair) Student Award Committees Advisory Committee to Department Chair
2020	S. Li Ph.D. Dissertation Committee Faculty Senate Graduate Council Advisory Committee to Department Chair
2019	S. Li Ph.D. Dissertation Committee Faculty Senate Advisory Committee to Department Chair Graduate Programs Committee Student Award Committees Ad Hoc MA Program Change Committee
2018	N. Mann Ph.D. Dissertation Committee S. Li Ph.D. Dissertation Committee Graduate Programs Committee Ad Hoc MA Program Change Committee Library Committee Student Award Committees

2017	N. Mann Ph.D. Dissertation Committee S. Li Ph.D. Dissertation Committee Library Committee Student Award Committees English Department Assessment Committees (TESOL Certificate & Linguistics Certificate)
2016	Composition Director Search Committee College of Education TESOL NTT Search Committee N. Mann Ph.D. Dissertation Committee S. Li Ph.D. Dissertation Committee Library Committee Student Award Committees
2015	N. Mann Ph.D. Dissertation Committee Graduate Curriculum Committee Student Award Committees
2014	Buchtel College Council Advisory Committee to Department Chair Library Committee Student Award Committees
2013	Buchtel College Council English Language Institute Director Search Committee Advisory Committee to Department Chair Library Committee Student Award Committees
2012	Buchtel College Council Advisory Committee to Department Chair Library Committee
2011	English Language Institute Director Search Committee Library Committee Student Award Committees

CREDENTIALS AND AFFLIATIONS

TESOL International member 2012-Present
OFLA member 2018-2019
Ohio TESOL member 2017-2019
Ohio TESOL member 2011-2016
AERA member 2017-2018
AAAL member 2013-2015
Michigan Teaching Certificate – English as a Second Language (NS) K-12 (PV 0005540)
LSA (Linguistic Society of America) member 2006-2008; 2010-2011

MITESOL member 2002-2004

RECOGNITIONS

Nomination for Student Employee Supervisor of the Year, April 2013, The University of Akron.

ACADEMIC HONORS AND AWARDS

Purdue University PRF Grant, Summer 2008
Purdue Doctorate Fellowship for recognition of academic excellence, 2005-2007
Global Awareness Award for recognition of academic excellence**,** 2002-2004
South China Excellent Normal School Student and Scholarship, 1994
Advanced Scholarship for Academic Achievement, 1995-1998

LANGUAGES

English:	Proficient
Mandarin Chinese:	Native
Cantonese:	Native
Hakka:	Native
French:	Intermediate
American Sign Language:	Beginner