2023 Annual Conference

PROGRAM GUIDE

2023美国中文教师学会年会手册

March 31 to April 2, 2023
Hilton Hotel at Washington Dulles Airport
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## WELCOME TO CLTA 2023

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## DAILY PROGRAM

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The full conference program can be accessed on [https://forlang.fsa.mtsu.edu/clta2023](https://forlang.fsa.mtsu.edu/clta2023) or scan QR code
Dear colleagues,

On behalf of the Board of Directors of the Chinese Language Teachers Association – USA (CLTA), I am delighted to extend a warm welcome to all attendees of the 2023 CLTA Annual Conference. We are thrilled to have you join us in Washington DC for this momentous event in this beautiful Spring.

This year’s conference is particularly noteworthy, not only because it marks the 61st anniversary of our association, but also because it is the first time in over three years that our community has come together in person. We are grateful to have almost 400 esteemed conference participants, making this the largest conference we have ever held.

We are thrilled to offer a diverse and extensive program, comprising three captivating plenary talks, two enriching workshops, and almost 100 illuminating panel discussions and individual presentations, in addition to more than a dozen exhibitors. We aspire for this conference to serve as an outstanding platform for academic exchange, professional growth, and networking.

We would like to express our deepest appreciation to the members of the CLTA Conference Committee, who have labored tirelessly to orchestrate this remarkable event. Their unwavering commitment and devotion have made this conference a reality.

Once again, we welcome you to the 2023 CLTA Annual Conference. We hope that this conference will be a source of inspiration, knowledge, and long-lasting connections with your esteemed colleagues.

Sincerely,

Shuai Li （郦帅）
President, Chinese Language Teachers Association – USA
On behalf of the CLTA Board of Directors & the CLTA Conference Committee
Board of Directors 2022-2023

Tong Chen 陈彤
(April 2022 - April 2023)
Global Languages, 149-330
Massachusetts Institute of Technology
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E-mail: tongchen@mit.edu

Wenhao Diao 刁文豪
(April 2022 - April 2023)
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Tel: 412-268-6014

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Ran Zhao 赵冉
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ydhull@nd.edu
Appointed Officers & Committees

**Appointed Officers**

**CLTA Headquarters**
Sue-mei Wu 吳素美, Executive Director
(April 2019 – April 2023)
Carnegie Mellon University
E-mail: clta@andrew.cmu.edu

**Conference Officer**
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(April 2020–April 2023)
College of the Holy Cross
E-mail: bhe@holycross.edu

**Journal Officer**
Dana S. Bourgerie 白常伟, CSL Journal Editor
(April 2021 – April 2024)
Brigham Young University
E-mail: dana.bourgerie@byu.edu

**Journal Officer**
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E-mail: bhe@holycross.edu

**K-12 Publication Officer**
Clei Han 何思敏 (editor)
(April 2021 – April 2024)
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E-mail: cleihan@gmail.com

**Newsletter Officer**
Dr. Yiching Christine Liu 呂為勤 (Editor)
Department of East Asian Studies, Dickinson College
E-mail: vcli2010@gmail.com

**Home Page Officer (Webmaster)**
Jun Da 丁俊
(April 2021 – April 2024)
Middle Tennessee State University
E-mail: Jun.Da@mtsu.edu

**Committees**

**Steering Committee**
Shuai Li 李帅 (Chair)
Xia Liang 梁显 (VP)
Yongping Zhu 朱永平 (IPP)
Sue-mei Wu 吴素美 (ED)
Zhengqi Shi 史仲琦 (Board Member)
Jiang Wang 王静 (Board Member)

The steering committee is chaired by the current president and is comprised of the VP, IPP and two board members.

**Awards Committee**
Jing Wang 王静 (Chair)
Weihao Diao 丁文豪
Gang Liu 刘刚
Yu Wu 吴瑜
Ran Zhao 赵冉
Yongping Zhu 朱永平
Jincheng Liu 刘锦程 (Invited Assistant)

**The National Collegiate Chinese Honor Society**
Hong Chen 陈洪 (Chair)
Yu Wu 吴瑜
Weibing Ye 谢伟兵 (Invited Assistant)

**Nominating and Election Committee**
Xia Liang 梁显 (Chair)
Shuai Li 李帅
Yan Liu 刘艳

**Professional Development Committee**
Weihao Diao 丁文豪 (Chair)
Xia Liang 梁显
Ran Zhao 赵冉

**K-12 Committee**
Zuo (Ling)Gao 高凌 (Chair)
Bonnie (Chunmeng) Wang 王春梦

**Conference Committee**
Shuai Li 李帅 (Chair)
Xia Liang 梁显 (Co-Chair)
Baoying He 何宝莹 (Conference Officer)
Sue-mei Wu 吴素美 (Headquarters)
Zhengqi Shi 史仲琦 (Program Chair)
Yu Wu 吴瑜 (Program Co-Chair)
Jun Da 丁俊 (Technology Specialist)

**Finance Committee**
Xia Liang 梁显 (Chair)
Shuai Li 李帅
Sue-mei Wu 吴素美
Yongping Zhu 朱永平

**Fund-Raising Committee**
Gang Liu 刘刚 (Chair)
Yan Liu 刘艳
Zhengqi Shi 史仲琦
Bonnie (Chunmeng) Wang 王春梦

**Media and Publicity Committee**
Zhengqi Shi 史仲琦 (Chair)
Zuo (Ling)Gao 高凌 (Chair)
Yaozi Yuan 袁耀珍 (Invited Assistant)
Zheng Gu 顾峥 (Invited Assistant)

**Regional Associations Committee**
Ran Zhao 赵冉 (Chair)
Zuo (Ling)Gao 高凌 (Chair)
Yan Liu 刘艳
Bonnie (Chunmeng) Wang 王春梦
Regional Associations

