CLTA

美国中文教师学会
2024年会手册

PROGRAM GUIDE

CHINESE
LANGUAGE
TEACHERS
ASSOCIATION

ST. LOUIS, MO
APRIL 5 TO APRIL 7

ANNUAL
CONFERENCE
2024

相约圣路易斯！

TABLE OF CONTENTS

WELCOME TO CLTA 2024

Welcome Message from the President 3
Board of Directors 5
Appointed Officers & Committees 6
Regional Associations & Special Interest Groups 7
Thank You to Our Sponsors 9
Floor Plan 10
Schedule at a Glance 11
Conference Program 19
Additional Information 37

DAILY PROGRAM

Friday, April 5, 2024 19
- Board & Officer Meeting 19
- Concurrent Presentation Sessions 19
- Tao-chung Ted Yao Memorial Award Presentation 20
- Roundtable Discussions 21
- Invited Workshops 25

Saturday, April 6, 2024
- Concurrent Presentation Sessions 25
- Invited Colloquia 26
- Jiede Award Presentation 27
- Keynote Speeches 28
- SIG Meeting & Regional CLTA Meeting 33
- General Members Meeting 33

Sunday, April 7, 2024
- Concurrent Presentation Sessions 33

ADDITIONAL INFORMATION

How to Join CLTA 37
CLTA Youtube Channel 37
CLTA Publications 37
CLTA Awards Information 39

The full conference program can also be accessed on https://forlang.fsa.mtsu.edu/clta2024 or scan QR code

Welcome Message from the President

Dear colleagues,

On behalf of the Board of Directors of the Chinese Language Teachers Association, USA (CLTA), I warmly welcome colleagues from around the world to gather under the Gateway Arch by the Mississippi River on this beautiful spring day. Together, let us explore issues of our common interest, and join our efforts in promoting the development of international Chinese education.

Since its establishment over sixty years ago, this is the first time that CLTA is holding its annual conference in St. Louis, Missouri. We are honored to welcome over four hundred experts and scholars to this event, setting a new attendance record. We have accepted a total of 255 paper proposals. Our program includes 3 keynote speeches, 5 invited colloquia and workshops, 15 roundtable sessions, and 80 panel presentations. We look forward to scholars and teachers engaging in academic discussions, reviewing the latest developments in our field, and fostering collaborative relationships throughout the three-day conference.

We are happy to announce that this year's conference boasts a number of new features. There is a significant presence of experts and scholars from abroad, which will undoubtedly infuse new vitality into the conference. Additionally, we have introduced new formats for the conference agenda, including the roundtable discussions and invited colloquia.

We sincerely thank the CLTA Board of Directors and all colleagues of the CLTA Conference Committee for their tireless efforts and hard work in ensuring the success of this conference. Once again, we welcome you all to the 2024 CLTA Annual Conference, which I hope will broaden our horizons, enrich our knowledge, give us new inspirations and joint plan for development!

Best regards,

Xia Liang
President, Chinese Language Teachers Association, USA
On behalf of the CLTA Board of Directors and the CLTA Conference Committee

2024年会会长欢迎辞

各位同事：

首先，我谨代表美国中文教师学会理事会并以我个人的名义，热烈欢迎来自世界各地的同仁们在此春暖花开之际齐聚密西西比河畔大拱门下，一起探讨国际中文教育领域大家共同关心的话题，并齐心努力推动国际中文教育事业的发展。

美国中文教师学会自创建六十余年来，第一次在密苏里州圣路易斯市举办年会，我们创纪录地迎来了四百多位本领域的专家学者共襄盛举，实乃荣幸。此次会议我们共收到稿件255篇，共安排了3个主旨发言，80个小组发言，15个圆桌讨论，以及5个特邀论坛与工作坊。我们期待老师们在三天的会议当中能够切磋学术，把握行业的最新发展动态，发展合作关系，共同促进整个中文教学领域学术共同体的发展与完善。

今年年会有几个新的亮点，比如我们有大量来自国外的专家学者参会，这必将为会议注入新的活力；另外此次会议增加了一些新的方式，比如圆桌讨论、特约论坛等等。

我们衷心感谢美国中文教师学会理事会、年会会务组的各位同仁为此次会议成功举办付出的不懈努力和辛勤汗水。再次欢迎大家前来参会并预祝大会开成一个业内同仁开拓思路、丰富知识、互相激励、共谋发展的大会。

祝各位老师参会愉快！

梁霞

美国中文教师学会会长

BOARD OF DIRECTORS 2023-2024

Xia Liang 梁霞
(April 2022-23 VP, April 2023-24 P, April 2024-25 IPP)
Washington University in St Louis
xliang@wustl.edu

Zhongqi Shi 史中琦
(April 2023-24 VP, April 2024-25 P, April 2025-26 IPP)
Columbia University
zs2132@columbia.edu

Shuai Li 郦帅
(April 2021-22 VP, April 2022-23P, April 2023-24 IPP)
Georgia State University
sli12@gsu.edu

Yu Wu 吴瑜
(April 2024-25 VP, April 2025-26 P, April 2026-27 IPP)
University of Rhode Island
yu_wu@uri.edu

Zoe Jiang 江凌欧
(April 2021- April 2024)
Skyline High School
jiangl@issaquah.wednet.edu

Ninghui Liang 梁宁辉
(April 2023 - April 2026)
Yale University
ninghui.liang@yale.edu

