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# CLTA ANNUAL CONFERENCE PROGRAM

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April 6-8, 2018



2018  
CONFERENCE COMMITTEE

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▪ <b>Technique Demonstrations (I): 9:40 AM – 10:40 AM (Potomac II)</b>	
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# 2018 CLTA Annual Conference Site

## HILTON WASHINGTON DULLES AIRPORT

13869 Park Center Rd. | Herndon, VA 20171

T: +1 703 478 2900 | F: +1 703 478 9286

Reserve your hotel room:

<http://www.hilton.com/en/hi/groups/personalized/I/IADAHHF-CLTA-20180405/index.jhtml?WT.mc.id=POG>

### LOCATION

Minutes from Dulles International Airport

30 minutes from Reagan National Airport

45 minutes from Baltimore International Airport

### AMENITIES & SERVICES

Complimentary shuttle service to and from Dulles International Airport

Complimentary on-site parking

### ON-SITE LEISURE FACILITIES

24 hour state-of-the-art workout facility

Indoor and outdoor pools

24 hour Connectivity Station

Full service spa and salon

More detailed information is available at the [Hilton Dulles website](#).

### Wireless Internet Access for the CLTA Annual Conference

- 1) Select the AT&T Wi-Fi Network and open your browser
- 2) Select "I have a coupon code/promotion code"
- 3) Check the box to agree to Terms of Service and Click "Next"
- 4) Enter the promotion code listed below and Click "Connect"

<b>Group Name:</b>	CLTA of the US 2018 Conference
<b>Promotion Code (Case sensitive):</b>	<b>Meeting10</b>



**2018 CLTA-US Annual Conference Program  
(Hilton Hotel at the Washington Dulles Airport)  
April 6-8, 2018**

**Thursday, April 5<sup>th</sup>, 2018**

Steering Committee Meeting: 7:00 PM - 9:00 PM, Executive Boardroom

**Day 1: Friday, April 6<sup>th</sup>, 2018**

**Pre-Conference Workshops**

**2:30 PM - 3:30 PM** Friday, 04/06/2018

**Potomac I Teaching Basic Chinese Using Performance-based ACT/FACT Pedagogy**

Kubler Corneliu Williams College

**Potomac II 初级汉语教学“分进合击，节奏诵读”方法的理论基础与实践**

John Yin University of Vermont  
Diana Sun University of Vermont  
Ying Hu University of Vermont

**Potomac III 汉语教学视频素材库在汉语课堂教学中的应用以影视素材为例**

Zhigang Liu AUM Confucious Institute

**Piedmont I Developing Meaningful Communication-based Classroom Activities: Why and How**

Dongdong Chen Seton Hall University

**Piedmont II Incorporating Differentiated Authentic Materials at Various Proficiency Levels in the Chinese Language Classroom**

Lijie Qin Oak Hill Middle School, Newton Public Schools

**Sully The Future of Personalized Language Learning is here with Artificial Intelligence and Big Data**

Franz Chen Pongdy Education Inc.

## Breakout Sessions

**3:40 PM - 4:40 PM Friday, 04/06/2018**

### **Potomac I 留学项目中的课外实践在中高级教学课程中的应用和作用**

在海外留学项目中，中高年级的教学不但要立足于严谨的课堂教学，也要走出课堂，通过课外实践来完成相关的教学任务。课堂教学与课外实践是一个相辅相成的关系。课外实践绝不是走马观花，流于形式，而是要切切实实地对课堂教学起到促进、扩展、丰富和加强的作用。

任淑晶	CET-Harbin program
陶红	Middlebury in China-Hangzhou Program
林宏	CET-Harbin program

### **Potomac II 中高年级教学中真实语料的最大化应用**

对真实语料进行多层次、多角度的应用，对于提升学生的语言输出能力和激发其延展思考、逻辑评论的主动性皆多有裨益。本小组将介绍不同的教学策略，探讨如何在中高年级教学中充分利用各种文本和多媒体语料，将课堂内外相互结合，有效地调动学生的积极性和参与感，最终全面提高语言水平。

Chen Wu	Columbia University
Hai Liu	University of Minnesota
Lingjun Hu	Columbia University

### **Potomac III Heritage Learners: from Beginning to Advanced-Level**

A Comparison between Teaching Chinese Characters (Hanzi) to Young Heritage Learners and College Student Learners in the United States: Similarities and Strategies

Shijuan Liu	Indiana University of Pennsylvania
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An Exploratory Study of the Acquisition Process in Beginning Level Heritage Language Classroom

Nan Zhang	Purdue University
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Establishing Domain Knowledge in Chinese: A Case Study on Advanced-level Heritage Learner Motivation

Junqing Jia	Hamilton College
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### **Piedmont I 从语言输出到教学反思--高级华语教学核心初探**

本组报告主要从实际语料出发，通过统计数据和归纳，提出高级教学核心内容应突破以往过度重视“高大上”的社会问题，扩充话题广泛性、并加强学生组织语篇的能力。同时，也应该训练学生“接地气”的语言表达，能动