1. Chinese Language Teachers Association of California (CLTAC)
   加州中文教师协会
2. Chinese Language Teachers Association of Texas (CLTA-Texas)
   德州中文教师协会
3. Chinese Language Teachers Association of Virginia (CLTA-VA)
   维修士中文教师协会
   华州中文教师协会
5. Chinese Language Teachers Association of Indiana (CLTA-IN)
   印第安纳州中文教师协会
6. New England Chinese Language Teachers Association (NECLTA)
   新英格兰地区中文教师协会
7. Oklahoma Chinese Language Teachers Association (OKCLTA)
   俄克拉荷马州中文教师协会
8. Chinese Language Teachers Association - Oregon (CLTA-OR)
   俄勒冈州中文教师协会
9. Chinese Language Teachers Association - National Capital Region (CLTA-NCR)
   华府中文教师协会
    大纽约地区中文教师协会
11. Chinese Language Teachers Association of Southern California (CLTA-SC)
    南加州中文教师协会
12. Chinese Language Teacher Association of North Carolina (CLTA-NC)
    北卡中文教师协会
13. Chinese Language Teachers Association of Western Pennsylvania (CLTA-WPA)
    西宾州中文教师协会
14. CLTA-Tool: Mid-Atlantic (CLTA-Tool)
    中大西洋语言工具
15. Chinese Language Teachers Association of Arizona (CLTA-AZ)
    亚利桑那州中文教师协会
16. Georgia Chinese Language Educators (GCLE)
    佐治亚州中文教师
17. Colorado Chinese Language Teachers Consortium (CCLTC)
    科州中文教师协会

Special Interest Groups

- CLTA-SIG: Chinese as a second language research 二语研究
- CLTA-SIG: Chinese Language Film Education Exchange (CLFedEx) CLTA 中文电影教学交换组
- CLTA-SIG: CFL Teacher Development 教师发展
- CLTA-SIG: CLTA Educational Technology (CLTA-Ed Tech) 科技中文教学
- CLTA-SIG: Content-based Chinese Language Courses at Advanced Levels 跨学科高级汉语教学
- CLTA-SIG: Context-based Inter-disciplinary CFL Curriculum: Research and Practice 语境多学科汉语课程
- CLTA-SIG: Intercultural Competence for Chinese Teachers and Learners 中文师生所需的跨文化能力
- CLTA-SIG: K-12 Classroom and Methodology K-12 中文课堂教学与方法论
- CLTA-SIG: L2 Chinese Pronunciation Teaching and Research group (L2 Chinese PTRV) 二语语音教学与研究
- CLTA-SIG: Teaching CFL to Elementary and Intermediate Learners 初中级中文教学
- CLTA-SIG: Chinese Heritage Language Learning / 华裔中文教学
- CLTA-SIG: Program Articulation 项目衔接
- CLTA-SIG: Chinese Grammar Instruction and Research 语法教学与研究
CLTA would like to thank all of our sponsors whose generous contributions and support help to promote the continued growth and visibility of Chinese language education at the Annual Conference and throughout the year.

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<tr>
<th>Conference Sponsors</th>
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<tr>
<td>American Council on the Teaching of Foreign Languages (ACTFL)</td>
<td><a href="https://www.actfl.org">https://www.actfl.org</a></td>
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<tr>
<td>ArtLikeUs</td>
<td><a href="http://artlikeus.com">http://artlikeus.com</a></td>
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<td>BLCU Phoenix Tree (北京语言大学出版社北美国分社)</td>
<td><a href="https://www.phoenixtree.com">https://www.phoenixtree.com</a></td>
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<tr>
<td>CET</td>
<td><a href="https://celacademicprograms.com">https://celacademicprograms.com</a></td>
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<tr>
<td>Cheng &amp; Tsui Company</td>
<td><a href="https://www.cheng-tsui.com">https://www.cheng-tsui.com</a></td>
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<td>COOL Chinese</td>
<td><a href="https://www.coolchinese.net/">https://www.coolchinese.net/</a></td>
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<td>Duke Kushan University (昆山杜克大学)</td>
<td><a href="https://www.dukekunshan.edu.cn">https://www.dukekunshan.edu.cn</a></td>
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<tr>
<td>Foreign Language Teaching and Research Press (外研社)</td>
<td><a href="https://www.fltrp.com">https://www.fltrp.com</a></td>
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<tr>
<td>Georgia State University - Center for Urban Language Teaching and Research</td>
<td><a href="https://cultr.gsu.edu">https://cultr.gsu.edu</a></td>
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<td>Real Asia</td>
<td><a href="https://www.realasia.travel">https://www.realasia.travel</a></td>
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<td>Vista Higher Learning</td>
<td><a href="https://vistahigherlearning.com">https://vistahigherlearning.com</a></td>
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<td>Wukong Education (悟空中文)</td>
<td><a href="https://www.wukongsch.com/en">https://www.wukongsch.com/en</a></td>
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<tr>
<td>Yabla</td>
<td><a href="https://yabla.com">https://yabla.com</a></td>
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Promoting Languages For All

The Chinese Urban Language Teaching Research Center (CULTR) is one of the US Department of Education’s Title VI National Foreign Language Centers. CULTR's focus is on urban Chinese language professionals and students. The CULTR Language Schools (CLS) vision is to create a national network of resources to teach Chinese and English in the United States. The CLS educational programs are designed to help students learn Chinese in various contexts and across all levels of education. This includesforcultural and educational institutions, businesses, and government agencies.
CLTA would like to thank all of our sponsors whose generous contributions and support help to promote the continued growth and visibility of Chinese language education at the Annual Conference and throughout the year.
CLTA would like to thank all of our sponsors whose generous contributions and support help to promote the continued growth and visibility of Chinese language education at the Annual Conference and throughout the year.
Floor Map
### Schedule at a Glance

#### Friday, March 31, 2023

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00AM—11:00AM</td>
<td>Board &amp; Officer Meeting</td>
<td>Tarara</td>
</tr>
<tr>
<td>1:00PM—5:00PM</td>
<td>Registration</td>
<td>Lobby</td>
</tr>
<tr>
<td>1:00PM—6:00PM</td>
<td>Concurrent Sessions</td>
<td>Scan QR code for details</td>
</tr>
<tr>
<td>1:00PM—8:00PM</td>
<td>Exhibits</td>
<td>Colvin Run Ballroom</td>
</tr>
<tr>
<td>6:00PM—7:30PM</td>
<td>Dinner Buffet (Included in Conference Registration)</td>
<td>Belmont Ballroom and Foyer</td>
</tr>
<tr>
<td>7:00PM—9:00PM</td>
<td>Invited Workshops</td>
<td>Scan QR code for details</td>
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#### Saturday, April 1, 2023

