



Website: <https://clta-us.org>

2021 Chinese Language Teachers Association Annual Conference (CLTA 2021 Virtual Conference)

April 8 (Thursday) to April 18 (Sunday), 2021

Virtual Conference: Presentations & Roundtables

April 10 (Saturday)–April 11 (Sunday), 2021

April 17 (Saturday)–April 18 (Sunday), 2021

**** 4:30pm–6:00 pm, April 18 (Sunday), 2021 ****

CLTA General Membership Meeting

Virtual Exhibition Tables

April 12 (Monday) –April 15 (Thursday), 2021

2021 CLTA Conference Committee

Baozhang He 何宝璋 (Conference officer)

Fangyuan Yuan 袁芳远 (Workshop & Roundtable)

Jun Da 笪骏 (Technology specialist)

Shuai Li 邴帅 (Program Chair)

Sue-mei Wu 吴素美 (Headquarters)

Yi Xu 许怡 (Conference Chair)

Yongping Zhu 朱永平 (Program Co-Chair)

Exhibition Tables Organizers:

Sue-mei Wu 吴素美 (HQ) & Mingquan Wang 王命全 (Fundraising Committee Chair)

CLTA 2021 Virtual Annual Conference Notes: (1) The conference program is based on U.S. Eastern Time. (2) Due to technical and other issues, most of the events will not be recorded. (3) In light of the low registration fee CLTA will NOT be accepting any requests for refunds this year. (4) For those who would like to receive a K-12 PD hours certificate, the application form will be provided in the Zoom chat during The CLTA General Membership Meeting 4/18, Sunday 4:30pm-6pm. (5) If you have a question, please contact the conference committee at AnnualMeetingCLTA@gmail.com. Thank you for your understanding and cooperation.

CLTA 2021 Virtual Conference Program at a Glance

**** This program is based on U.S. Eastern Time****

WEEK 1:

Day 1: Thursday, April 8, 2021

- Steering Committee Meeting 3:00-5:00pm

Day 2: Friday, April 9, 2021

- Board Meeting 3:00-5:00pm
- Workshops: 7:00-8:00pm; 8:15-9:15pm

Day 3: Saturday, April 10, 2021

- Plenary Sessions: 10:00–10:55am
- General/Breakout Sessions: 11:00–11:55am & 2:00 – 4:55pm & 7:00 – 8:55pm

Day 4: Sunday, April 11, 2021

- Plenary Sessions: 10:00 – 10:45am; 11:00–11:45am
- General/Breakout Sessions: 2:00 – 4:55pm
- Invited Round Table Session: 7:00–8:55pm

WEEK 2:

Day 1 to Day 4: Virtual Exhibition Tables

Monday April 12- Thursday April 15, 2021, 6pm-9pm

Day 1: CSL Editorial Committee Meeting

Monday April 12: 3:00-5:00 PM

Day 4: CLTA-SIGs Meeting

Thursday, April 15: 8:00–9:00pm

Day 5: CLTA Regional Associations Meeting

Friday, April 16: 5:00–6:00pm

Day 6: Saturday, April 17, 2021

- General Roundtable Sessions: 6:00–8:55pm

Day 7: Sunday, April 18, 2021

- Invited Roundtable Sessions: 10:00am–11:55am
- General Roundtable Sessions: 1:00–3:55pm
- Award Information Session: 3:00–3:55pm

**** CLTA General Membership Meeting: Sunday, April 18, 2021 4:30–6:00pm ****

2021 Chinese Language Teachers Association Annual Conference

**** This program is based on U.S. Eastern Time****

Week 1, Day 1

Thursday, April 8, 2021

- Steering Committee Meeting 3:00-5:00pm

Week 1, Day 2

Friday, April 9, 2021

- Board Meeting 3:00-5:00pm
- Workshop#1: 7:00-8:00pm
Proceed Separately and Strike Together: Enhancing Elementary Chinese Language Teaching and Learning
John Jing-hua Yin The University of Vermont
- Workshop#2: 8:15-9:15pm
How to Design and Implement Business Chinese Courses
Daoxiong Guan University of California at Santa Barbara
Fangyuan Yuan United State Naval Academy

Week 1, Day 3
Saturday, April 10, 2021

10:00 – 10:55am

Room 0: Keynote

Making Mandarin Accessible and Real: Lessons from my journey as a learner and teacher of CFL

Claudia Ross University of Holy Cross

11:00 – 11:55am

Room 1: Individual papers

Concept-based Instruction of Chinese Directional Complements

Jie Zhang University of Oklahoma

Using Dynamic Culture Model and Authentic Input in Content-Based Instruction in Third-Year Chinese FL/HL Mixed Classroom

Xuehua Xiang University of Illinois at Chicago

Duosi Meng University of Illinois at Chicago

Integrating behavior culture into language teaching in the U.S.: inspired by the pedagogy of learning to be a junzi in the Analects