态叙述、静态描述与自身经历相关的话题，如此方能让学习者在稳固的高级基础上往优级的方向发展。

Jianhua Bai	Kenyon College
叶信鸿	Stanford University
杨玉笙	Georgetown University
吴瑜	University of Rhode Island

### **Piedmont II Empirical Research on Learning Chinese Characters**

漢英職場結束談話策略對比分析

I-Ting Chao	Chapman University
Chin-Huang, Huang	National Taiwan Normal University, Taiwan
WeiHsuan, Lo	University of Minnesota Twin Cities

Chinese Character Learning Strategies and Outcome with Different Learning Experiences

Yan Xie	Liberty University
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Selections of Chinese Characters in CFL Context

Qian Wang	The Ohio State University
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### **Sully Publisher Special Presentation**

《流利表达》——构建式多媒体强化系列教程

Empowering Students to Communicate: The Developing Chinese Fluency Series

Phyllis Zhang 张霓	The George Washington University
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Publisher 出版社: Cengage Learning

**4:50 PM - 5:50 PM Friday, 04/06/2018**

### **Potomac I 以 URI 中文领航项目为例谈中美初级汉语教学模式之差异**

对美国罗德岛大学中文领航项目初级汉语教学与中国浙江大学、华南师范大学初级汉语教学进行教学目标（在中美不同的评价体系下的不同教学目标）、教学手段（在目的语与非目的语教学环境下的不同教学方法，包括课程设置、课后辅导、教学方法等）、教学效果（学生测试成绩）等方面的介绍，对比分析各自的优势、长处及需要提高或改善的部分，以期达到互相借鉴、共同提高的目的。

Shao Zhou	University of Rhode Island
Jiehua Wan	University of Rhode Island
Jiangping Cai	University of Rhode Island

### **Potomac II Teaching Ba: A Principled and Practical Perspective**

This panel explores the question “What has been missing in the teaching and learning of “ba” that contributes to the significant gap between learner and

native speaker usage of *ba*-constructions?” By re-examining the literature on learner errors, re-framing the theoretical analyses of *ba*-constructions to suit the requirements of pedagogical explanations, and drawing on an analytical review of the treatment of *ba* in textbooks, this panel seeks to close the gap between learners’ understanding and use of *ba*-constructions by proposing a pedagogically-oriented syntactic explanation which situates the meaning and use of *ba* in the context of communicative exchanges.

Bing Mu                      The Ohio State University  
Crista Cornelius            The Ohio State University  
Yawei Li                      The Ohio State University

### **Potomac III Skills and Strategies for Chinese L2 Writing**

Develop Critical Thinking Skills for Journalism Chinese and Writing

Xiaoying Liles              Indiana University Bloomington  
Ming-Ying Li                Hunter College

专业新闻写作训练在高年级中文教学中的应用

Xiaoke Jia                    Bowdoin College

对美国留学生汉语作文偏误分析的个案研究及对对外汉语篇章写作教学的思考

Xueting Tang                Georgia State University Confucius Institute

### **Piedmont I Applications of Successful Strategies and Approaches in Teaching True Beginning-Level Students**

Teaching true beginning-level learners calls for more effective strategies and approaches to help the students develop a solid foundation of Chinese language so that they are able to achieve higher level proficiency and fluency with limited contact hours in a foreign language classroom setting. In order to accomplish these goals, the instructors can adopt more effective strategies and approaches in the classroom to stimulate and motivate the students to stay in the target language and create a dynamic learning environment.

Tong Chen                    MIT  
Min Wan                      Tufts University  
Weina Zhao                 Wellesley College  
Zhiqiang Li                  San Francisco State University

### **Piedmont II Pedagogy in Early Chinese Tradition and Its Contemporary Implications**

This panel will discuss the ideas of jiao 教, xue 學, shi 时, and “performance” in the *Analects* and other early Chinese tradition. Through close-reading and cross-referencing, the presenters will demonstrate that in Chinese early pedagogy: 1) what teaching entails and how learning occurs; and 2) how “time” is perceived as an integral part in context. This will shed light on CFL



practitioners across levels in our development of programs, curriculum, materials, and activities. Implications on CFL advanced-level learners will be proposed in re-imagining them as emergent “3rd Persons” effectively negotiating the “3rd Space” in Chinese culture.

Donglin Chai	Loyola University Maryland
Kai Liang	The Ohio State University
Xiaobin Jian	The Ohio State University

### **Sully SIG Workshop: Content-based Chinese Language Courses at Advance Levels / 以中国哲学思想为主题的高级汉语课:构思与实践 (I)**

Hsin-hsin Liang	University of Virginia
Yu Feng	Brandeis University
MienHwa Chiang	University of Pennsylvania

**7:00 PM - 8:00 PM Friday, 04/06/2018**

#### **Potomac I 变被动为主动，打造高效的中文课堂**

主动学习因其将学习者变被动为主动、增强了学习的内在动力，提高了学习效率和学习者的自信心，为课堂注入了活力。推行主动学习的最关键之处在于学生是否学会了学习，换言之，如何能将学生培养成一个中文的终身学习者是我们作为教师的终极目标。

Hongyun Sun	Boston University
李爱民	Dartmouth University
严蕾	Mount Holyoke College
赵聪敏	Philips Academy