Yan Liu 刘艳
(April 2022 - April 2025)
Duke University
yl286@duke.edu

Jing Wang 王静
(April 2021- April 2024)
Princeton University
jingwang@princeton.edu

Qiaona Yu 俞巧娜
(April 2023—April 2026)
Wake Forest University
yuq@wfu.edu

Kening Li 李可宁
(April 2023 - April 2026)
University of Michigan
keningli@umich.edu

Gang Liu 刘刚
(April 2022 - April 2025)
Carnegie Mellon University
gangliu@andrew.cmu.edu

Bonnie Wang王春梦
(April 2022 - April 2025)
Durham Academy Upper School
bonnie.wang@da.org

Ran Zhao 赵冉
(April 2021- April 2024)
The University of Virginia
rz4e@virginia.edu

APPOINTED OFFICERS & COMMITTEES

Appointed Officers

CLTA Headquarters
Jie Zhang 张洁, Executive Director
(April 2023 – April 2027)
University of Oklahoma
hq@clta-us.org

Conference Officer
Ninghui Liang 梁宁辉
(April 2023 – April 2024)
Yale University
ninghui.liang@yale.edu

Journal Officer
Dana S. Bourgerie 白杰理
CSL Journal Editor
(April 2021 – April 2024)
Brigham Young University
dana_bourgerie@byu.edu

Journal Officer
Baozhang He 何宝璋
CSL Associate Editor
(April 2021 – April 2024)
College of the Holy Cross
bhe@holycross.edu

K-12 Publication Officer
Cilei Han 韩慈磊 (editor)
(April 2021 – April 2024)
Lake Oswego High School
cilei.han@gmail.com

Newsletter Officer
Dr. Hsiang-ning Wang (Editor)
Department of Asian Studies
The University of British Colombia
sunnie.wang@ubc.ca

Home Page Officer (Webmaster)
Jun Da 笪骏
(April 2021 – April 2024)
Middle Tennessee State University
Jun.Da@mtsu.edu

Committees

Steering Committee
Xia Liang 梁霞 (P, Chair)
Zhongqi Shi 史中琦 (VP)
Shuai Li 郦帅 (IPP)
Jie Zhang 张洁 (ED)
Yu Wu 吴瑜 (Board Member)
Ran Zhao 赵冉 (Board Member)

Fund-Raising Committee
Gang Liu 刘刚 (Chair)
Yan Liu 刘艳
Zhongqi Shi 史中琦
Bonnie (Chunmeng) Wang 王春梦

Awards Committee
Jing Wang 王静 (Chair)
Gang Liu 刘刚
Yu Wu 吴瑜
Ran Zhao 赵冉
Qiaona Yu 俞巧娜
Jincheng Liu 刘锦成 (Invited Reviewer)

Media and Publicity Committee
Yu Wu 吴瑜 (Chair)
Zoe (Ling'ou) Jiang 江凌欧
Ninghui Liang 梁宁辉
Panpan Gao 高畔畔 (Invited Specialist)
Qiaosi Yuan 袁桥椳 (Invited Specialist)
Zheng Gu 顾铮 (Invited Specialist)

The National Collegiate Chinese Honor Society
Bonnie (Chunmeng) Wang 王春梦 (Chair)
Yu Wu 吴瑜
Kening Li 李可宁
Weibing Ye 叶为兵 (Invited Specialist)

Regional Associations Committee
Ran Zhao 赵冉 (Chair)
Zoe (Ling'ou) Jiang 江凌欧
Yan Liu 刘艳
Bonnie (Chunmeng) Wang 王春梦

Nominating and Election Committee
Zhongqi Shi 史中琦 (Chair)
Xia Liang 梁霞
Shuai Li 郦帅

Professional Development Committee
Yan Liu 刘艳 (Chair)
Xia Liang 梁霞
Ran Zhao 赵冉
Qiaona Yu 俞巧娜

Conference Committee
Xia Liang 梁霞 (Chair)
Zhongqi Shi 史中琦 (Co-Chair)
Ninghui Liang 梁宁辉 (Conference Officer)
Jie Zhang 张洁 (Headquarters)
Yu Wu 吴瑜 (Program Chair)
Qiaona Yu 俞巧娜 (Program Co-Chair)
Jun Da 笪骏 (Technology Specialist)

K-12 Committee
Zoe (Ling'ou) Jiang 江凌欧 (Chair)
Bonnie (Chunmeng) Wang 王春梦
Ting Gao 郜婷 (Invited Specialist)

Finance Committee
Zhongqi Shi 史中琦 (Chair)
Xia Liang 梁霞
Shuai Li 郦帅
Jie Zhang 张洁

REGIONAL ASSOCIATIONS

Chinese Language Teachers Association of California (CLTAC)
加州中文教师协会

Chinese Language Teachers Association of Virginia (CLTA-VA)
維州中文教師學會

Chinese Language Teachers Association of Indiana (CLTA-IN)
印第安纳州中文教师协会

Oklahoma Chinese Language Teachers Association (OKCLTA)
俄克拉荷马州中文教师协会

Chinese Language Teachers Association – National Capital Region (CLTA-NCR)
大华府中文教师学会

Chinese Language Teachers' Association of Southern California (CLTA-SC)
南加州中文教师学会

Chinese Language Teachers Association of Western Pennsylvania (CLTA-WPA)
西賓州中文教師學會