Kai Liang Ohio State University

Room 2: Individual Papers

The Two Major Difficulties for American Students Learning Chinese: Homophones and Word Order

David Rosenstein Ben Gurion University of the Negev

Online Chinese Program Evaluation and Quality Assurance

Jiahang Li Michigan State University

The Freezing of Students' Pronunciation Mastery in Advanced Level: Why and What to do

Congcong Ma University of Notre Dame

Room 3: Panel

Developing reading literacy in Chinese through lexical compounding skills

Meng Yeh Rice University

Claudia Ross University of Holy Cross

Pei-Chia Chen University of California, San Diego

Room 4: Panel

Contextualizing CFL Teaching and Learning with Chinese Pop Culture

Sue-mei Wu 吴素美 Carnegie Mellon University

Yiching Christine Liu 吕逸勤 Dickinson College

Miaochun Wei 魏妙纯 The George Washington University

Litong Chen 陈利砦 Wheaton College

Room 5: Panel

New Teaching Methods Empowered by Smart Technologies

Ye Tian University of Pennsylvania

Jun Da Middle Tennessee State University

Room 6: Panel

高年级汉语教学课程设计探讨与分析

Yujia Ye University of Chicago

Cai Jing Harvard University

互动式语法讲解视频制作与教学应用之启示

WeiHsuan Lo University of Northern Colorado

Hai Liu University of Minnesota Twin Cities

Room 7: Technique Demonstrations

Backward Design in Teaching Translation

Yiting Cheng University of Pittsburgh

高年级差异教学初探

Fan Fan University of Pittsburgh

Multi-sensory learning-emphasis on pinyin learning

Jing Speedling Minnetonka Public School

Effective Gamification Skills for Using Target Language in Chinese Classroom

Chunmei Guan Indiana Chinese Language Teachers Association

提高华裔学生学习动机的课堂活动

Bei Cheng University of Pittsburgh

2:00 – 2:55pm

Room 1: Individual Papers

Vocabulary Learning through Games and Authentic Tasks

Duosi Meng University of Illinois at Chicago

Xuehua Xiang University of Illinois at Chicago

A New Model of Study Abroad Program: What Can We Provide Before, During, and After Study in China?

Jia Zhu University of Central Arkansas

The Design and Development of Chinese Advanced Proficiency Assessment

Yi-Lu Kuo University of Chicago

Xiaorong Wang University of Chicago

Room 2: Individual Papers

媒体中文课程的内涵与教学

Mien-Hwa Chiang University of Pennsylvania

语言学知识与汉语教学

Hang Zhang George Washington University

反思性任务与跨文化交际能力的培养

Yupeng Kou The Pennsylvania State University

Room 3: Individual Papers

Revisit word-based approach in learning Chinese as a foreign language

Lin Chen University of Pittsburgh

Yi Xu University of Pittsburgh

Charles Perfetti University of Pittsburgh

The enduring difficulty of tones: Results of tone and word recognition experiments with advanced L2 Chinese learners

Eric Pelzl Pennsylvania State University

Pedagogical practice of engaging intermediate-level CFL learners in extensive reading of authentic materials

Lu Lu Wake Forest University

Room 4: Panel

同樣的語言綜合能力評估框架下中高級閱讀課堂練習之方法對比

Hsuan-Ying Liu Bard High School Early College DC

Jin Liu Chaffey College

Ke Peng Western Kentucky University

Ting-Yu Wen Western Kentucky University

Claudia Ross University of Holy Cross

Room 5: Panel

Factors Affecting Listening and Speaking Proficiency Gains in At Home and Study Abroad Contexts

Yu Wu University of Rhode Island

Yang Wang Brown University

Qingyu Yang University of Rhode Island

Room 6: Panel

北美中小学课堂管理策略与技巧

Ziyi Geng University of Virginia

Jianhua Zhong Washington Yu Ying Public Charter School

Bonnie Wang Durham Academy

Room 7: Panel

Working with Novice Adult Learners of Chinese in an Immersion Setting

Mairead Harris Stowe High School

Min Wan Tufts University

Tong Chen Massachusetts Institute of Technology

Zhiqiang Li University of San Francisco

3:00 – 3:55pm

Room 1: Individual Papers

“包宝宝”：华裔学生对中国文化的特殊视角

Jili Sun Northwestern University

针对华裔学生的教学活动设计与探讨

Fan Jia Harvard University

From Discussion-Based Pedagogy to Task-Based Learning for Chinese Heritage Learners

Lulei Su Brown University

Room 2: Individual Papers

Link syntax with pragmatics in explaining 很 + Adj
Qian Wang The Ohio State University
从构式角度考察“哪能 X 呢”格式
Yiyuan Hou Harvard University
古代汉语课中的语素教学
Kening Li University of Michigan

Room 3: Individual Papers

Word Segmentation and Reading Comprehension in Chinese as Second Language Reading
Shuyi Yang Johns Hopkins University
Image Building in Teaching High Level Chinese Reading Comprehension
Jing Zhu Foreign Service Institute
Interpersonal Strategies for Reading and Writing in a Chinese Immersion Classroom
Pengpeng Jiang Jenks Southeast Elementary