<table>
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<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:00AM—8:00AM</td>
<td>Breakfast (Included in Hotel Reservation)</td>
<td>Belmont Ballroom and Foyer</td>
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<tr>
<td>8:00AM—11:00AM</td>
<td>Concurrent Sessions</td>
<td>Scan QR code for details</td>
</tr>
<tr>
<td>8:00AM—6:00PM</td>
<td>Exhibits</td>
<td>Colvin Run Ballroom</td>
</tr>
<tr>
<td>10:00AM—2:00PM</td>
<td>Registration</td>
<td>Lobby</td>
</tr>
<tr>
<td>11:00AM—12:45PM</td>
<td>Keynote Speeches</td>
<td>Belmont Ballroom</td>
</tr>
<tr>
<td>12:45PM—1:30PM</td>
<td>Lunch (Included in Conference Registration)</td>
<td>Belmont Ballroom and Foyer</td>
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<tr>
<td>1:30PM—6:30PM</td>
<td>Concurrent Sessions</td>
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<tr>
<td>6:30PM—8:00PM</td>
<td>Dinner Banquet (Included in Conference Registration)</td>
<td>Belmont Ballroom and Foyer</td>
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<tr>
<td>7:00PM—9:00PM</td>
<td>General Members Meeting</td>
<td>Belmont Ballroom</td>
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</tbody>
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#### Sunday, April 2, 2023

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<tr>
<th>Time</th>
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<th>Room</th>
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</thead>
<tbody>
<tr>
<td>7:00AM—8:00AM</td>
<td>Breakfast (Included in Hotel Reservation)</td>
<td>Belmont Ballroom and Foyer</td>
</tr>
<tr>
<td>8:00AM—11:00AM</td>
<td>Concurrent Sessions</td>
<td>Scan QR code for details</td>
</tr>
<tr>
<td>8:00AM—10:00AM</td>
<td>Exhibitor Presentations</td>
<td>Scan QR code for details</td>
</tr>
<tr>
<td>8:00AM—11:00AM</td>
<td>Exhibits</td>
<td>Colvin Run Ballroom</td>
</tr>
</tbody>
</table>
### 7:00pm - 9:00pm (3/31, Friday)

| Workshop 1 | AP Chinese as a Bridge Between K-12 and College Chinese Courses | Fangyuan Yuan  
US Naval Academy;  
Jianhua Bai  
Kenyon College |
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<tbody>
<tr>
<td>Room: Potomac I</td>
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| Workshop 2 | 商务中文教学实操 | Daoxiong Guan  
UC Santa Barbara;  
Zhongqi Shi  
Columbia University |
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<tbody>
<tr>
<td>Room: Potomac II</td>
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</table>

### 11:00am - 12:45pm (4/1, Saturday)

| Keynote speeches: Belmont Ballroom | A Common, but Unsolved Issue (亚太地区国际汉语教学学会) | Shaoming Zhou  
The University of Melbourne |
| --- | --- | --- |
| | 中文纳入罗马尼亚国民教育体系的现状、动因与发展对策 (欧洲汉语教学协会) | 白罗米 (Luminita Balan)  
University of Bucharest, Romania |
| | Bilingual Heritage Language Learning Experiences in Study Abroad Contexts (CLTA终身成就奖获奖者发言) | Chuanren Ke  
The University of Iowa |
2023 Chinese Language Teachers Association Annual Conference Program

Washington, D.C. 2023
Date: March 31 to April 2, 2023
Site: Hilton Hotel at Washington Dulles Airport
URL: https://www.clta-us.org/clta-annual-conference/

March 31, Friday

09:00am - 11:00am (3/31, Friday)
Tarara
Board & Officer Meeting

01:00pm - 05:00pm (3/31, Friday)
Lobby
Registration

01:00pm - 08:00pm (3/31, Friday)
Colvin Run Ballroom
Exhibits

01:00pm - 01:55pm (3/31, Friday)
Room 1: Potomac I
Incorporating DEI Issues Into the CFL Curriculum and Beyond
Sue-mei Wu, Carnegie Mellon University
Yiching Christine Liu, High Point University
Miaochun Wei, The George Washington University
Lulei Su, Brown University
Room 2: Potomac II
Collaboration of Technology With Community-based Learning in Chinese Culture Learning Engagement
Jun Yan, Franklin County Community Schools
Xiaoqing Liu, Butler University
Chunmei Guan, Logansport High School

Room 3: Potomac III
Teaching Humanities in East Asian Language Programs
Ching-hsuan Wu, West Virginia University
Leihua Weng, Kalamazoo College
Noriko Sugimori, Kalamazoo College

Room 4: Sully
Developing L2 Interactional Competence Through Word Searches: The Case of Mandarin L1-L2 Conversations
Wei Wang, University of Houston
Tonal Attribution in L2 Mandarin Speakers
Shupei Wang, Brigham Young University
Effects of Linguistic Features, Speech Rate and Task Type on L2 Chinese Comprehensibility and Accentedness
Chunsheng Yang, University of Connecticut
Kaidi Chen, Columbia University/University of Connecticut

Room 5: Piedmont I
初级汉语学习者口语能力的发展及教学策略
Hang Zhang, George Washington University
Jing Nie, George Washington University
Yuxin Hou, George Washington University

Room 6: Piedmont II
Syntactic Blocking on L2 Acquisition of Mandarin Ba-Construction
Xiaoming Hou, Bucknell University
Contextualize Chinese Grammar Instruction: A Reflection From a Cognitive Perspective
Yongfang Zhang, Wofford College
Rethinking Human Cognition: What Language Teachers Need to Know About Predictive Processing
Crista L Cornelius, Dallas International University

02:00pm - 02:55pm (3/31, Friday)
Room 1: Potomac I
A Chinese Supplemental Materials Website: Development and Design Using UX&HCI Principles
Bin Yang, Harvard University
Jie Ying, University of Pennsylvania
Shunan Yang, Harvard University

Room 2: Potomac II
Teaching Calligraphy Using TPACK: Its Design, Content and Instruction
Room 3: Potomac III

Ling Yan, Columbia University
Pengfei Li, Vanderbilt University
Ran Zhao, University of Virginia

Huiwen Li, Bard College
Zheng Gu, Oxford College of Emory University
Gang Liu, Carnegie Mellon University
Haixia Wang, Carnegie Mellon University
Tianyu Qin, University of North Georgia

Room 4: Sully

Ziyi Geng, Wake Forest University
Zheng Gu, Oxford College of Emory University
Gang Liu, Carnegie Mellon University
Haixia Wang, Carnegie Mellon University

Room 5: Piedmont I

Jiajia Wang, University of Pennsylvania
Li Zhu, CET Academic Programs
Adam Jones, CET Academic Programs

Xizhen Qin, University of South Florida
Wen Guo, University at Buffalo

Jing Gao, Ankeny Centennial High School

Room 6: Piedmont II

A Transdisciplinary Approach to College-Level Chinese Language Teaching: Collaborative Pedagogy Across Languages, Disciplines, and Communities