Chinese Language Teachers Association of Arizona (CLTA-AZ)
亚利桑那州中文教师学会

Colorado Chinese Language Teachers Consortium (CCLTC)
科州中文教师协会

CLTA-MO
密苏里中文教师学会

Chinese Language Teachers Association of Texas (CLTA-Texas)
德州中文教师学会

Chinese Language Teachers Association – Washington State (CLTA-WA)
華州中文教師學會

New England Chinese Language Teachers Association (NECLTA)
新英格兰地区中文教师协会

Chinese Language Teachers Association – Oregon (CLTA-OR)
俄勒冈州中文教师学会

Chinese Language Teachers Association of Greater New York (CLTA-GNY)
大纽约地区中文教师学会

Chinese Language Teacher Association of North Carolina CLTA-NC)
北卡中文教师学会

CLTA-Taoli Mid-Atlantic (CLTA-Taoli)
中大西洋桃李教师学会

Georgia Chinese Language Educators (GCLE)
佐治亚州中文教师协会

New Jersey Chinese Teachers Association
新泽西州中文教师学会

Chinese as a second language research
二语习得

Chinese Language Film Education Exchange (CLFEdEx) CLTA
中文電影教學興趣小組

CFL Teacher Development
汉语教师综合素养论坛

CLTA Educational Technology (CLTA-Ed Tech)
科技中文教学

Content-based Chinese Language Courses at Advanced Levels
跨学科高年级汉语教学

Context-based Inter-disciplinary CFL Curriculum: Research and Practice

Intercultural Competence for Chinese Teachers and Learners
中文师生所需的跨文化能力

K-12 Classroom and Methodology
K-12 中文课堂教学与方法论

L2 Chinese Pronunciation Teaching and Research group (L2 Chinese PTR)
二语语音教学与研究

Teaching CFL to Elementary and IntermediateLearners
初中级中文教学

Chinese Heritage Language Learning
华裔中文教学

Program Articulation
项目衔接

Chinese Grammar Instruction and Research
语法教学和研究

Exhibit Venue: Landmark Foyer

With our sincere gratitude, CLTA would like to thank the following sponsors and exhibitors who generously support CLTA members and are participating in the 2024 CLTA Exhibition Table Event. Please visit the CLTA website https://clta-us.org to learn more about these sponsors and view their flyers. In addition, we received donations from anonymous individual donors. Thank you for your unwavering support!

新东方 XDF.CN | 比邻中文

CET ACADEMIC PROGRAMS

CHENG & TSUI
"Bringing Asia to the World" ™

DLS | DIPLOMATIC LANGUAGE SERVICES
Diplomatic Language Matrix

MANDARIN MATRIX™
mandarin that clicks

Phoenix Tree Publishing
北京语言大学出版社北美分社
BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS NORTH AMERICA

普林斯頓暑期北京中文培訓班
Princeton in Beijing

Meet Real People, See Real Asia

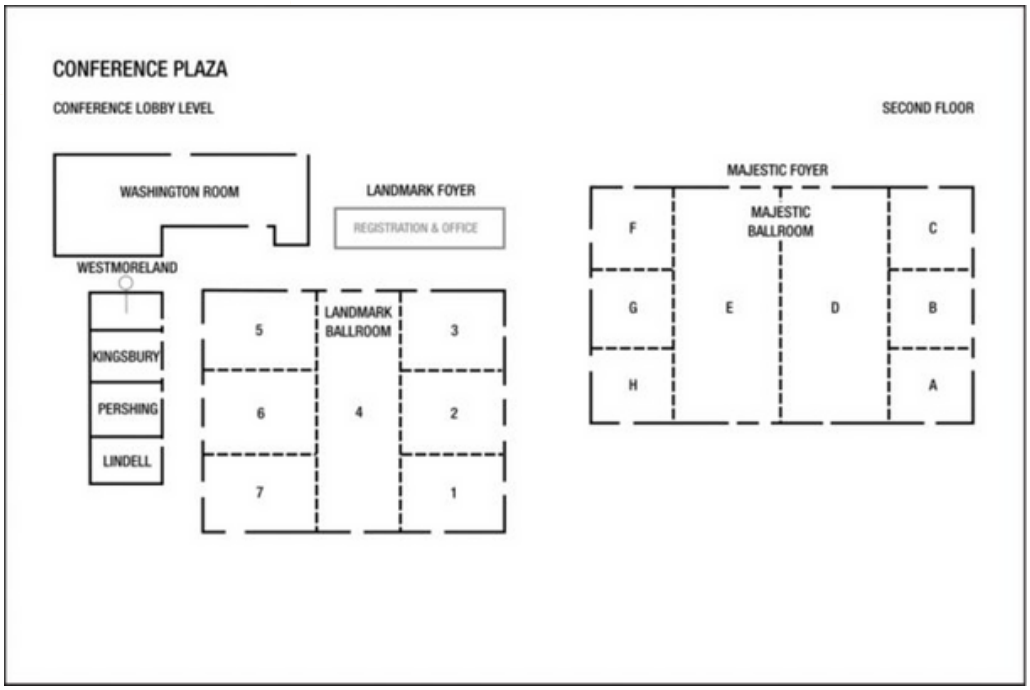
TOCFL
華語文能力測驗
Test of Chinese as a Foreign Language