Room 4: Panel

中高级汉语教学的原则与实践：课文编写、词汇处理与课堂教学
Chih-p'ing Chou Princeton University
Jincheng Liu Stanford University
Xin Zou Princeton University
Tao Peng University of California – Riverside

Room 5: Panel

Students' Perceptions of the Effects of Language Pledge in Immersion Programs
Xiaoyan Hu University of Rhode Island
Wayne He University of Rhode Island
Jianping Cai University of Rhode Island
Yiping Zhang University of Rhode Island

Room 6: Panel

Promotion of CFL Learners' Meta-Learning Skills, Speaking Awareness and Performance
Guided by the ACTFL Speaking Proficiency Guidelines in Secondary and Post-Secondary
Schools
Bonnie Wang Durham Academy
Yang Li Kansas State University
Lini Ge University of North Carolina, Chapel Hill

Room 7: Panel

Teaching Chinese at Advanced Level: Perspectives on Challenges and Solutions
Chengxu Yin University of Notre Dame
Licheng Gu Northwestern University
Yongping Zhu University of Notre Dame

Room 8: Individual Papers

- Feedback-giving in teaching Chinese as a foreign language: A conversation analytical approach
Yan Zhou University of California, Los Angeles
- Action Research-How will using radicals and association of ideas improve student's learning of
China
Chi-Ping Shih Defense Language Institute
Cong-Kai Jin Monterey Bay Chinese School

4:00 – 4:55pm

Room 1: Panel

- 如何在团队协作中应对暑期强化班的教学挑战
Cecilia Chang Williams College
Kang Zhou Massachusetts Institute of Technology
Panpan Gao Massachusetts Institute of Technology

Room 2: Panel

- Aligning Curriculum Design with Course Goals: Three Case Studies of Beginning-Level
Chinese Class
Bing Mu University of Rhode Island
Maiheng Dietrich University of Pennsylvania
Jianfen Wang Berea College

Room 3: Panel

- 中级汉语教材编写与应用
I-hao Woo University of Colorado Denver
Qun Ao West Point
Weijia Huang Boston University

Room 4: Individual Papers

- “当代话题”教学初探：寻找语言与内容的平衡点
Lily Han Foreign Service Institute
- 将魔术带入中文课堂
Ling'ou Jiang Issaquah School District
- 洋弟子学论语
Celia Liu The College of New Jersey

Room 5: Individual Papers

- Assessing Chinese Writing Proficiency: Keyboarding vs. Handwriting
Dana Scott Bourgerie Brigham Young University
Troy Cox Brigham Young University
Steven Riep Brigham Young University
- Gameful Teaching of Chinese as a Foreign Language at Advanced Levels
Yan Liu Duke University
Gang Liu Carnegie Mellon University
Qian Liu University of Michigan
- Thinking Outside the Box: Creative Use of Student-made Digital Storybooks
Chunmei Guan & team K-12 SIG

Room 6: Individual Papers

- Curriculum Design Using Culture and Technology To Achieve Autonomous Language Learning
Cong-Kai Jin Monterey Bay Chinese School
Chi-Ping Shih Defense Language Institute
- Specific Tool to Motivate Students Through Culture Focused, Project-Based for A Chinese Historical Figure Learning in The Chinese Classroom
Shu-Chuan Chen University of California, Santa Barbara
- Vlogs in Business Chinese: Integrating Projected-based Learning, Corrective Feedback and Oral Assessment.
Pengfei Li Wake Forest University

Room 7: Yao Award Session #1

- Motivation for learning Chinese as a foreign language: a revised model of future self-guides
Liyong Feng Florida State University
- An instructional model for using authentic texts in Chinese L2 reading classrooms
Runqing Qi The University of Iowa
- From memorizing a story to creating a story: Exploration on video incorporation in movie narration class
Yawei Li The Ohio State University

Room 8: Panel

- 中高级读写技能的进阶与思辨能力、逻辑能力的系统培养
Ke Peng Western Kentucky University
Ying Kline Feng Penn State University
Hongyun Sun Boston University
Chiuhung Chen University of Toronto Mississauga
Claudia Ross University of Holy Cross

7:00 – 7:55pm

Room 1: Panel

- Positive Outcome of International Online Tutorial
Shu-Chen Chen The University of Virginia
Li-Yun Chang National Taiwan Normal University
Ziyi Geng University of Virginia
Lizeng Huang The University of Virginia
Philina Shih Columbia University

Room 2: Individual Papers

- 概念導向之華語文閱讀教學實踐與成效探究
Fu-lun Lee National Overseas Chinese Senior High School, Taiwan
- 探究式教学法在印尼国际学校华文教学中的策略和实例分析
贺雪莲
- 探析形成性评价在汉语教学中的运用
姜晓 苏州大学文学院