L2 Chinese Pragmatic Development: An Comparative Study Between CFL and CHL Learners
Xiaohong Wen, University of Houston

Investigating Instrument and Data Quality in L2 Pragmatics Research: An Example of Chinese Request-making
Shuai Li, Geogia State University

The Impact of VR Facilitated Task-based Language Teaching on L2 Mandarin Language Proficiency and Pragmatic Competence
Limei Shan, Lehigh University

03:00pm - 03:55pm (3/31, Friday)

Room 1: Potomac I

L2 Chinese Pragmatic Development: An Comparative Study Between CFL and CHL Learners
Xiaohong Wen, University of Houston

Investigating Instrument and Data Quality in L2 Pragmatics Research: An Example of Chinese Request-making
Shuai Li, Geogia State University

The Impact of VR Facilitated Task-based Language Teaching on L2 Mandarin Language Proficiency and Pragmatic Competence
Limei Shan, Lehigh University

Room 2: Potomac II

Cultural and Language Learning Through Guided Museum Visits
Jiajia Wang, University of Pennsylvania
Li Zhu, CET Academic Programs

Jianhua Bai, Kenyon College
Room 3: Potomac III

Case Studies of Task-Based Language Curriculum Design
Xuan Weng, McDonogh School
Hong Li, North Carolina School of Science and Mathematics
Shi Jiang, University School

Room 4: Sully

Proficiency Standards, Textbook Compilation, and Curriculum Articulation
Ye Tian, University of Pennsylvania
Maiheng Dietrich, University of Pennsylvania
Grace Wu, University of Pennsylvania

Room 5: Piedmont I

高年级华裔课堂中的正式语段输出训练探索
Xinyue Huang, Princeton University

Community Engagement Approach in High School Identity-Focused Heritage Chinese Curriculum
Bonnie Wang, Durham Academy

初级水平华裔学生教学重点及实践
Xiaohong Hou, New York University

Room 6: Piedmont II

Evidence-based Solutions for Literacy
Wenjing Xie, Tarwater Elementary School

出口成章的基础——背诵课文
Lei Yan, Dartmouth College

美国中级汉语学习者汉字书写发展过程个案研究——以A大学为例
Yanyan Kong, Bucknell University

04:00pm - 04:55pm (3/31, Friday)
Room 1: Potomac I

Exploring a Systematic Pedagogical Approach to Formal Written Language in Modern Chinese: A Classroom-based Action Research
Lihong Huang, Georgetown University

Implementing Self-organized Learning Environments (SOLEs) in Upper Grade Heritage Language Classroom to Support Multilingualism and Promote Lifelong Learning Skills
Yan Xu, Oklahoma State University

Promoting Metalinguistic Awareness of L2 Learners Through Data-driven, Communication-based Projects
Shuyi Yang, Johns Hopkins University
Nan Zhao, Johns Hopkins University

Room 2: Potomac II

Revisiting the Case Against Handwriting
Claudia N Ross, College of the Holy Cross

培养字感：認知策略與後設認知策略在漢字學習的應用
Chuan-hui Weng, University of Tennessee Knoxville
Creating a Learning Website of Chinese Characters for Learners of Elementary Chinese
Luanfeng Huang, Princeton University

Room 3: Potomac III
Toward More Research-supported and Robust CFL Teacher Development: Framing and Developing Self-Efficacy, Reflective Practices, and Online Instruction Readiness
Zhiyin R Dong, University of Delaware
Lini Ge, University of North Carolina at Chapel Hill
Jiahang Li, College of Education, Michigan State University

Room 4: Sully
Intercultural Engagement in Beginner Chinese Language Classroom
Yi Wang, Stony Brook University

Discourse, Students' Interests, and Ideology: A Critical Discourse Analysis of A New China
Zining Hong, University of Pennsylvania

Development of CFL Learners' Intercultural Competence in Domestic Contexts
Bing Mu, University of Rhode Island

Room 5: Piedmont I
The Application of Chinese Classical Poetry for Increasing Students' Proficiency Level: A Case Study of Mr. B's Poem A Bird in Snow
Yuan Sang, Defense Language Institute
Qian Gao, Defense Language Institute

学生的设计、教师的设计：文学文化课里怎么学语言？
Man He, Williams College

以文学作品为本的高年级操练课程设计
Luping He, Harvard University

Room 6: Piedmont II
Developing 21st Century Skills Through Language Learning
Peisong Xu, Yale University
Jenny Yuan-chen Yang, Rutgers, The State University of New Jersey
Sherri Duan, Clarkson University
Dongdong Chen, Seton Hall University

05:00pm - 05:55pm (3/31, Friday)

Room 1: Potomac I (Technique demo)

引导中文学习者在课堂上只使用中文的活动和游戏
Runqing Qi, University of Colorado Boulder

Book Buddy Program Between Mandarin Classrooms to Promote Reading Proficiency
Yuning Ye, The GLOBE Academy
Peiyu Hsu, The GLOBE Academy
More Than Just Role Play: Practicing Register Through Strategic Interaction Scenarios
Ding Wang-Bramlett, Carnegie Mellon University

Using Authentic Materials in Extracurricular Language Learning Activities: A Pedagogical Exploration Using Chinese Drama and TV Shows
Jieyun Zhu, Princeton University
Yu Zhang, University of Colorado Boulder

华夏文明活动 2.0 Cultural Activities Beyond Skin Deep: An Inclusive Art & Craft Activity in World Language Classroom
Yaqi Bick, The Bush School

Room 2: Potomac II
Does Singing Benefit L2 Acquisition of Chinese Tones: Evidence From CFL Learners With and Without Chinese-learning Backgrounds
Zhiying Qian, Florida State University

网上加线下互动实践课堂给学生全新书法艺术体验
Penny Wang, CLTA Tech SIG

为什么汉语的声调那么重要？一些不同的角度
Kening Li, University of Michigan

Room 3: Potomac III
Reading Processing Models and Their Applications in Third-year Chinese Classrooms
Sicheng Wang, Georgetown University

针对未来实际需要的情境读写教学分类举隅：以初中级中文教学为例
Kai Liang, Western Kentucky University

Subject Identification in Sentence Comprehension by Advanced-level L2 Chinese Learners
Fei Ren, Georgetown University