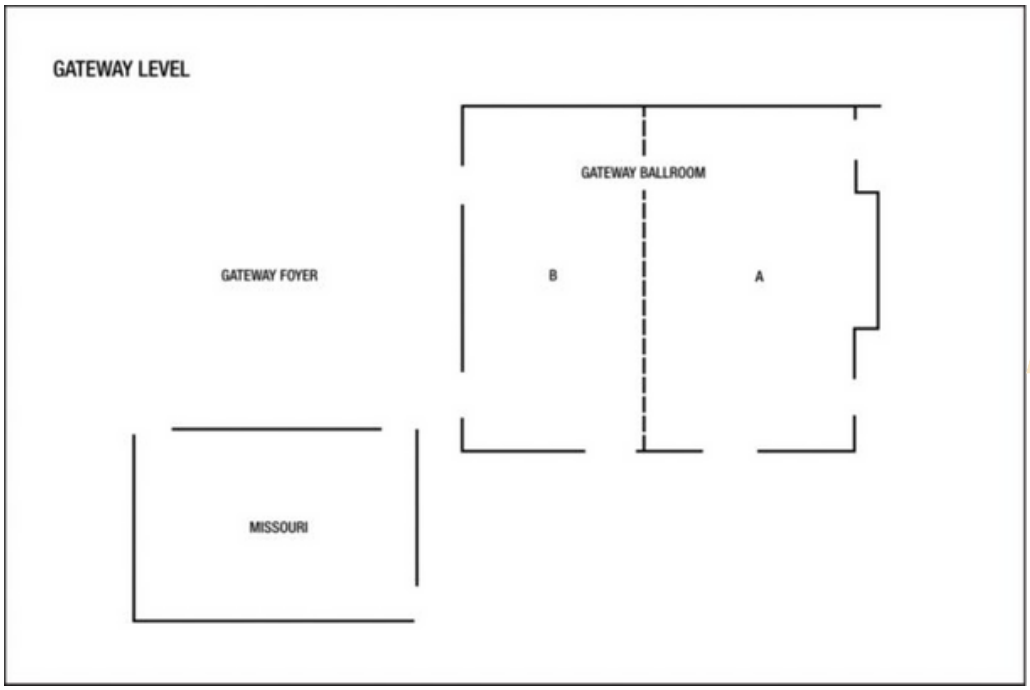
VISTA HIGHER LEARNING

西湖大学
WESTLAKE UNIVERSITY

悟空中文
wukong

Floor Map


CONFERENCE PLAZA
CONFERENCE LOBBY LEVEL
SECOND FLOOR
WASHINGTON ROOM
LANDMARK FOYER
REGISTRATION & OFFICE
WESTMORELAND
KINGSBURY
PERSHING
LINDELL
5
LANDMARK BALLROOM
3
6
4
2
7
1
MAJESTIC FOYER
F
MAJESTIC BALLROOM
C
G
E
D
B
H
A


GATEWAY LEVEL
GATEWAY BALLROOM
GATEWAY FOYER
B
A
MISSOURI

SCHEDULE AT A GLANCE

Friday, April 5

Time	Event	Location
9:00AM-11:00AM	Board Meeting	Landmark 5
12:30PM-2:20PM	Concurrent Sessions	Landmark 5,6,7, Missouri, Gateway A, B
2:30PM-3:20PM	Roundtable Discussions	Landmark 1, 2, 3 & 4
3:30PM-3:45PM	Coffee break	Landmark Foyer
3:50PM-5:40PM	Concurrent Sessions	Landmark 5, 6, 7, Missouri, Gateway A, B
5:50PM-6:50PM	Dinner	Landmark 1, 2, 3 & 4
7:00PM-9:00PM	Workshops	Landmark 5, 6
12:00PM-9:00PM	Exhibition	Landmark Foyer

Saturday, April 6

8:00AM-9:50AM	Concurrent Sessions	Landmark 5, 6, 7, Missouri, Gateway A, B
10:00AM-10:15AM	Coffee break	Landmark Foyer
10:20AM-11:10AM	Concurrent Sessions	Landmark 5, 6, 7, Missouri, Gateway A, B
11:20AM-12:30PM	Lunch	Landmark 1, 2, 3 & 4
11:45AM-1:30PM	Keynote speeches	Landmark 1, 2, 3 & 4
1:45PM-2:35PM	Concurrent Sessions	Landmark 5, 6, 7, Missouri, Gateway A, B
2:45PM-3:35PM	Concurrent Sessions	Landmark 1, 2, 3 & 4; Landmark 5, 6, 7, Missouri, Gateway A, B
3:45PM-4:00PM	Coffee break	Landmark Foyer
4:05PM-5:55PM	Concurrent Sessions	Landmark 5, 6, 7, Missouri, Gateway A, B
6:05PM-6:45PM	SIG Meetings; Regional CLTA meeting	Landmark 6, 7
6:50PM-8:00PM	Dinner	Landmark 1, 2, 3 & 4
7:00PM-8:30PM	CLTA Membership Meeting	Landmark 1, 2, 3 & 4
8:00AM-6:30PM	Exhibition	Landmark Foyer

Sunday, April 7

8:00AM-10:50AM	Concurrent Sessions	Landmark 5, 6, 7, Missouri, Gateway A, B
8:00AM-11:00AM	Exhibition	Landmark Foyer

The full conference program can also be accessed on https://forlang.fsa.mtsu.edu/clta2024 or scan QR code