Room 3: Individual Papers

Incorporating writing pedagogy in Chinese language courses and the growth of learners' writing skills and quality

Meng Zhou New York University, Shanghai

论跨文化视野下的汉语文化教学策略

Mingquan Wang Tufts University

Lifeng Sun Beijing Normal University

Teaching Chinese and Making Meaning – designing and delivering a Dual-Purpose curriculum

Fei Morgan University of Cambridge

Room 4: Individual Papers

Chinese Language Teaching Approaches in American Universities During the Late Nineteenth Century

Chelsea Nakabayashi Beijing Normal University

Bridging the theory-application gap in the teaching of Chinese connectives: An investigation into exercise design in A Course in Contemporary Chinese and Practical Audio-visual Chinese

Cindy Chung National Taiwan Normal University

Developing bilingual and biliteracy capability in Chinese and English for learning bilingually across the curriculum

Xuan Li University of South Australia

Room 5: Individual Papers

Is Opi A Better Test? A Comparative Study Based on Oral Performance Analysis

Jun Wang Shanghai Jiao Tong University

Sicheng Wang University of Iowa

The Preliminary Development of The Assessment Indicators for Digital Business Chinese Material

Qiao-Yu Cai National Taichung University of Education

Prosody, fluency, and appropriateness in assessing L2 Chinese pragmatics: Holistic vs. analytic rating scales

Shuai Li Georgia State University

Chuan Lin Georgia State University

Ting Wen Beijing Language and Culture University

Yali Feng Georgia State University

Xian Li Georgia State University

Room 6: Individual Papers

The Origin and Implementation of Case-based Learning in Business Chinese

Haibo Hu University of Notre Dame

当代文学作品在中高年级华裔教学中的设计实践与思考

Yu Chao Johns Hopkins University

言语语言学视角下的美国学生问路言语行为习得研究

Zheng Qu CET Academic Programs in Shanghai

Room 7: Panel

社区服务结合对外汉语教学的案例分析和实践研究

Kunshan Lee Duke University

Shu-ting Hsu Duke University

Yan Smith-Thomas Glenwood Elementary

8:00 – 8:55pm

Room 1: Panel

Chinese Language Program Curriculum Reform: Enhancing Students' Identities, Community Engagements and Activities, and Motivations

Hsiang-Ning Wang	University of British Columbia
Duanduan Li	University of British Columbia
Qian Wang	University of British Columbia
Xiaowen Xu	University of British Columbia

Room 2: Panel

Autonomous Foreign Language Learning

Ming-Ying Li	Hunter College
Bing-Ying Hu	Hunter College
Der-lin Chao	Hunter College

Room 3: Panel

高级汉语教学设计及教学活动反思评估--以明德中文暑校四年级为例

Hsin-Hung Yeh	Stanford University
Yinqiu Ma	Bowdoin College
Zihan Qin	Washington University, St. Louis
Cecilia Chang	Williams College

Room 4: Individual Papers

Implications of Corpus Analysis on Teaching Development for Separable Words

Junghwan Maeng	University of Illinois, Urbana-Champaign
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Room 5: Individual Papers

漢字網—追本溯源學漢字

Chung Lin	Mission High School
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汉语阅读中的语境使用及教学

Qi Groves	Tulsa Public School
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Room 6: Individual Papers

檢視語言學習者和教師對語言誓約的認知及語言誓約對目標語使用之效益

Tiao-Guan Huang	Hamilton College
Xiaoying Liles	Indiana University
Chuan-Hui Weng	University of Tennessee, Knoxville

基于写作动机的中级汉语读写训练

Lin Zhu	Tulane University
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Ways to Learn Hanzi/Chinese Characters at the Novice Level

Ruomu Wang	St. Michael's Catholic Academy
Henry Ruan	The Loomis Chaffee School

Room 7 Yao Award Session #2

Chinese language teachers' perceptions of the professional training program: Exploring the effectiveness of the core practices of the STARTALK program on their future teaching

Yali Feng Georgia State University

Assessing College-Level L2 Chinese Reading Comprehension of Informational Texts: The Effect of Comprehension Tasks and Heritage Status

Huan Liu Washington University, St. Louis

The effect of instructional sequence on the acquisition of Mandarin verbal complements

Tzu-I Chiang Indiana University, Bloomington

L1 Transfer at the Lexicon-Syntax Interface: L1 English L2 Chinese Learners' Acquisition of Chinese Locational PPs

Jun Wang University of Wisconsin, Madison

Week 1, Day 4

Sunday, April 11, 2021

10:00 – 10:45am

Room 0: 亚太地区国际汉语教学学会代表、亚太会会长吴英成教授发言

Teaching Chinese as an International Language: A New World

吴英成 (Goh Yeng Seng) National Institute of Education, Singapore

President of the Asia-Pacific Consortium on Teaching Chinese as an International Language

11:00 – 11:45am

Room 0: 欧洲汉语教学协会代表、欧汉会常委孙琳教授发言

汉语入门阶段文化语境中的汉字认读

孙琳 (Sun Lam) University of Minho, Portugal

Secretary General of the European Association for the Teaching of Chinese

2:00 – 2:55pm

Room 1: Individual Papers

虚拟现实+人工智能汉语自学模式：无师自通

Penny Wang CLTA-Educational Technology SIG

The Efficacy of A Blended Training Model: Online Community, Assessments, And Technology Applications

Miao-Fen Tseng University of Virginia

Now You Can Provide Online Chinese Programs with AI Technology!