Room 4: Sully
Textbooks for Chinese Heritage Language Learners: Present and Future
Yan Liu, Duke University
Jingjing Ji, Northwestern University
Grace Wu, University of Pennsylvania
Min-min Liang, Massachusetts Institute of Technology

Room 5: Piedmont I
透过中文语言课堂中的电影教学提升学生的语言能力、心理健康与对身份认同的探索
Hsiang-ning Wang, University of British Columbia
Ninghui Liang, Yale University
Yingling Bao, Indiana University Bloomington
Room 6: Piedmont II
成语的褒貶色彩及其对汉语教学的启示
Liwei Jiao, Brown University
有的放矢，稳扎稳打—谈中级水平华裔学生写作能力的培养
Fan Liu, Yale University
A New Perspective in Teaching CSL Composition
Cindy Chung, National Chung Hsing University
06:00pm - 07:30pm (3/31, Friday)
Belmont Ballroom and Foyer
Dinner Buffet (Included in Conference Registration)

07:00pm - 09:00pm (3/31, Friday)
Room 1: Potomac I (Workshop)
AP Chinese as a Bridge Between K-12 and College Chinese Courses
Fangyuan Yuan, US Naval Academy
Jianhua Bai, Kenyon College

Room 2: Potomac II (Workshop)
商务中文教学实操
Daoxiong Guan, UC Santa Barbara
Zhongqi Shi, Columbia University

April 1, Saturday

08:00am - 06:00pm (4/1, Saturday)
Colvin Run Ballroom
Exhibits

08:00am - 08:55am (4/1, Saturday)
Room 1: Potomac I
Design and Application of Ecological Learning for Beginning-Level Chinese Learners
Hong Zhan, Embry-Riddle Aeronautical University
Dali Tan, Northern Virginia Community College
Yu Lin, Agnes Scott College

Room 2: Potomac II
三國的課程設計與國際關係課程初探
Jinhuei E Dai, Middlebury Institute of International Studies at Monterey

內容本位語言教學之食藥關係
Yachien Chang, Depauw University
The Application of Arts in Chinese Language Course: “Festival South Street” as an Example
Shu-chuan Bella Chen, UCSB

Room 3: Potomac III
How to Build a Culturally Responded Classroom
Chunmei Guan, Logansport High School/CLTA-IN
Xiaoqing Liu, Butler University
Ye Sun, Lafayette School Corporation

Room 4: Sully
High School - College Partnerships: Development of Chinese Dual Enrollment Program at Western Michigan University
Li Xiang, Western Michigan University

Grading for Equity: An Experiment in a High School Chinese Classroom
Qihui Tang, Sidwell Friends School

Integrating Academic Knowledge Into Chinese Teaching in High Needs School
Hua Lin, Albany High School
Meichan Luo, Clarkson University

Room 5: Piedmont I
The Design and Challenges of Online Exams for L2 Beginner Chinese
Congcong Ma, University of Notre Dame

A Pilot Study of Emerging Usages of Classifiers in the Chinese Cyber Language
Jia Liu, The University of Hawaii at Manoa

后疫情时代中文教学模式的转变：网上课程对中文学习成效影响之初探
Kuang-li Han, Greenbelt Middle School

Room 6: Piedmont II (Technique demo)
Incorporating Jikipedia in Advanced-level Chinese Language Teaching: Linking Language With Culture
Jinhui Wu, Reed College

Using “Murder Mystery” in Class to Spark Students Interest
Chengying Ye, The Out of Door Academy

Interview Project
Bin Zhang, South Puget Sound Community College

网上加线下互动实践课堂给学生全新书法艺术体验
Xiaoting Wang, University of Northern Iowa

Using Technology in Chinese Class Field Trips
Wenjing Huang, George School

Incorporating Culturally Responsive Instruction in Chinese Learning Classroom at Middle School
Jingran Wan, Bellevue School District

09:00am - 09:55am (4/1, Saturday)
Room 1: Potomac I

Corpus-informed CFL Teaching and Learning: The Case of Collocations
Room 2: Potomac II

Building Global Competence Through a Study Abroad Program: The Singapore Case
Xinyi Wu, University of Pennsylvania
Jing Hu, University of Pennsylvania

“在线”留学，还是不是天方夜谭？
Zhongqi Shi, Columbia University

The Effect of Study-abroad on L2 Chinese Pragmatics: A Meta-Analysis
Yali Feng, Georgia State University

Room 3: Potomac III

Panel Title: Integrating Authentic Materials Into Multi-levels of Chinese Language Teaching
Alice Sy Kao, Mount Holyoke College
Wei Gong, Wesleyan University
Qiang Zhang, Harvard University

Room 4: Sully

Integrating Cultural Scenarios in Developing Communicative and Intercultural Competence
Jianhua Bai, Kenyon College
Yea-fen Chen, Indiana University Bloomington
Tianyu Qin, University of North Georgia
Drew Kunard, Indiana University Bloomington

Room 5: Piedmont I

Pragmatics of the Mandarin Perfective Aspect Marker 了 Le: The Incompleteness Effect as a Correlate of Focus Placement
Matthew W Palmer, Stanford University

“了”的指称意义探讨
Alan A Li, Dartmouth College

了1研究的新视角及在教学上操作
Anmin Liu, Defense Language Institute
Heping Xu, Defense Language Institute

Room 6: Piedmont II

高级中文——跨文化交际课程设计
Ying-ju Chen, DePauw University

Zoom in vs. Zoom Out: Practices on Language, Culture and Typology in an Introductory Chinese Language and Culture Course
Yutian Tan, University of California, Davis

The Transformative Impacts of a Virtual Exchange Project on American CFL Students’ Intercultural Competence Development
Wen Guo, University at Buffalo
10:00am - 02:00pm (4/1, Saturday)
Lobby
Registration

10:00am - 10:55am (4/1, Saturday)
Room 1: Potomac I

_word order: A different grammar presentation_
Wenze Hu, US Naval Academy

关于补语的难点
Nansong Huang, Nanfang University Guangzhou

Room 2: Potomac II

结合教学语法排序、IPA测试设计及DEI精神的《前进中文》(Progressive Chinese)
Hsin-hung Yeh, Santa Clara University
Yusheng Yang, Georgetown University
Yu Wu, University of Rhode Island

Room 3: Potomac III

Word Order: A Different Grammar Presentation
Wenze Hu, US Naval Academy

Room 4: Sully

The Development of L2 Chinese Essay Writing Skills Among K-12 and College Learners
Jianling Liao, Arizona State University
Chan Lü, University of Washington
Zhuo Jing-Schmidt, University of Oregon