生正逢时——五十年来美国中文教学的反思

周质平

普林斯顿大学东亚系

中国人常说“生不逢时”，但对从事国际中文教学的人而言，当今却是个“生正逢时”的时代！

对中国人来说，教外国人学中文成为一门学科，一种职业是上世纪80年代后期才逐渐形成规模的。这在中国近现代教学史上是个新生事物。鸦片战争之后，从晚清的洋务运动到民国早期的新文化运动，以至于1949年之后的中华人民共和国，至少头30年的时间都只有中国人学外语的份儿，且不论是英语，日语还是俄语，很少听说有外国人学习中文的事。本文拟就过去50年来，中文教学在美国的发展，作些回顾和检讨，尤其着重在师资养成，教学方法和文化处理这三点上。

在师资的培养上，应以中国文史和汉语本体的知识为体，教学法为用，当前国内外有些高校对外汉语研究生的课程安排，常有本末倒置的现象。

在教学方法上，过分重视流利而忽略准确，在所谓“完成任务”或“达成交流”这两个指导思想之下，强调语言的功能，而忽略语言的结构。

自从有了所谓“跨文化交际”这一课题之后，许多交际上的困难都归咎于文化处理的失当，而不知真正的问题是语言水平太低，根本不足以达成交流的目的。

日本中文学习者的偏误特色及教学对策

Error of Japanese Chinese learners and their teaching strategies

古川裕 Yutaka Furukawa

亚太地区国际汉语教学学会，Osaka University

When teaching Chinese in Japan, both in and out of class, we often encounter various errors produced by Japanese studies, including output (speaking, writing, translating) and input (listening, reading, translating). Although the errors occur so frequently and so widely, we think that so far, the research on errors of native Japanese speakers has not attracted enough attention. At the same time, we should also admit that there are still many problems in the current Chinese teaching grammar system at home and abroad that cannot meet the needs of foreign Chinese teaching. How to revise and improve the current Chinese teaching grammar system and apply it to teaching practice reasonably and effectively is undoubtedly one of the goals that the foreign Chinese teaching community needs to make efforts for.

Previous studies on non-native speakers' biases often use classification to explain the problem, such as "positional errors", "mixing", "misuse", "redundancy", "absence" and so on. However, we believe that no matter how detailed the classification is, it has no application value in teaching. We believe that this classification is just a division of the bias results from the perspective of native speakers of Chinese, without revealing the causes of bias. For TCFL, the latter is of great significance. Because from the perspective of non-native speakers, rather than telling them what kind of bias they have, they want to know the causes of their biases, because only by knowing the causes can they prevent them. What we need to explain is "why".

According to the preliminary survey conducted by the Chinese majors in the School of Foreign Languages of Osaka University, the reasons for bias can be roughly divided into the following four categories:

1. Negative transfer of Japanese = interference of mother tongue (including the negative impact of Chinese characters)
2. Negative transfer of English = interference of foreign languages
3. Negative transfer of Chinese = interference of Chinese itself
4. Insufficient explanation = responsibility of Chinese teachers

汉语环境中打工 (Working in a Chinese Language Environment)

Robert Hegel

Washington University, St.Louis

As an average language learner, I was slow in developing conversational skills. During my student years there were fewer opportunities to learn than there are now; nearly all learning was confined to the classroom. Based on my own experience I conclude that developing advanced level language skills can best be accomplished outside of class. I recommend directing the most serious students of Chinese language and culture to plan on spending extended periods of time using Chinese as their primary language of communication, living and working in Chinese language. Finding the right working environment there can be the key to real fluency in Chinese.

Invited Workshops & Colloquia

Invited workshops

Friday, 4/5, 07:00 pm - 09:00 pm, Landmark 5

Using AI tools for Chinese language teaching and research

Wei Cai, University of Calgary

Jun Da, Middle Tennessee State University

This workshop covers two topics on the use of AI tools for Chinese language teaching and research: 1) How to compose impactful ChatGPT prompts to develop a spectrum of learning and teaching materials, such as lesson plans, reading materials, and practice activities, among others, and the best practices in refining and optimizing these materials to maximize learning outcomes; 2) Possible applications of AI tools such as ChatGPT, Claude, and Ernie Bot (文心一言) and best practices to support SLA research and publication, including literature exploration, data analysis, the drafting and editing of scholarly manuscript, and ethical considerations.

Friday, 4/5, 07:00 pm - 09:00 pm, Landmark 6

Language Program Evaluation: An Evidence-Based Process for Understanding and Improving Your Program

Meg Montee, Georgetown University

Language program evaluation is a powerful process that allows educators to ask and answer questions about their programs through steps that include asking evaluation questions, gathering and analyzing data, and making evidence-based decisions and improvements to their programs. However, recent research has shown that educators may not fully understand the purposes and uses of language program evaluation (Malone, Stevens, and Pineault, forthcoming). When empowered with a clear understanding of what program evaluation is and how it can be used in their contexts, educators are then equipped to advocate for and make changes to their programs.

This two-hour, hands-on workshop will provide participants with an understanding of the major steps involved in language program evaluation, including planning, developing evaluation questions, identifying stakeholders, collecting and analyzing data, reporting results, and implementing changes. Through scenarios and discussion, participants will engage with key ideas in the workshop and synthesize new information. Additionally, the workshop will include practice with several key data collection methods in language program evaluation, including surveys and interviews.

Participants will apply concepts from the course to their own contexts by developing their own evaluation questions and identifying stakeholders. Thus, the workshop will have practical and immediate applications for participants who are interested in conducting their own program evaluations or who want to advocate for this process in their contexts.

To summarize the key goals of the session, by the end of the workshop, participants will be able to:

1. Gain foundational knowledge about the purposes and uses of program evaluation;
2. Learn about methods for collecting data about the effectiveness of language programs; and
3. Consider next steps for language program evaluations in their own contexts.