Franz Chen Pongdy Education

Room 2: Individual Papers

CFL Pedagogical Challenges in the New Era

Yun Xiao Bryant University

Contemplative Pedagogy and its Application to CFL Course Design

Ran Zhao University of Virginia

Reflection on the Essays of Intermediate and Advanced CSL Learners and the Innovation of Discourse-based Teaching Pedagogy

Luanfeng Huang Princeton University

Room 3: Individual Papers

Using unscripted spoken texts in Mandarin listening assessment

Lu Han Temple University

Expanding the Chinese Classroom to Art Museums: Incorporating Visual Arts into Chinese Language and Culture Learning

Yan Liu Duke University

Room 4: Panel

From Theory to Practice: Applying the Multiliteracies Framework in the Classroom and Beyond

Peisong Xu Yale University

Yu-lin Saussy Wang Yale University

Janice Wilson Yale University

Room 5: Panel

想像与批评 —— 以文学作品为材料的高年级对外汉语教学

Jing Wang Princeton University

Fan Liu Yale University

Xiaoke Jia Bowdoin College

Room 6: Panel

在美国大中小学开设书法课：课程需求、学习动机、课程设计、功能和效果

Huiwen Li Cleveland State University

Haixia Wang Carnegie Mellon University

Ren Li Bockton High School

Room 7: Panel

Teaching Four Skills Plus Culture

Alice Zhang CLTA-NCR

Jing Dai CLTA-NCR

Xiaoxia Zhang CLTA-NCR

3:00 – 3:55pm

Room 1: Individual Papers

网络翻转课堂中 AP Chinese 课程与中级汉语课程学生自学环节的设计与对比

Jiangang Li Michigan State University

Yan Li Michigan State University

Flipping the Chinese Language Classroom: A Critical Self-Study

Yuting Chen Howard University

Use Technology to Create Meaningful Interactions at Advanced Course: The Case of VoiceThread

Xinyi Wu University of Pennsylvania

Xiaolin Peng University of Pennsylvania

Room 2: Individual Papers

手写与机打-四年级中文教学的新尝试

Lung-Hua Hu Brown University

A Comparison of three approaches to teach Chinese Characters

Liu Li Ball State University

浅谈表情包 Memes 与中文教学

杨斌 Harvard University

Room 3: Individual Papers

Navigating the Chinese Learning Curve in a Summer Study-Abroad Program

Yuan-Yuan Meng Columbia University

Implementing the design of practicum activities in study abroad program

Tianshu He Duke University

Introducing the Notion of “Eventuality” to CFL Grammar Teaching

Fei Ren Georgetown University

Room 4: Panel

Navigating U.S. Classrooms as Novice Chinese Teachers- Case Studies with Practical Implications

Ling Zhai University at Buffalo

Heather Creighton Williamsville Central School District

Ran Wang University at Buffalo

Miao Zhang University at Buffalo

Room 5: Panel

Content, community and resources in lesson design: a multidimensional approach

William Zhou Yale University

Haiwen Wang Yale University

Hsiui-Hsien Chan Yale University

Ninghui Liang Yale University

Room 6: Panel

Maximizing engagement across different levels' CFL classes by using films in multi-domains -- Using “Lost, Found” as an Example

Xiaorong Wang University of Chicago

Xiaoying Liles University of Indiana Bloomington

Luoyi Cai University of North Carolina, Chapel Hill

Room 7: Panel

An Innovative Collaboration Between Instructors of Dual Enrollment and College Chinese Programs

Dali Tan Northern Virginia Community College

Liangyan Wang St. Paul VI Catholic High School

How to Promote Pre-K to 16 Articulation through Chinese AP Course and Exam?

Lisa Healy The College Board

4:00 – 4:55pm

Room 1: Panel

Beyond the Basics: Designing Diverse Tasks and Activities for Intermediate CFL Classes

Chih-jen Lee University of Pennsylvania

Mushi Li University of Pennsylvania

Ya-Ching Hsu Northwestern University

Room 2: Panel

Room 3: Panel

多媒体多视角的中国语言及文化教学

Jing Hu University of Pennsylvania

Gang Liu Carnegie Mellon University

Grace Wu University of Pennsylvania

Room 4: Panel

如何搭建中文暑期师资培训项目及师资发展公众平台

Donglin Chai University of Maryland, Baltimore County

Xizhen Qin University of South Florida

Crista Cornelius Ohio State University

Room 5: Individual Papers

Non-heritage Chinese Language Instructors in the United States in the 20th Century: An Analysis

Shijuan Liu Indiana University of Pennsylvania

A Study on the Learning Motivations and Strategies of Chinese Language Learners in Korea

Eunhua Lee Inje University & University of Kentucky

Sihui Ke University of Kentucky

Why are motion events hard to English speakers learning Chinese?