#### **Potomac II 大学华裔班的教学对策和实践**

Turning the Table on Learner Engagement Heritage-learner Classrooms  
Although heritage learners may be fully functional and fluent in familiar everyday topics, their “academic lexicon and knowledge of the formal register” is nonetheless limited (Hasko, 2009). While instructors help students to build literacy skills, they are faced with the challenges of creating greater accountability for learner effectiveness and engagement. How do instructors help students to take control of their own language learning and increase their language proficiency? How do instructors deal with learner’s disengagement and non-participation in the classroom? How do instructors promote students’ curiosity of the subject while practice their language skills? The presenter will address these issues by demonstrating ways to create learner efficacy and voice and choice in the classrooms. Through co-construction and student-led initiatives, learning becomes student directed. Real case scenarios and student samples will be shared with the audience.

Grace Wu                      University of Pennsylvania  
Min-Min Liang                Massachusetts Institute of Technology  
Hsiu-hsien Chan              Yale University

**Potomac III 镜头内外的中国：纪录片在中文教学中的运用及意义**

纪录片课堂教学的设计原则与技巧——以《六位典型剩女的爱情路》为例；语言教学中选用纪录片的标准——以《我爱高跟鞋》为例；利用纪录片构建同一话题的多层次框架——从《请投我一票》说起。

Gang Liu                      Carnegie Mellon University  
Haixia Wang                 University of Pittsburgh  
Jing Wang                     Princeton University  
Yang Wang                    Brown University

**Piedmont I Pedagogical Designs and Implications to Teach Language Patterns in CFL Context**

Tackling Persistent Errors in *Bi* Comparatives Usage through Task-supported Pedagogical Interventions

Lini Ge                        UNC Chapel Hill  
Luoyi Cai                      UNC Chapel Hill

Structural Template: Beyond Vocabulary Lists and Sentence Patterns  
Yuanchen Jenny Yang        Rutgers, the State University of New Jersey

To *Er* or not to *Er*  
Wenyang Zhai                 Wheaton College

**Piedmont II Revisiting Deductive and Inductive Instructions of Chinese Grammar**

Re-discuss Deductive and Inductive Instructions: A Case of L2 Learners

Acquiring Adverbial Constructions in Chinese

Yu Tian                        University of Arizona

Deductive or Inductive? The Effect of Explicit Instruction on Aspect Acquisition in L2 Chinese

Tzu-I Chiang                 Indiana University-Bloomington

Effects of Task Repetition on Learning “*Le*” in L2 Chinese

Fangyuan Yuan                US Naval Academy  
Jidong Chen                    California State University at Fresno

**Sully SIG Workshop: Content-based Chinese Language Courses at Advance Levels / 以中国哲学思想为主题的高级汉语课：构思与实践 (II)**

Hsin-hsin Liang              University of Virginia  
Yu Feng                        Brandeis University  
MienHwa Chiang              University of Pennsylvania

**8:10 PM - 9:10 PM Friday, 04/06/2018**

**Potomac I Design Concept-based Instruction to Teach Chinese Grammar**

This panel introduces concept-based instruction (CBI), an innovative research and teaching approach grounded on Vygotsky's theory of learning, and its implementation in teaching Chinese grammar. The first paper introduces theoretical considerations of CBI and design principles of CBI. The second paper presents how the Chinese traditional concept "Images" can be used to teaching a variety of Chinese grammar structures, including adverbials, prepositional phrases, Ba-sentences, passive tense, copulative verbs. The third paper showcases the design of CBI materials of two types of complement (directional and descriptive complements) and its classroom applications.

Jie Zhang                      University of Oklahoma  
Xiang Zhang                  The University of Alabama  
Ying Feng                      Pennsylvania State University

**Piedmont II Teaching the Pragmatics of Chinese Modal Verbs and State-Complements**

The Pragmatic Meaning of *Yīnggāi*  
Chen-chun E                  National United University, Taiwan (Cancelled)

猜测义情态动词‘应该’和‘该’的对比分析  
Haiyan Jiang                  Hankuk University of Foreign Studies, South Korea  
Jueok Maeng                  Hankuk University of Foreign Studies, South Korea

情态补语的使用语境及教学  
Fei Ren                          Georgetown University

**Potomac III Building Rapport for Community-based Learning**

The Role of Peer-Assessment in Chinese L2 Classroom Oral Performance  
Lu Lu                              College of William and Mary

Promoting Intercultural Communicative Competences through Virtual Collaborative Learning Partner Programs  
Dali Tan                          Northern Virginia Community College

Supportive Strategy Groups Used by Readers of Chinese as a Foreign Language  
Sha Huang                      Kennesaw State University

**Piedmont I Innovations and Emerging Trends in the CFL Context**

Emerging Trends in Contemporary Chinese Language Use: Linguistic Features and Formation Processes  
Yun Xiao                          Bryant University

汉办赴美中、小学中文教师培训模式创新研究报告  
Hui Pang Cleveland State University

基于微信语料库的中高级汉语二语学习者语码转换现象及原因探析  
Lili Huang Confucius Institute at University of Rhode Island