Invited Colloquium

Saturday, 4/6, 9:00-9:50 am, Landmark 6

Seeking Changes in a Challenging Time: New Perspectives for Proficiency-Oriented Chinese Teaching and Beyond

Yu Liu, Brigham Young University

Qiaona Yu, Wake Forest University

Yuyun Lei, Western Kentucky University

Yu Wu, University of Rhode Island

Yang Wang, Brown University

Wei Wang, University of Houston

Ziyi Geng, Wake Forest University

Luoyi Cai, University of North Carolina at Chapel Hill

Language education faces increased challenges due to the convenience of translation tools, seemingly ubiquitous English speaking, and declining college enrollment (Bauman, 2021; Johnson, 2019). Language educators have actively sought strategies to navigate challenges that demand innovation and adaptability. One of such strategies is proficiency-oriented language instruction, which refines the existing teaching practices and serves as a comprehensive framework for organizing teaching, curriculum, and evaluation. This colloquium will present empirical studies on proficiency-oriented language instruction, program design, and assessment.

The first study, Bridging the Gap: Aligning Curriculum Design with Proficiency Levels in a Chinese Language Program, aligns program design with students' proficiency levels measured by OPI and HSK scores. The demonstrated benchmarks encourage diverse pathways for Chinese language programs to enhance students' proficiency development. The demonstrated benchmarks encourage diverse pathways for Chinese language programs to enhance students' proficiency development.

To explore such pathways, the second study, A UDL Blended Curriculum Metamodel (BCM) for Proficiency-Based Chinese Instruction, introduces an innovative Universal Design for Learning (UDL) approach. This metamodel allows varied composition and weight of in-person and online teaching modalities to support

proficiency progress from novice- to advanced-level in a first- to fourth-year proficiency-oriented curriculum.

Since listening has been a source of frustration for L2 learners, the third study, What Makes a Good L2 Listener? Factors Contributing to Varied Performance in Proficiency-based Chinese Listening Comprehension, identifies factors such as oral proficiency and vocabulary size as pivotal in predicting listening comprehension, whereas testing anxiety and listening strategies play less important roles.

To develop listening skills in the classroom setting, the fourth study, How to Be an Active Listener: Teaching and Assessing Listener Responses in L2 Chinese, evaluates the effectiveness of teaching and assessing Listener Response (LR), using longitudinal data from interactions between L2 Chinese learners and native speakers. By conducting conversation analysis of beginning-level Chinese learners, the study uncovers distinct levels of LR development, resulting in specific descriptors for each level.

The fifth study, Fostering Language and Intercultural Learning through a Cross-Institutional Community-Engaged Project, extends the scope of proficiency-oriented instruction into intercultural competence (IC) development. This project involves collaborative activities initiated by two universities, aiming to assess learners' IC improvement by analyzing their language use, perspectives, and interactions. Enhancements in IC were evident in interactions with community partners and the presentation of cultural perspectives.

Invited Colloquium

Saturday, 4/6, 01:45-02:35 pm, Landmark 6

Examining the Utilization of Chinese Proficiency Grading Standards in Chinese Language Education in the US and UK Contexts

Ye Tian, University of Pennsylvania
Jie Zhang, University of Oklahoma
Xiaoming Hou, Bucknell University
Zhu Zhu, University of Aberdeen
Bo Liu, The University of Texas at Austin
Maiheng Dietrich, University of Pennsylvania
Grace Wu, University of Pennsylvania

This colloquium presents four studies that examine the utilization and application of the Chinese Proficiency Grading Standards for International Chinese Language Education (Grading Standards) (《国际中文教育中文水平等级标准》) that focus on grammar, characters, vocabulary, and translation, respectively.

The first study utilized the Grading Standards to examine the coverage, level distribution, type distribution, and presentation methods of grammar instruction in the beginning to intermediate-level textbook Integrated Chinese (《中文听说读写》) and several advanced-level Chinese textbooks.

The second study conducted statistical research on the characters and vocabulary used in three sets of textbooks. It revealed that the vocabulary quantity specified in the Grading Standards is significantly higher than the vocabulary taught in these eight courses, and there is a clear mixture of vocabulary levels in these textbooks.

The third research project involved the development and implementation of a character recognition test based on the Grading Standards. The results provided an estimation of the learners' character recognition proficiency and reveal variations at multiple levels, including school, course, and individual levels. On the other hand, they served as a valuable link between the Grading Standards and teaching/learning practices, enabling necessary reflections on the efficacy of the Grading Standards, particularly concerning the character component.

The fourth paper raised questions concerning the descriptions and objectives pertaining to the "Translation" ability. It embarks on a conceptual exploration aimed at characterizing and elucidating the abilities of L2 Chinese learners in translation across varying proficiency levels.

In conclusion, these four studies collectively shed light on various facets of the Grading Standards for international Chinese language education with regard to how it can be integrated into Chinese language teaching in the US and UK, offering valuable insights into grammar instruction, vocabulary, and character usage, character recognition testing, and the nuanced considerations surrounding the inclusion of translation ability, and providing a comprehensive exploration of the Grading Standards' implications for Chinese language education in both academic and practical contexts.