Room 5: Piedmont I

电写模式中的汉字教学初步构想：理论、实证与实践
Matt Coss, George Washington University
Chengzhi Chu, University of California, Davis
Qian Wang, University of British Columbia
Hsiang-ning Wang, University of British Columbia

Room 6: Piedmont II

Translanguaging in a Chinese Classroom and Beyond: An Ecological Perspective
Hsiang-ling Charlize Wang, The Ohio State University

Pandemic and Language Learning: A Curriculum Design of Multiliteracies
Lu Yu, Smith College
Sujane Wu, Smith College

Intercultural Competence, Linguistic Competence, and Pragmatic Competence in Learning Chinese as a Foreign Language
Yunwen Su, University of Utah
Bing Mu, University of Rhode Island
11:00am - 12:45pm (4/1, Saturday)
Belmont Ballroom and Foyer (Keynote speeches)

A Common, but Unsolved Issue
(亚太地区国际汉语教学学会代表发言)
Shaoming Zhou, Asia Institute, The University of Melbourne

中文纳入罗马尼亚国民教育体系的现状、动因与发展对策
(欧洲汉语教学协会代表发言)
白罗米 (Luminita Balan), University of Bucharest, Romania

Bilingual Heritage Language Learning Experiences in Study Abroad Contexts
(CLTA终身成就奖获奖者发言)
Chuanren Ke, The University of Iowa

12:45pm - 01:30pm (4/1, Saturday)
Belmont Ballroom and Foyer
Lunch (Included in Conference Registration)

01:30pm - 02:25pm (4/1, Saturday)
Room 1: Potomac I

初级中文的句法及篇章教学的策略与实践
Yongtao Zhang, Yale University
Jincheng Liu, The University of Notre Dame
Tao Peng, Columbia University
Xia Liang, Washington University in St. Louis

Room 2: Potomac II

The New Norm of CSL Instruction After the Pandemic: A Survey of Teaching Modes, Interaction, and Assessment
Chengxu Yin, University of Notre Dame
Yongping Zhu, University of Notre Dame
Jun Da, Middle Tennessee State University

Room 3: Potomac III

Untangling the Myths of Successful Learning: Grammar and Reading Acquisition Among Advanced-level CSL Learners
Xi Ma, University of Iowa
Deixin Dai, University of Iowa
Helen Shen, University of Iowa

Room 4: Sully

电子与多媒体资源：如何促进语言和文化教学
Lin Zhu, Tulane University
Gang Liu, Carnegie Mellon University
Feng Xiao, Pomona College

Room 5: Piedmont I

Promoting Mental Health Awareness in CFL Class
Xiaorong Wang, University of Chicago
Student's Foreign Language Anxiety in the Chinese Flagship Program
Yiping Zhang, University of Rhode Island

L2 Motivational Self System and Learner Factors: A Study of American CFL Learners
Yu Liu, DePaul University
Hsiang-hua Melanie Chang, Oakland University

Room 6: Piedmont II
Enhancing Chinese Learners’ Reading Competence Through Collaborative Reading With ESL Learners
William C Madden, Georgia State University
Ziyi Geng, Wake Forest University
Yali Feng, Georgia State University
Meng Yu, Virginia Tech

快乐的字词句段篇：语块教学理论在初级读写教学中的运用
Na Li, Western Kentucky University

Instructional Effect of Reading Strategies on Reading Comprehension in the CFL Reading Curriculum
Wei-li Hsu, Rice University
Yeh Meng, Rice University

02:30pm - 03:25pm (4/1, Saturday)
Room 1: Potomac I
Community Building and Design-based Learning From Peer Editing to Dynamic Collaborative Field Trip Projects Between College and Dual Enrollment Students
Dali Tan, Northern Virginia Community College
Liangyan Wang, St. Paul VI Catholic High School
John Flower, China Folk House

Room 2: Potomac II
Translation in the New Era of Chinese Language Pedagogy: Status, Applications and Assessment
Chenqing Song, SUNY Binghamton University
Lening Liu, Columbia University
Qifei Kao, SUNY Binghamton University
Xiang Lyu, Indiana University Bloomington

Room 3: Potomac III
后疫情时代的国际中文教学：挑战与振兴
Wei Hong, Purdue University
Jinhua Li, University of North Carolina Ashville
Ling Wang, University of Minnesota
Bailu Li, Arizona State University

Room 4: Sully
The Application of Project-based Learning in STARTALK Programs
Jinai Sun, North Central College
Li Ye, Stevenson High School
Wen Xiong, Winston Salem State University
Ran Chen, University of North Georgia
Yunjuan He, University of North Georgia
Ying Kline Feng, Penn State University
Room 5: Piedmont I

**Softening the Tone?: A Corpus-based Study of the Utterance-final Pragmatic Particle Ba in Mandarin**
Wenhao Diao, University of Arizona
Chen Chen, University of Arizona

**Degrammaticalization: The Use of Ranhou in CFL Storytelling Practice**
Hsin-tzu Jen, University of Hawai‘i at Mānoa

**Learning Chinese Character Composition in Escape Room Game on Google Forms**
Tingting Wang, Auburn University

Room 6: Piedmont II

**Toward a New Normal in Foreign Language Classrooms: Attitudes and Perceptions of Committed Learners of Chinese Towards CALL**
Hsuan-ying Liu, University of California, Riverside

**美国大学语言项目在社交媒体平台Instagram的形象建设**
Jingyi Wang, Washington University in St. Louis

**Online Language Learning Post Pandemic: Incorporating Talkabroad Program and Its Pedagogical Implications**
Jia Zhu, University of Central Arkansas

03:30pm - 04:25pm (4/1, Saturday)

Room 1: Potomac I

**Developing Advanced-level Competencies of Chinese as a Foreign Language: An Online Teacher Training Module**
Yu Wu, University of Rhode Island
Madeline Spring, University of Hawai‘i at Mānoa
Jianhua Bai, Kenyon College
Qingyu Yang, University of Rhode Island

Room 2: Potomac II (Yao Awards)

**Processibility Theory Hierarchy Applied to Mandarin**
Ying-yu Chen, University of Hawai‘i at Mānoa

**What Sustains Chinese Learning Motivation: A Case Study of Midwestern American High School Students**
Bo Liu, University of Oklahoma