**Piedmont II 华裔学习者的文化教学设计、分析与实践**

文化教学一直是汉语教学者热衷于研究的主题，因此本小组针对华裔学习者的文化教学进行研究与分析。首先，有系统地分析学习者有兴趣的文化知识点，其次，对文化知识习得、文化差异认知、及文化能力展现三个层次的目标设计教学活动，再次，在文化体验的基础上实践，并对于课外的文化教学资源整合提出计划。

Yating Fan Harvard University  
Kang Zhou MIT  
Panpan Gao MIT

**Sully SIG Roundtable: Content-based Chinese Language Courses at Advanced Levels / 跨学科高级汉语教学 (III)**

Hsin-hsin Liang University of Virginia  
Yu Feng Brandeis University  
MienHwa Chiang University of Pennsylvania

**Day 2: Saturday, April 7<sup>th</sup>, 2018**

**Plenary Session**

**8:30 AM - 9:30 AM Saturday, 04/07/2018**

**Belmont Implications and Applications of AP Chinese: Standards and Strategies**

Professor Richard Chi (Keynote Speaker) The University of Utah

**Breakout Sessions**

**9:40 AM - 10:40 AM Saturday, 04/07/2018**

**Potomac I 美国大学高级汉语课程中的语言能力训练**

在美国大学“高级汉语”课堂里，学生的汉语能力通常并不高级。高级汉语课程在关注教学内容的社会文化乃至百科内涵的同时，不可弱化对语言能力本身的训练，而是要明确目标，找准训练要点，采取切实的办法高效地

帮助学生突破书面与口语能力发展的瓶颈。本组四篇报告从目标、内容、方式诸方面就高级汉语能力训练展开论述。

Chengzhi Chu	University of California, Davis
Lening Liu	Columbia University
Kai Li	Oberlin College
Zhiqing Li	University of San Francisco

### **Potomac II Tasks, Skills, and Strategies in Chinese Curriculum**

Development of Listening Skill: Deliberate Practice through Curriculum-related Daily Podcasts

Wen-Hua Du Worcester Polytechnic Institute

The Role of Accent in Chinese Listeners' Comprehension of Second Language Mandarin Speech

Eric Pelzl University of Maryland, College Park

Combining Learning Tasks in Intermediate Chinese Course

Peisong Xu Yale University

### **Potomac III Connecting Individual Chinese L2 Learners to the Community**

Exploring Mutuality through Community-based Learning: First Graders from a Public School and CFL Learners at the University Level

Kun-Shan Lee Duke University

Creating Chinese Language Learning Environment through Social Networking Integration

Alena Pavlova Moscow City University, Russia

Does Virtual Community Support Individual Language Learning, and How?

Jianling Liao Arizona State University

### **Piedmont I Teaching Cultural Content, Themes, and Grammar in Chinese L2 Classroom**

AP 中文考試教材之文化教學內容及教材適切性探析- 以《中文讀本》(初中華文)為例

Tsai-Ling Wang West Point Military Academy

Theme-based Teaching Method 主题式单元教学法

Hannuo Wu Canada

A Case Study of Using Songs to Teach Chinese Grammar in an American High School

Cilei Han Lake Oswego High School

**Piedmont II Exploring the Acquisition of Chinese Syntax and Semantics by Chinese L2 Learners**

幼兒華語《遊戲·教師手冊》的編寫研究

方麗娜

中國文化大學華語文教學碩士學位學程

日本汉语学习者虚词脱落偏误类型初探

卢涛

日本国立广岛大学社会科学研究生院, Japan

韩国学习者同义词“满意”、“满足”习得研究

Miaomiao Liu

Hankuk University of Foreign Studies, South Korea

Joo-oeck Maeng

Hankuk University of Foreign Studies, South Korea

**Sully SIG Roundtable: 透過影像的“三棱鏡”——探討電影在語言教學中的多維度運用 (I)**

本次圆桌讨论（分为上下两场）从影视素材选材、差异性教学和启发性教学的教学手段、不同教学阶段的设计等方面探讨如何在不同年级的电影教学中兼顾语言形式和电影话题，提高学生的语言能力和思辨能力。

Yea-Fen Chen (Chair) University of Indiana at Bloomington

Xiaorong Wang

University of Chicago

Luoyi Cai

University of North Carolina

Yujuan He

University of North Georgia

**10:50 AM - 11:50 AM Saturday, 04/07/2018**

**Potomac I 高年级汉语教材、教学内容与方法**

本组四位发言人从高年级教材编写，中高级汉语水平衔接过渡，高年级教学原则与教学方法等方面探讨如何在高年级汉语教学中既能够有机融合课文主题思想与语言结构，使文化与语言教学相辅相成，又能让学生从中级逐渐向高级水平过渡，在高年级汉语学习中领会到课文中深刻的文化内涵同时掌握高级词汇与复杂句型。

Yongping Zhu

University of Notre Dame

Chih-ping Chou

Princeton University

Xia Liang

Washington University in St. Louis

Fang Liu

Oberlin College

**Potomac II Revisiting Chinese L2 Learners' Tonal Acquisition and its Pedagogical Design**

曲折调习得中的“预期异化”问题

张航

George Washington University

Yidan Xie

George Washington University

The Gestaltism Design in the Teaching of Chinese Tones and Intonation  
Fan Yan University of Wisconsin-Madison