Lihong Huang Georgetown University

Room 6: Individual Papers

A Four-Component Model of Chinese-American Telecollaborative Exchange: A Study of Learning Outcomes

Han Luo Lafayette College

Categorized Video Compilation for Intermediate-Advanced Chinese Learners

Wei Gong Princeton University

Learning to write in L2 Chinese: The Effects of a Text Messaging Curriculum in Fourth Grade Chinese Immersion

Robin Harvey New York University

Ming Chen CUNY Graduate Center

Yilin Wang CUNY Graduate Center

Patricia Brooks College of Staten Island & CUNY Graduate Center

Room 7: Technique Demonstrations

Dramatize Chinese Learning

Jingcheng Wang Midland Public Schools

Incorporating Career Skills in an Advanced Business Chinese Curriculum

Yi Zhou University of North Carolina, Chapel Hill

Question Formulation Technique

Min-Min Liang Massachusetts Institute of Technology

Excel 助力汉字教学，大幅提高中文教师备课效率

Yuan Xu New Century International Elementary School

Tuck all in! Effective morning message

Hsuan-Hui Smith New Canaan Public Schools

7:00 – 8:55pm

Room 0: Invited Roundtable #1 (2 hour)

手写？手打？先写后打？先打后写？只打不写？谈汉字教学 (I)

Hsin-hsin Liang The University of Virginia

Chengzhi Chu University of California, Davis

Yu Feng Brandeis University

Wayne Wenchao He The University of Rhode Island

Honggang Jin University of Macau

Xia Liang Washington University in St. Louis

Lening Liu Columbia University

Chaofen Sun Stanford University

Phyllis Ni Zhang The George Washington University

Week 2, Day 1 to Day 4: Virtual Exhibition Tables

Monday April 12- Thursday April 15, 2021, 6pm-9pm

Week 2, Day 1: CSL Editorial Committee Meeting

Monday April 12: 3:00-5:00 pm

Day 4: CLTA-SIGs Meeting

Thursday, April 15: 8:00–9:00pm

Day 5: CLTA Regional Associations Meeting

Friday, April 16: 5:00–6:00pm

Week 2, Day 6
Saturday, April 17, 2021

6:00 – 6:55pm

Room 1: 1-hour Roundtable

Community-Based Language Learning Activities during the Pandemic

Moderator:	Kun Shan Carolyn	Lee Duke University
Presenters:	Tianshu He	Duke University
	Chi-Ju Hsieh	Duke University
	Shu-Ting Hsu	Duke University
	Shu Zhang	Duke University
	Li Wang	Montessori School of Durham

Room 2: 1-hour Roundtable

Remote Language Teaching and Learning: Challenges and Opportunities

Moderator:	Jennifer Liu	Harvard University
Presenters:	Cecilia Chang	Williams College
	Jennifer Liu	Harvard University
	Lung-Hua (Gail) Hu	Brown University
	Hsin-hsin Liang	The University of Virginia
	Mien-hwa Chiang	University of Pennsylvania

7:00 – 7:55pm

Room 1: 1-hour Roundtable

Scaffolding Writing in Chinese as a Heritage Language

Moderator:	Yang Xiao-Desai	San Francisco State University
Presenters:	Jingjing Ji	Northwestern University
	Yan Liu	Duke University
	Grace Wu	University of Pennsylvania
	Min-Min Liang	Massachusetts Institute of Technology

Room 2: 1-hour Roundtable

Building Learning Community with Technology-Aided Assessments

Moderator:	Ye Sun	Lafayette Jefferson High School
Presenters:	Chunmei Guan	Logansport High School
	Jing Dai	Meade High School
	Hangxin Yu	Barrington Middle School-Station
	Le Kang	Vail Mountain School
	Zhouzhou He	Fort Hill High School

8:00 – 8:55pm

Room 1: 1-hour Roundtable

Selection of American K-12 Outstanding Works Development Process

Moderator:	Mairead Harris	Stowe Middle & High School, Middlebury Language Schools
Presenters:	Cilei Han	Lake Oswego School District
	Pengpeng Jiang	Jenks Southeast Elementary
	Zoe Jiang	Skyline High School
	Henry Ruan	Lower East Side Preparatory High School & Hofstra University
	Bonnie Wang	Durham Academy

Room 2: 1-hour Roundtable

Building Community for Various Hybrid and Distance Instructional Modalities

Moderator:	Ngan-Ha Ta	Iolani School
Presenters:	Yating Fan	Boston University
	Li-jung Lee	The University of British Columbia
	Yiting Tsai	Davidson College
	Shunan Yang	Harvard University