**Xiexie ‘thanks’ and Its Responders in Mandarin Chinese**
Jiaxin Tian, University of Hawai‘i at Mānoa

Room 3: Potomac III

**Accommodations in Higher Education CSL: A Mindset Shift**
Mairead Harris, Middlebury College
Panpan Gao, Massachusetts Institute of Technology
Tong Chen, Massachusetts Institute of Technology
Min Wan, Tufts University
Room 4: Sully
思辨中文教學：從新冠封城的社區支持課程到學期課程的演變發展
Jinhui E Dai, Middlebury Institute of International Studies at Monterey
Qi Wang, Middlebury Institute of International Studies at Monterey
Chaomin Chang, 思辨学堂
Tsailin Lai, Yew-chung International School

Room 5: Piedmont I
A Qualitative Study of Chinese Teachers’ Experiences in Promoting the Seal of Biliteracy in American High Schools
Xiaona Jin, Cleveland State University

Chinese Foreign Language Teachers’ Investment in Their Teachers' Identity in Higher Education in the U.S.
Chang Liu, University of Kansas

Diversity, Equity, Inclusion and Social Justice in the Language Classroom: What Can Chinese Language Teachers Do?
Han Luo, Lafayette College

Room 6: Piedmont II
Designing Authentically and Structurally: Design-based Research as an Innovative Approach to Promote Chinese Typing Learning
Belle Li, Indiana University Bloomington

Impact of Typing VS Handwriting on CFL Learners’ Orthographic and Phonological Awareness
Liu Li, Ball State University

A Systematic Review of Research on Chinese Character Learning Strategies by CFL
Ziji Wang, Duquesne University
Lijuan Ye, Messiah University

04:30pm - 05:25pm (4/1, Saturday)
Room 1: Potomac I
K-12委员会圆桌报告：年度总结和信息分享
Zoe Jiang, Skyline High School
Bonnie Wang, Durham Academy

Room 2: Potomac II
Connect Further and Collaborate Smarter: Local and International Outreach in CSL Curriculum Design and Pedagogical Practice
Luoyi Cai, University of North Carolina at Chapel Hill
Yi Zhou, University of North Carolina at Chapel Hill
Lini Ge, University of North Carolina at Chapel Hill

Room 3: Potomac III
Teacher-student Engagement Patterns in the CS/FL Classroom: Video-based Multimodal Analyses
Hongyin Tao, UCLA
Dayoung Jeong, UCLA
Yi Ren, UCLA
Cheer Wu, UCLA
Room 4: Sully

Inclusive L2 Chinese Pedagogy: Principles, Practices, and Improvements
Jennifer Liu, Harvard University
Fangzheng Zhang, Harvard University
Yuxiao Du, Harvard University

Room 5: Piedmont I

Interactional Prompts and Grammar Accuracy of L2 Chinese Learners in the SCMC Classroom
Chun-mei Chen, National Chung Hsing University

Relating Vocabulary Size and Lexical Complexity in Second Language Speech
Yu Liu, Brigham Young University

Immediate Feedback Timing on Chinese Assignments: How Immediate Should Immediate Feedback be?
Xiwen Lu, Brandeis University

Room 6: Piedmont II

Effects of Authentic Videos Vs. Textbook Audios on Beginner L2 Learners’ Acquisition of Mandarin Chinese Tones in Spontaneous Speech
Ai-ling Lu, The Ohio State University
Danjie Su, University of Arkansas

Learners’ Perception of Intonation-overlaid Tones in Mandarin Chinese
Wei William Zhou, The Ohio State University

05:30pm - 06:25pm (4/1, Saturday)

Room 1: Potomac I

Inclusive L2 Chinese Pedagogy: Principles, Practices, and Improvements
Jennifer Liu, Harvard University
Fangzheng Zhang, Harvard University
Yuxiao Du, Harvard University

Room 2: Potomac II

A Case Study on Implementing Project-based Learning for Advanced Learners of Chinese
Yea-fen Chen, Indiana University Bloomington
Xiao Dong, Indiana University Bloomington
Belle Li, Indiana University Bloomington
Xiaoying Liles, Indiana University

Room 3: Potomac III

汉语课堂中的汉语词
Shaina U Daiz, Philippine Cultural College/ Huaqiao University

Chinese in the Mandarin Chinese Classroom
Wei William Zhou, The Ohio State University

Immediate Feedback Timing on Chinese Assignments: How Immediate Should Immediate Feedback be?
Xiwen Lu, Brandeis University

05:30pm - 06:25pm (4/1, Saturday)
Room 4: Sully

Empowerment and Voice: Building Resilience Through Project-based Learning
Ya-ching Hsu, Smith College

Yujia Ye, University of Chicago
Shu Zhang, Duke University

Maximize Listening Outcomes and Promote Communicative Skills by Facilitating Students-Monitored Listening in a Dynamic Way
Yao Liu, Defense Language Institute

Room 5: Piedmont I

The Zero Initial in Chinese: Implications for CFL Teachers
Marjorie Km Chan, The Ohio State University
Wei William Zhou, The Ohio State University

Input Processing and the Design of Consciousness Raising Task
Nini Li, University of Hawai‘i at Mānoa

Yujing Rao, Hong Kong University of Science and Technology

Room 6: Piedmont II

《中文听说读写》的语法教学: 一项基于《国际中文教育中文水平等级标准》大纲的分析
Lifeng Sun, Tufts University
Mingquan Wang, Tufts University

《中文听说读写》的语法教学: 一项基于《国际中文教育中文水平等级标准》大纲的分析
Jie Zhang, University of Oklahoma
Bo Liu, University of Oklahoma

浅谈高级中文课程中的隐喻教学
Yan Shen, UCLA

08:00am - 11:00am (4/2, Sunday)
Colvin Run Ballroom
Exhibits
08:00am - 09:00am (4/2, Sunday)

Room 1: Potomac I (Exhibitor)
Cheng & Tsui: Resources for Chinese teaching and learning
Ruth Lin, Cheng & Tsui

(NonSwimmingfish)
Penny Wang, CLTA Tech SIG

Room 2: Potomac II (Exhibitor)
Grow Your Career With ACTFL
Meghan Grenda, ACTFL

Duke Kushan University: Resources for Chinese teaching and learning
Davis Russell, Duke-Kunshan University

Room 3: Potomac III (Exhibitor)
Resources for Chinese Language Teaching and Assessment—COOL Chinese and TOCFL
洪嘉鈞, 國立臺灣師範大學
Wukong Education 讓孩子腦洞大開的漢語課堂：線上沉浸式二語教學法應用分享
Vicky Wang, Wukong Education