Chinese as a Second Language Pronunciation Teaching Survey  
Chunsheng Yang University of Connecticut  
Wenhua Jin Kennesaw State University

### **Potomac III Aligning Proficiency Guidelines with Assessment, Curriculum Design, and Text Selection**

Deficiency in ACTFL Proficiency Guidelines: Analyzing the Confusions in the 11 Different Proficiency Levels  
Licheng Gu Northwestern University

Teaching and Assessing Speaking: Explicit Integration of the ACTFL Proficiency Guidelines and Its Pedagogical Implications  
Jia Zhu University of Central Arkansas

Curriculum Design and Text Selection for Cultures & Languages Across the Curriculum  
Tianshu He Duke University

### **Piedmont I Exploring Challenges and Resolutions in Teaching Advanced-Level Chinese**

Design and Management of Challenging Topics for Advanced Level  
Yangtian Luo University of Wisconsin-Madison

The Practical Strategies of Eliciting Questions in Advanced Language Instruction  
Congcong Ma University of Notre Dame

补充阅读材料在中高级中文课的使用  
Tang Le Stanford University

### **Piedmont II The Teaching Design of Task-Based Language Learning-Development of CALL**

This panel aims to explore the effectiveness of task-based instruction (TBI) mediated by digital tools on learner s' Chinese proficiency development using data collected from four levels of college Chinese language courses. A series of pedagogical choices are made with the intent of facilitating instruction to promote active, independent, and interactive learning. Task types, communication modes, student engagement with the course, and teacher scaffolding are examined.

Xiaoyan Hu University of Rhode Island  
Wayne He University of Rhode Island  
Qingyu Yang University of Rhode Island  
Yu Wu University of Rhode Island

**Sully SIG Roundtable: 透過影像的“三棱鏡”——探討電影在語言教學中的多維度運用 (II)**

本次圓桌討論（分為上下兩場）從影視素材選材、差異性教學和啟發性教學的教學手段、不同教學階段的設計等方面探討如何在不同年級的电影教學中兼顧語言形式和電影話題，提高學生的語言能力和思辨能力。

Yea-Fen Chen (Chair) University of Indiana at Bloomington  
Xiaorong Wang University of Chicago  
Luoyi Cai University of North Carolina  
Yujuan He University of North Georgia

**12:00 PM - 12:50 PM Saturday, 04/07/2018 Belmont Foyer Lunch**

**12:10PM – 12:30 PM Saturday, 04/07/2018 Belmont Lunch Session**

**Breakout Sessions**

**1:00 PM - 2:00 PM Saturday, 04/07/2018**

**Potomac I Pedagogical Implications from Empirical Studies in Chinese L2 Classroom**

Backward Build-up Elicits Better Repetition: Evidence from an Empirical Study  
You Li University of Illinois at Urbana-Champaign

Empirical Studies on Pragmatic Competence in L2 Chinese: State of the art and future directions  
Jun Lang University of Oregon

Predictors of Chinese Language Learning Anxiety: Pedagogical Implications for Chinese Language Education  
Han Luo Lafayette College

**Potomac II “一帶一路”文化主題對美國高中漢語課堂及 AP 中文的教學啟發**

本組論文由四位參加過 2017 STARTALK-Penn 教師進修工作坊的不同地區公/私立高中漢語老師共同完成。四篇報告圍繞共同主題，旨在探討如何將“一帶一路”話題應用於高中各水平漢語課堂（側重於 AP 課堂）的教學實踐及教學資源。在基於 5C 目標和以學習者為中心的原則上，採用“反向設計”達到有效的溝通式課堂，從而訓練學生全方位的語言技能。

Bonnie Wang Durham Academy  
Yan Huang T.C. Williams High School  
Nancy Tang Strath Haven High School  
Kim Van Etten Hempfield High School



### **Potomac III Language Practica: Two birds with one stone**

The World Readiness Standards for Learning Languages (1999 and revised) identify five interconnected language learning goals: communication, cultures, connections, comparisons, and communities. The key to this model is that each piece is essential, and that no piece by itself is sufficient to turn a language learner into an effective communicator in the target culture. Our presentation will focus on the unique opportunity for language immersion study abroad programs to help students to use the target environment to integrate these learning goals. Specifically, it illustrates the way that carefully structured language practica in an in-situ language immersion program can guide students to apply discrete language skills and abstract cultural knowledge to perform real-world task-based activities. We illustrate our presentation with examples from language practica in the CET Beijing Immersion program for students at two different language proficiency levels.