Invited Colloquium

Saturday, 4/6, 02:45-03:35 pm, Landmark 1,2,3, &4

A Survey of College-Level Chinese Language Programs in the US

Shuai Li, Geogia State University

Xia Liang, Washington University in St. Louis

Jun Da, Middle Tennessee State University

Zhongqi Shi, Columbia University

Yu Wu, University of Rhode Island

Invited Workshops & Colloquia

The landscape of college-level Chinese language education in the US has undergone significant changes in recent years, prompting a heightened sense of urgency among practitioners to seek solutions. However, due to the last national survey on tertiary-level Chinese programs being conducted over a decade ago (Li, Wen & Xiao, 2014), there is currently limited up-to-date data available for gaining a panoramic view of the field's status quo.

Commissioned by the current CLTA Board, the present study represents a timely effort to address the aforementioned issue by conducting a large-scale survey among Chinese language programs in American universities and colleges. Informed by previous surveys, the research team developed a survey consisting of over 70 questions covering areas such as curriculum, instructors and students, teaching materials, pedagogy, assessment, study abroad, and technology. Additionally, we plan to conduct follow-up interviews with selected programs to gain in-depth insights into their respective situations. We plan to report preliminary survey findings based on the responses from 193 Chinese language programs.

2024 Chinese Language Teachers Association Annual Conference Program

St. Louis, Missouri

Date: April 5 to April 7, 2024

Site: Marriott Hotel St. Louis Grand

URL: https://www.clta-us.org/clta-annual-conference/

We kindly request that all attendees of the conference wear their badges at all times during conference activities.

April 5, 2024 (Friday)

09:00am - 11:00am (4/5, Friday)

Landmark 5

Board & Officer Meeting

12:30pm - 01:20pm (4/5, Friday)

Landmark 5

Creating Opportunities for Chinese Learners Through Peer-Communication Programs

Ding Wang, Carnegie Mellon University

Jincheng Liu, University of Notre Dame

Landmark 6

Learning Through Performing: Using Reacting to the Past Games in Advanced Language Classes

Sherry Mou, DePauw University

沉浸式主题教学与实践——点亮中文夏令营新思

Xuan Ye, Indiana University Bloomington

Exploring Contemporary Chinese Trends Through Emerging Buzzwords

Ying-ju Chen, North Carolina State University

Landmark 7

浅谈汉语韵律语法理论在初级对外汉语教学中的应用

Chongyi Liang, Wesleyan University

实证研究 - 学生在作文中的语法习得表现

Duosi Meng, University of Illinois at Chicago

Exploring the Use of Conjunctions in Writing Among Secondary-Level Learners of Chinese: a Corpus Study

Meng Zhou, University of Utah

April 5, 2024 (Friday)

12:30pm - 01:20pm (4/5, Friday)

Missouri

(Tao-chung Ted Yao Memorial Award presentation)

基于复杂动态系统理论的汉语二语写作发展研究

Yilei Li, University of Arizona

(Tao-chung Ted Yao Memorial Award presentation)

Pathway to Proficiency-Understand the Influential Factors of Chinese Proficiency Development

Qingyu Yang, University of Rhode Island

(Tao-chung Ted Yao Memorial Award presentation)

A Semantic Study of the Chinese Classifier 只(zhī) and Its Implications in Teaching Chinese as a Foreign Language

Jia Liu, University of Hawai'i at Mānoa

Gateway A

中文广播电台、网络新闻媒体与高级中文课合作初探

Xiang Jian, University of Southern California

Hsiaoyun Liao, University of Southern California

The Effects of Real-Life Tasks on Elementary Chinese Students' Practical Speaking Skills

Xue He, University of Denver

高年级中文口语活动课设计与高级口语训练

Ying Ou, Princeton University

Gateway B

Presenting Novice-Level Chinese Grammar Explanations Through a Learners' Lens

Yongfang Zhang, Wofford College

迈向自立的汉语拼音

Yu Kejian, Xi'an JiaoTong University

Wang Li, Beijing Software Export Center Development Co., Ltd

跳脱教科书框架的高年级中文课程 Unleashing Creativity: Exploring Advanced Chinese Curriculum Beyond Textbooks

Yi-lu Kuo, University of Chicago

01:30pm - 02:20pm (4/5, Friday)

Landmark 5

An Investigation of ChatGPT's Capabilities in Identifying and Correcting Errors in Short Written Texts by Intermediate- and Advanced-Level CSL Learners

Chengxu Yin, University of Notre Dame

Jun Da, Middle Tennessee State University

ChatGPT API Integration to Improve Chinese Reading and Writing

Limei Shan, Lehigh University

Landmark 6

Reciprocal Connections: Advanced Learners Engaging With the Heritage Community Through Project-Based Language Learning

Yingling Bao, Indiana University Bloomington

Yufen Chang, University of Minnesota

Bing Mu, University of Rhode Island

Sydni L Lockeby Catalano, Indiana University Bloomington

April 5, 2024 (Friday)

1:30pm - 02:20pm (4/5, Friday)

Landmark 7

Chinese-English Translation Course Designs in the Age of Technology and AI

Lini G Polin, The University of North Carolina at Chapel Hill

Yan Liu, Duke University

Matt Coss, Michigan State University

Missouri

何谓“高级”汉语?