Room 4: Sully
Identity and Chinese Language Learning Among Asian American Students
Jing Gao, Ankeny Community School District

语言课中的文化单元构建——以中国饮食与文化为例
Xuefei Hao, Michigan State University

Enhancing Student Engagement in Internationalization of Curriculum
Meiqing Sun, UNC Greensboro

Room 5: Piedmont I
Teaching Literature in Chinese: Approaches to Using Literature With Novice-to-Intermediate Learners
Laura Xie, Virginia Military Institute

国际汉语教学中象形字教学探究
Zhensan Fang, Qingdao University

Using Supplementary Materials to Increase Student Engagement, Motivation, and Proficiency
Chuanmei Sun, Yale University

Room 6: Piedmont II
以漢語母語者量級搭配推論探討「有點」之教學難點
Yunhan Wang, National Taiwan Normal University

The Use of Word-initial Sibilants by Preschool Teachers and Mandarin Heritage Children
09:00am - 10:00am (4/2, Sunday)

Room 1: Potomac I (Exhibitor)

CET: Resources for Chinese teaching and learning
Li Zhu, CET
Adam Jones, CET

Digital Resources to Increase Student Retention and Grow Your Chinese Program
Xiwen Lu, Brandeis University
Glenda Rosado, Vista Higher Learning

Room 2: Potomac II (Exhibitor)

Resources for Chinese teaching and learning (Yabla)
Hanser Pimentel, Yabla

Run an Immersion Trip for Chinese Language Learning: What to Consider and How to Plan (Real Asia)
Luke Hao, Real Asia

Room 3: Potomac III (Exhibitor)

Resources for Chinese teaching and learning (Minds Abroad)
Carl Jaramillo, Minds Abroad

北京语言大学出版社北美分社优质教学资源及项目分享
Kelsey Wu, Phoenix Tree

Room 4: Sully

How to Be Funny: Teaching Humor as a Compliment Response Strategy Through Explicit and Implicit Instruction
Xiaoying Liles, University of Indiana Bloomington

用非目的语电影作为主教材在中高年级商务中文课的应用
Jingjing Cai, Centre College
Su-i Chen, Clemson University

Bridging the Gaps in the Transition From 2nd-year Chinese to 3rd-year Chinese
Jun Wang, University of Virginia, University of Wisconsin-Madison

Room 5: Piedmont I (SIG panel)

汉语教师综合素养论坛SIG: 汉语教师应该具备哪些综合素养？
Wenze Hu, US Naval Academy
Nan Meng, University of Connecticut
Yiching Christine Liu, High Point University
Lulei Su, Brown University
Jiajia Wang, University of Pennsylvania
Sue-mei Wu, Carnegie Mellon University
Room 6: Piedmont II (SIG panel)

初中级中文教学SIG: Professional Networking Social Event
Ninghui Liang, Yale University
Yongping Zhu, University of Notre Dame
Tong Chen, Massachusetts Institute of Technology
Fang Liu, Oberlin College

10:00am - 10:55am (4/2, Sunday)
Room 1: Potomac I (Technique demo)

Enhancing Intelligibility and Comprehensibility of L2 Mandarin Segments Through a Variety in Scripts and Accents
Vance Schaefer, The University of Mississippi
Abner(Tian) Zhang, The University of Mississippi

Activities to Increase Undergraduates’ Engagement in Foreign Language Class
Yan Tong, Birmingham-Southern College

Slack: Scaffolding L2 Speaking Activity Through Text-based Synchronous CMC
Xiaomeng Zhang, University of Pennsylvania

Research-based Instructional Strategies for Enhancing Chinese L2 Learners’ Oral Fluency
Abner(Tian) Zhang, The University of Mississippi

TPR Strategies to Liven up Your Class
Lingjing Luo, Whispering Wind Academy

Room 2: Potomac II (Technique demo)

Using Tableau and Pantomime to Teach Chinese Words and Texts
Kexuan Wu, University of Oklahoma

提升華語E化閱讀能力之差異化教學
I-Chiao Hung, National Taiwan Normal University

Learn Chinese Vocabulary Through Scaffolding
Jingcheng Wang, Midland Public Schools

Training Novice Native-speaking Tutors
Yueru Ni, Arizona State University

高级中文写作训练
Wenhui Chen, Brown University

Implementing a Quality Assurance System Across Levels
Henghua Su, Xi'an Jiaotong-Liverpool University

Room 3: Potomac III

哪吒的演绎：传统故事的重新创作在华裔课堂中的使用
Jili Sun, Northwestern University

华裔中文教学SIG: 华裔中文教学与课堂内外社区的联结
Yan Liu, Duke University
Duosi Meng, University of Illinois at Chicago
Bonnie Wang, Durham Academy
Chiu-hung Chen, University of Toronto Mississauga
Grace Wu, University of Pennsylvania
Room 4: Sully (SIG panel)

K-12 中文课堂教学与方法论 SIG: Effective Partnerships Between K12 and Higher Education Chinese Programs
Chunmei Guan, Logansport High School
Zoe Jiang, ISD
Xiaoqing Liu, Butler University
Jun Yan, Franklin County Community Schools
Ye Sun, Lafayette School Corporation

Room 5: Piedmont I (Exhibitor & SIG panel)

科技中文教学 SIG: Technologies in Teaching Chinese Language, Art, Calligraphy, and Qigong
Penny Wang, University of Northern Iowa
Hong Zhan, Embry-Riddle Aeronautical University
Ziyi Geng, Wake Forest University
Jun Wang, University of Virginia, University of Wisconsin-Madison

Excite and Engage your Students with Leveled Authentic Texts (Mandarin Matrix)
Cecilia So, Mandarin Matrix

Room 6: Piedmont II (SIG panel)

二语习得SIG: Equitable Education for Learners of Color and Implementing 3D Characters in the Classroom
Zhiying Qian, Florida State University
Hsuan-ying Liu, University of California, Riverside
Qiaona Yu, Wake Forest University
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Additional Information

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以下视频均已上线，输入链接或扫描二维码即可观看

CLTA六十年周年回顾短片 / 六十年周年回顾短片
https://youtu.be/7hLMFWNbSjE

美国中文教师学会
The Chinese Language Teachers Association, USA

2分钟带您了解美国中文教师学会
https://youtu.be/mm33XhtcoxA

苏张之丙回顾五十年中文教学之路
https://youtu.be/fHKDLCs8ZFc

凌志韫
https://youtu.be/UDwrOhrP3SY

邓守信
https://youtu.be/MQpuoFaFMQM

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