Zhu Li                                      CET Beijing Academic Director  
Claudia Ross                              College of the Holy Cross

### **Piedmont I Utilizing Technology in Chinese L2 Learning**

The Development of Skills Required for Online Chinese Language Teaching  
Miao-Fen Tseng                              University of Virginia

Employing Technology as a Tool for Empowering Students in Personally  
Meaningful Learning in Chinese Content Courses  
Hong Zhan                                      Embry-Riddle Aeronautical University

Exploring Digitalization Course Development  
Min Wang                                      Swarthmore College

### **Piedmont II Learning Strategies by Chinese L2 Learners across Cultures**

不同國籍之華語學習者詞義推測策略探究  
蕭惠貞                                      National Taiwan Normal University (Cancelled)

A Comparative Study on the Use of Language Learning Strategies from Cross-  
cultural Perspective  
Naixia Wang                                      The University of Nottingham, United Kingdom

The Acquisition of the Lexical Semantics of Mandarin Monomorphemic State-  
change Verbs by American Learners  
Jidong Chen                                      California State University at Fresno  
Zhiying Qian                                      University of Colorado Boulder

### **Sully Roundtable: 跨学科高年级汉语教学模式探索 (I)**

This is a two-hour long round table, discussing the following topic:

1. “开发跨院系跨学科专业汉语课”
2. “专业内容语言课的各种模式”

3. “参与者教学模式”
4. “中国专题研究”

Wayne Wenchao He The University of Rhode Island, Chair  
Jennifer Li-Chia Liu Harvard University  
Yi Lin Middlebury College at Kunming  
Shu-chin Tsui Bowdoin College

**2:10 PM - 3:10 PM Saturday, 04/07/2018**

**Potomac I The Instructional Objectives of Literary Chinese**

選文以定篇：論高階中文教材之擇定與教學目標  
Chiu-Ya Kao

古文新詮 — 以專業中文課程為例  
Tai-Jung Lee United States Military Academy

學習古代漢語以提升現代漢語能力-----以十篇選文之詞彙傳承為例  
JungChi Tsai 國立台北教育大學, Taiwan (Cancelled)

**Potomac II Applying Technology to Chinese L2 Learning**

Is Text-to-Speech Technology Ready for CFL Listening Practice?  
Jun Da Middle Tennessee State University

Speech Recognition and Machine Translation for Chinese Language Classroom Applications  
Ye Tian University of Pennsylvania

Investigating L2 Chinese Students' Perceptions of Using VoiceThread to Enhance Their Oral Proficiency  
Guangyan Chen Texas Christian University

**Potomac III Invigorate the Learning in Chinese L2 Classroom**

CREADing: A Multimedia Project for Effective Reading in Flipped Chinese Classroom  
Fan Liu Yale University

Utilizing “Flipped Classroom” Model in Chinese Classes in Postsecondary Education  
Ying Li The University of Texas at San Antonio

The Power of TPRS: A Case Study in a Summer Program  
Hsuan-Ying Liu University of North Dakota  
Lingpei Zou Idaho State University

### **Piedmont I Promoting Speaking and Reading in CFL Context**

L2 Chinese Learners' Interactional Features in Speaking Tasks  
Xue Xia University of Wisconsin–Milwaukee

The Effectiveness of Performance-Based Teaching on Reading Comprehension in a Beginner Chinese Class at a South Texas University  
Shiuan Yu Peng University of Maryland, College park

### **Piedmont II Applying Linguistic Research into Teaching Chinese Language**

The Semantics-Phonology Interface of *Wh*-Indefinites in L2 Acquisition of Chinese

Hongyuan Dong George Washington University

The Non-Canonical Argument Realisation of the Chinese Alternations  
Yan Cong Michigan State University (Cancelled)

詞彙語義與關鍵義素之認知研究與教學應用  
Te-fen Ou Chung Yuan Christian University, Taiwan

### **Sully Roundtable: 跨学科高年级汉语教学模式探索 (II)**

This is a two-hour long round table, discussing the following topic:

1. “开发跨院系跨学科专业汉语课”
2. “专业内容语言课的各种模式”
3. “参与者教学模式”
4. “中国专题研究”

Jianhua Bai Kenyon College, Chair  
Jijia Wang Swarthmore University  
Gang Liu Carnegie Mellon University  
Xiaoyan Hu The University of Rhode Island

**3:20 PM - 4:20 PM Saturday, 04/07/2018**

### **Potomac I Motivation, Motivating Activities & Goal-alignment for Learning Achievement**

The panel investigated CFL motivation across proficiency levels, classroom activities that enhance motivation, and impacts of goal-alignments on learners' achievements and motivation. The studies adopt both quantitative (large samples with survey data), and qualitative perspectives (interviews, observations, journals) to analyze how the L2-self impacts the learning process and how goals and the future self-guide influence motivated behaviors. The findings shed light on key issues including how activities can help enhance L2 motivation from students' perspectives and the factors that may connect the goal alignment and learning outcomes.