Week 2, Day 7

Sunday, April 18, 2021

10:00 – 11:55am

Room 0: Invited Roundtable #2 (2 hour)

中文电影兴趣小组圆桌报告: 年度中文教学电影盘点

Yea-Fen Chen	Indiana University
Su-I Chen	Clemson University
Jingjing Cai	College of the Holy Cross
Yingling Bao	Indiana University
Luoyi Cai	University of North Carolina
Zhuoyi Wang	Hamilton College
Tiao-Guan Huang	Hamilton College

1:00 – 1:55pm

Room 1: 1-hour Roundtable

Research-Endorsed Recommendations for Online Teaching: What We Have Learned from a 5-Year Research Agenda

Moderator:	Miao-fen Tseng	University of Virginia
Presenters:	Miao-fen Tseng	University of Virginia
	Luoyi Cai	University of North Carolina, Chapel Hill
	Ziyi Geng	University of Virginia
	Yan Gao	Henrico Public Schools

Room 2: 1-hour Roundtable

Moving forward with K-16 Articulation

Moderator:	Ran Zhao	University of Virginia
Presenters:	Sue Chen	High Point University Greensboro Day School Greensboro Chinese School WSSU Startalk Chinese Language Program
	Shin Chi Fame Kao	The University of Utah
	Luyi Lien	Yinghua Academy (K-8) Minnesota Online High School (9-12)
	Yuming Si	AP Chinese Teacher at Delaware County Chinese School Delaware County School
	Dali Tan	Northern Virginia Community College

2:00 – 2:55pm

Room 1: 1-hour Roundtable

Incorporating Identity, Diversity, Equity-mindedness, and Inclusivity in an Intercultural Chinese Classroom

Moderator:	Sue-mei Wu 吴素美	Carnegie Mellon University
Presenters:	Sue-mei Wu 吴素美	Carnegie Mellon University
	Miaochun Wei 魏妙纯	The George Washington University
	Christine Liu 吕逸勤	Dickinson College
	Lulei Su 苏麓垒	Brown University

Room 2: 1-hour Roundtable

後疫情時代下 K-16 中文教學的永續發展

Moderator:	蔡沂庭	Davidson College
Presenters:	劉羿昶	Ravenscroft School; CLTA-NC; FLANC
	謝銀河	Iolani School University of Hawai'i at Mānoa ASC STARTALK Program
	葉信鴻	Santa Clara University
	林華一	Castilleja School

3:00 – 3:55pm

Room 1: 1-hour Roundtable

Enhancing K-16 Students' Higher Order Thinking Through Multiliteracies

Moderator:	Yuan Xu	New Century International Elementary School
Presenters:	Siyi Gao	Defense Language Institute Foreign Language Center
	Bailu Li	Mountainside Middle School
	Remya Sarma-Traynor	University of Wisconsin - Stevens Point
	Yuan Xu	New Century International Elementary School

Room 2: 1-hour Roundtable

关注当下，展望后网时代的中文教学模式及策略

Moderator:	Xuefei Hao	Michigan State University
Presenters:	Hai Liu	University of Minnesota, Twin Cities
	Litong Chen	Wheaton College
	Liwei Jiao	Brown University
	Weibing Ye	University of Notre Dame

Room 3: Award Information Session

4:30 – 6:00pm General Membership Meeting

Workshop #1

Proceed Separately and Strike Together: Enhancing Elementary Chinese Language Teaching and Learning

分进合击：提高初级汉语教学成效

John Jing-hua Yin (印京华)

The University of Vermont

The Chinese script and the Chinese tones are two learning obstacles causing anxieties and frustrations among students at the elementary level and beyond; the proposed workshop is, therefore, intended to help teachers at the elementary level learn to actualize the instructional approach of dealing with writing and speaking separately at the elementary level in order to reduce anxieties and frustrations among students. Specifically, the workshop has two parts. Part One looks at the teaching approaches conventionally and commonly adopted at the elementary level, identifies their common features in terms of the way in which the script and tones are handled, and helps participants see their inadequacy and understand the rationales of having an alternative approach is needed to deal with the script and the sounds including tones. Part Two is practical, and it presents the “proceed-separately-and-strike-together” approach as an alternative and demonstrates how it is actualized in teaching at the elementary level.

The workshop will be conducted in Chinese (and English when necessary) with PPT slides. Related handouts such as a sample syllabus will be provided to each participant. The workshop participants are expected to understand and be able to implement the “proceed-separately-and-strike-together” approach in their own teaching.

Workshop #2

How to Design and Implement Business Chinese Courses

Daoxiong Guan

University of California at Santa Barbara

Fangyuan Yuan

United State Naval Academy

In response to the practical demand of future business professionals to be equipped with applied skills in the Chinese language and a better understanding of Chinese culture in the business context, and to a pedagogical call for greater emphases on language development in contextualized instruction, business Chinese teaching and learning has become an important curricular option in a large number of college-level Chinese programs. This workshop is designed to advance this trend by introducing pedagogical knowledge and hands-on skills to developing and implementing business Chinese courses within the theoretical frameworks of the case-study method and task-based language teaching.