Xiaohong Wen University of Houston

Yao Li                      University of South Florida  
Zhongqi Shi              University of Columbia  
Meiyu Piao                University of Houston, Beijing Youth Political Collage

### **Potomac II    How to Motivate and Guide Chinese L2 Learners**

Motivating Students' Foreign Language and Culture Acquisition Through Project-Based Learning

Dan Wang                      University of Tennessee

Integrating Culture in Chinese Language Curriculum from Beginning Level to Intermediate Level

Shenglan Zhang              Iowa State University

Chinese Immersion Teachers' Discourse Behaviors in Teacher Guided Book Reading

Zheng Gu                      Michigan State University

### **Potomac III    International Association Presentations**

适应社会需求的汉语专业课程设置

Jooeck Maeng (孟柱亿)      Asia-Pacific Consortium of TCIL

对外汉语教材的本质和决定性标准

Joël Bellassen (白乐桑)      European Association of Chinese Teaching

### **Piedmont I    Pedagogical Designs and Approaches to Train Chinese L2 Learners**

从零起点培养汉语学习者的跨文化交际能力

Xizhen Qin                      University of South Florida

初级中文教学中语境练习的设计

Yongfang Zhang              Wofford College      ( Cancelled)

Reading Chinese for Fun: An Extensive Reading Approach to Teaching Chinese as a Foreign Language

Jing Zhou                      University of Hawaii at Manoa

Kai Liu                          University of Hawaii at Manoa      (Cancelled)

### **Piedmont II    Handheld Devices and Applications in Chinese L2 Learning**

Innovating a Chinese L2 Class with Mobile-Based Virtual Reality: Effect on Students' Oral Proficiency and Anxiety

Ying Xie                      Northern Illinois University

Yan Chen                      Northern Illinois University

Lanhui Ryder                Northern Illinois University

Microlearning Based Mobile App for Mandarin Learning and Assessment

Ling Luo                      The City University of New York, BMCC

The Utilization of WeChat in Teaching Chinese Colloquialisms  
Jia Yang University of Dayton  
Chengxu Yin University of Notre Dame

**Sully Assessment and Feedback for Chinese L2 Proficiency**

The Effectiveness of Using VoiceThread: A Collaborative Multimedia Online Platform for Oral Test and to Give Feedback to Student's Pronunciation in CSL  
Lu Cao Ohio University

Cloze Test as a Measure of L2 Chinese Proficiency  
Zhiying Qian University of Colorado Boulder

Self-assessment: A Reliable or a Feisty Tool for Measuring Chinese Language Gains as Perceived by Students?  
Wenyue Ma Michigan State University

**4:30 PM - 5:30 PM Saturday, 04/07/2018**

**Potomac I Classical Chinese Teaching and Learning in the Digital Humanities Era**

This panel addresses issues and solutions related to Classical Chinese curricula in CFL programs in the new digital humanities era. It includes discussions of how to incorporate innovative technology-enhanced learning resources into the Classical Chinese curricula, what Classical texts to use and how to deliver them successfully, how to measure students' outcomes, and Classical Chinese instructor training, as well as demonstrations of various innovative digital resources for class exercises, activities, and assignments.

Sue-mei Wu Carnegie Mellon University  
Yiching Liu The University of Iowa  
Zhengyu Chi & Zhiyi Wu Carnegie Mellon University  
Ziji Wang & Yuxiao Zhan Carnegie Mellon University

**Potomac II Investigating Reading Behaviors in Chinese L2: Diagnostic Assessment, Eye-movement patterns, and Fluency analyses**

This panel will report three empirical studies on CSL learners' reading behaviors from different perspectives. The first study report how to construct informal diagnostic tools for measuring beginning level reading comprehension; the second study reports using eye-movement technology to identify characteristics of better readers, and the third study reports on constructing a scale on oral reading fluency rate across different learning levels.

Helen Shen The University of Iowa  
Shuyi Yang The University of Iowa  
Jun Wang Shanghai Jiao Tong University

### **Potomac III Integrating Technology into Chinese Instruction and Teachers' Training**

Technology integration and curriculum design in Chinese instruction  
Cong-Kai Jin Monterey Bay Chinese Association (MBCA) Chinese School  
Chi-Ping Shih Defense Language Institute

Impact of Training on Teachers' Perception and Application of Technology  
Liu Li Ball State University

A Pilot Research: Students' Views and React to Teachers' Online Indirect Written Feedback: A Case Study of Online Multiple-draft Chinese Writing.  
Jining Han University of South Florida  
Yun Li Sichuan University

### **Piedmont I Yao Award/Jiede Award Presentations**

Survive or Thrive: A Mixed Method Study of Visiting Chinese Language Teachers' Identity Formation in the U.S. Classrooms  
Li Xiang Western Michigan University

Navigating the Path: Language Ideologies among Long-term Study Abroad Students in China  
Yi Wang The University of Arizona

Computerized Dynamic Assessment of L2 Chinese Implicature Comprehension  
Tianyu Qin

### **Piedmont II Teaching Chinese Heritage Learners**

An After-Class Children's Book Translation Project Integrated with 21st Century Skills Among Heritage Language Learners of Chinese  
Yifan Xu Chatham Hall (Cancelled)

Utilization of Peer Response in Chinese Heritage Language Learners' Writing  
Jingjing Ji Northwestern University

### **Sully 汉语语法教学跨年级研究: 汉语语言点难度定量分析与分级排序**

本专题讨论将分享在我校开展的跨年级语法教学研究的成果, 旨在探讨在教学中如何筛选符合本级别难度的目标语言点, 以及如何针对学生的水平对这些语言点进行有效教学。本专题讨论首先将对“语法难度”这一概念进行定义, 然后从定量与定性的角度对其进行分析。最后, 我们也会在研究的基础上提出一些教学思路与备课方法。

Jennifer Liu Harvard University  
Xiaoshi Yu Harvard University  
Mo Zhang Harvard University  
Jie Zhao Harvard University

**6:00 PM - 7:00 PM Saturday, 04/07/2018 Belmont Dinner**

**7:00 PM – 8:30 PM Belmont General Membership Meeting**

### **Day 3: Sunday, April 8<sup>th</sup>, 2018**

**8:40 AM -10:40 AM Sunday, 04/08/2018**

**Sully Regional Association Meeting**

#### **Workshops**

**8:30 AM - 9:30 AM Sunday, 04/08/2018**

#### **Potomac I 中文电影教学资源及教学法 (I)**

本工作坊将和与会的汉语教师们分享中文电影教学小组成立后的讨论成果（含电影教学资源及电影教学的一般语言及文化教学焦点）。会上也将选出重要电影片段让与会同行分组讨论如何在教学上依不同教学焦点来使用此片段并设计教案。

Yingling Bao	Indiana University
Jingjing Cai	Pennsylvania State University at Harrisburg
Su-I Chen	Clemson University
Yea-Fen Chen	Indiana University
Celia Liu	The College of New Jersey
Zhuoyi Wang	Hamilton College

#### **Potomac II Instructional Design and Materials Development: Serial Activities and Interlocking Tasks (教学设计及教材编写：系列任务活动)**

Phyllis Zhang	George Washington University
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#### **Potomac III Empirical Research Methodology in Chinese Language Teaching: Topic Determination, Research Design, and Paper Writing**

Huiwen Li	Cleveland State University
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#### **Piedmont I How to Publish Your Work in the *Journal of Chinese as a Second Language*?**

Janet Xing	Editor-in-Chief
Scott McGinnis	Associate Editor
Yu Li	Review Editor
Stephanie Divo	Copy Editor

## **Piedmont II Integrate Technology into Teaching of Chinese Language and Culture**

(SIG: Educational Technology)

Chen-Hui Tsai University of California, Berkeley

Shenglan Zhang Iowa State University

Congcong Wang University of Northern Iowa

**9:40 AM - 10:40 AM Sunday, 04/08/2018**

### **Potomac I 中文电影教学资源及教学法 (II)**

本工作坊将和与会的汉语教师们分享中文电影教学小组成立后的讨论成果（含电影教学资源及电影教学的一般语言及文化教学焦点）。会上也将选出重要电影片段让与会同行分组讨论如何在教学上依不同教学焦点来使用此片段并设计教案。

Yingling Bao Indiana University

Jingjing Cai Pennsylvania State University at Harrisburg

Su-I Chen Clemson University

Yea-Fen Chen Indiana University

Celia Liu The College of New Jersey

Zhuoyi Wang Hamilton College

### **Technique Demonstrations**

**9:40 AM - 10:40 AM Sunday, 04/08/2018**

### **Potomac II Teaching Technique Demonstrations (I)**

**运用网络资源提升理解、表达、和人际沟通能力**

Chi-Hung Chang Northwestern University

### **Talk About Past Events: A Game with Four Key Elements**

Mengke Zhou The George Washington University

### **Let's Compare!**

Yi-Lu Kuo University of Chicago

### **Potomac III Teaching Technique demonstrations (II)**

#### **阶梯活动**

Yu Miao Taylor University

#### **What Does It Look like?**

Miaochun Wei The George Washington University

#### **Nearpod App/Website for Chinese Cultural Hours**

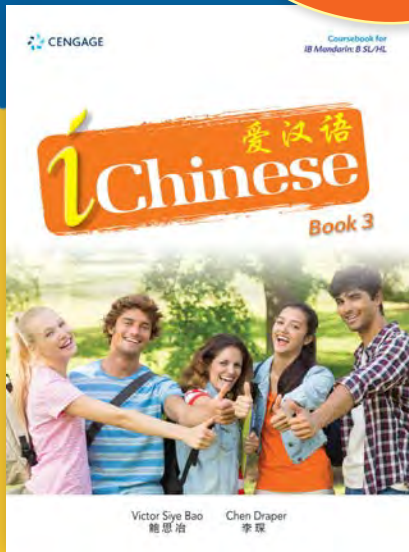
Yue Dong Ohio University



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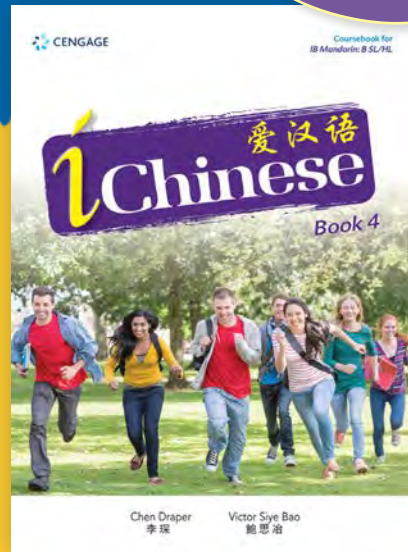
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Adam Jones, Asia Programs Director

[ajones@cetacademicprograms.com](mailto:ajones@cetacademicprograms.com)

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