The workshop will begin with an introduction to the case-study method and task-based language teaching through pedagogical illustrations of real world cases with which a business Chinese course can be developed. Recommendations are proposed to achieve a balanced teaching between business content and linguistic development at the input, interaction, and output stages. The second part is devoted to the specific strategies and tactics that can be employed in classroom task design. Different types of classroom tasks are introduced including language skill tasks, communicative tasks, and real-world (rehearsal) tasks for a range of instructional goals. Pedagogical examples will be illustrated and opportunities will be provided for workshop attendees to learn to use the introduced skills to develop classroom tasks.

At the end of the workshop, attendees will be equipped with pedagogical knowledge to develop a business Chinese course and with hands-on skills to design and implement classroom tasks for their own business Chinese courses.

Workshop to be conducted with PPT presentation, interaction with the workshop attendees, and hands-on activities. The **Intended audience** is Chinese language teachers who teach or plan to teach business Chinese courses.

Invited Roundtable #1

手写？手打？先写后打？先打后写？只打不写？谈汉字教学 (I)

Hsin-hsin Liang	The University of Virginia
Chengzhi Chu	University of California, Davis
Yu Feng	Brandeis University
Wayne Wenchao He	The University of Rhode Island
Honggang Jin	University of Macau
Xia Liang	Washington University in St. Louis
Lening Liu	Columbia University
Chaofen Sun	Stanford University
Phyllis Ni Zhang	The George Washington University

As advances in technology have rapidly transformed various aspects of our lives, we, as Chinese language professionals, have encountered the question of whether we should continue to teach our students to handwrite Chinese characters or totally abandon the practice of handwriting. Should we instead only teach students how to type characters, or teach both handwriting and typing at different stages. In recent years, these issues have been actively discussed on different occasions. In this roundtable, eight reputable professionals will present their opinions on this issue, and then open the floor for Q & A among the presenters and the audience. It is our hope that through active discussion and debate, we will be able to more clearly see the pros and cons of adopting different strategies for teaching Chinese characters.

Invited Roundtable #2

中文电影兴趣小组圆桌报告：年度中文教学电影盘点

Yea-Fen Chen	Indiana University
Su-I Chen	Clemson University
Jingjing Cai	College of the Holy Cross
Yingling Bao	Indiana University
Luoyi Cai	University of North Carolina
Zhuoyi Wang	Hamilton College
Tiao-Guan Huang	Hamilton College

本次圆桌讨论，中文电影教学兴趣小组将以“年度中文教学电影盘点”的形式梳理过去两年组内深入讨论过的各类华语电影（包括近年票房/口碑均不俗的新片，以及在以往中文教学中被反复运用的经典影视作品）。小组成员将以中文教学中的若干热门主题为脉络将影片进行分类，并精选其中具有代表性和较强教学可操作性的影视作品展示面向不同中文课堂的教案设计，分享相关教学实践成果，并与参与者进行互动交流。

主题	适合课程类型	影视作品
家庭婚姻，代际关系	中高年级语言课 中文（电影）文化课	《找到你》、《狗十三》、 《别告诉她》、《生生》、 《春潮》

青春、青少年成长	中高年级语言课 高年级主题讨论课	《闪光少女》、《过春天》、 《狗十三》、《少年的你》、 《阳光普照》
性少数议题	高年级主题讨论课 中文（电影）文化课	《谁先爱上他的》、《刻在你 心底的名字》
女性议题	中高年级语言课 中文（电影）文化课	《听见她说》、《木兰》、 《找到你》、《春潮》
跨文化比较	中高年级语言课 中文（电影）文化课	《别告诉她》、《幸福路上》
政治法制、公民社会议题	高年级主题讨论课 高年级思辨训练 中文（电影）文化课	《我们与恶的距离》（电视 剧）、《烈日灼心》、《十二 公民》、《我不是药神》、 《疯狂的石头》、《少年小赵 （纪录片）》
城市化、移民、社会变迁	中高年级语言课 高年级主题讨论课 高年级思辨训练 中文（电影）文化课	《找到你》、《台北星期 天》、《超时空同居》、《美 国工厂（纪录片）》、《无名 之辈》、《半个喜剧》
商业流行文化	商务中文 高年级主题讨论课	《西虹市首富》、《超时空同 居》、《心花路放》、《虚你 人生（纪录片）》、 《美国工厂（纪录片）》
传奇、历史题材	中文（电影/历史）文化课	《妖猫传》、《邪不压正》、 《追龙》、《芳华》、《明月 几时有》
科幻片	中文（电影）文化课	《流浪地球》、《疯狂的外星 人》、《一出好戏》
动画片	低中高年级语言课 高年级主题讨论课	《幸福路上》、《哪吒》、 《飞奔去月球》

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List of Volunteers

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