Kening Li, University of Michigan

Redesigning Advanced Chinese for an Active Learning Classroom

Jenny Y Yang, Rutgers University

从中级到高级的迈进：大学中文三，四年级普通班的教材选择，教学设计和学生水平检测

Jili Sun, Northwestern University

Gateway A

Metalinguistic Knowledge of Chinese Language Teachers

Wei Cai, University of Calgary

The Transformative Impact of Study Abroad Immersion Program on K-12 Language Educators' Professional Development

Wen Guo, University of Virginia

职前汉语二语教师教育技术接受模型探究

Peijian Sun, Zhejiang University

Gateway B

非汉语背景学生的《公文写作》案例课的设计与实现

Zhiying Lu, Renmin University of China

眼健康专业医学领域上构建中文教育培训的优势与特色

陈洁, 温州医科大学

吕帆, 温州医科大学

徐丹, 温州医科大学

曹敏, 温州医科大学

李小曼, 温州医科大学

李梦晨, 温州医科大学

国际中文教育工作的机遇与挑战——以华东师范大学为例

Meixu Huang, East China Normal University

Jun Ye, East China Normal University

Qiuchi Wang, East China Normal University

02:30pm - 03:20pm (4/5, Friday)

Roundtable discussions are designed for in-depth interactions. Each roundtable session starts with one or two (groups of) presenters sharing their work consecutively for 10 minutes each around a table. The next 30 minutes are used for all the presenters and attendees to engage in a group discussion. Please note that no projector is available. Presenters are encouraged to prepare handouts (10 copies suggested) to better engage attendees sitting around a table with them.

April 5, 2024 (Friday)

02:30pm - 03:20pm (4/5, Friday)

Landmark 1,2,3,&4

Table 1

L2 Chinese Character Teaching in the Post-Pandemic Era: Should We Abandon Dictation in University-Level Education?

Yanwen Wu, Columbia University

新形势下的初高中中文课程

Wenjing Xie, Tarwater Elementary School

Picture Books Enhance Reading and Emotional Literacy in DLI Program

Lingjing Luo, Higley Unified School District

Table 2

高年级汉语课程中的情景化口语教学

Junqing Jia, Hamilton College

Zhini Zeng, University of Mississippi

Xin Zhang, Duke Kunshan

Charting the Course: Navigating Chinese Language and Culture Through Digital Mapping Tools

Jinhui Wu, Reed College

Table 3

以偏概全在国际中文教育中的解释力

Haiyan Liu, 中国传媒大学

如何用YCT,HSK标准考试辅助中文教与学

Qian Zuo, Miami Test Center

Joanne Shang, Rye Country Day School

Table 4

Integrating Career Preparation Into Daily Chinese Language Courses

Hong Zhan, Embry-Riddle Aeronautical University

Dali Tan, Northern Virginia Community College

Effective Strategies in Advocating Chinese Program

Chunmei Guan, Logansport High School

Ye Sun, CLTA-IN

Xiaoqing Liu, Butler University

Table 5

三年级中文的教学实践与创新：以《变化中的中国》为例

Yueru Ni, Arizona State University

Sicheng Wang, Georgetown University

Shuo Liang, Arizona State University

初级汉语语音阶段翻转课堂之实践

Ling Yan, Columbia University

Yike Li, Columbia University

Table 6

A New Approach to Teaching Chinese at the Elementary Level (初级汉语教学新途径)

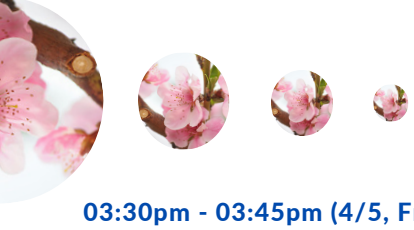
John Jing-hua Yin, University of Vermont

智慧教育背景下的国际中文学习共同体建构研究

Jun Ye, East China Normal University

Meixu Huang, East China Normal University

Qiuchi Wang, East China Normal University



03:30pm - 03:45pm (4/5, Friday)

Landmark Foyer

Coffee Break

03:50pm - 04:40pm (4/5, Friday)

Landmark 5

探索中文+职业教育的新思路—基于义乌工商职业学院深度调查的研究

Zhongqi Shi, Columbia University

Daoxiong Guan, University of California, Santa Barbara

Shan Fu, 义乌工商职业技术学院

"Chinese + Tourism": A Practical and Theoretical Exploration

Chengjun Zheng, Beijing International Studies University

Qiang Song, Beijing International Studies University

Jianshe Wu, Beijing International Studies University

Landmark 6

Making Connections: Enriching TCFL Curriculum and Empowering Learners

Jennifer Liu, Harvard University

Mien-hwa Chiang, University of Pennsylvania

Gang Liu, Carnegie Mellon University

Landmark 7

Assessing the Corrective Feedback Capability of ChatGPT for Chinese L2 Writing

Yu Liu, Brigham Young University

Fostering Collaborative Writing Skills Among Novice Chinese Learners: A Class Blog Approach

Dexin Dai, Knox College

Studies on Collaborative Writing in L2 Chinese Contexts: Status Quo and Implications

Mengying Zhai, University of Idaho

Missouri

高年级课程发展的多元探索

Yinqiu Ma, Princeton University

Xinyue Huang, Princeton University

Jue Lu, Princeton University

Gateway A

Design and Implementation of an Online Chinese Grammar Course

Hsiang-hua Melanie Chang, Oakland University

Flexible Hybrid and Blended Course Design for Effective and Significant Learning

Chuan-hui Weng, University of Tennessee Knoxville

中级中文混合式教学（Hybrid Teaching）尝试

Li Liu, University of California, Berkeley

Gateway B

从构式视角对“V上”的反思和梳理

Heping Xu, Defense Langauge Institute

Anmin Liu, Defense Language Institute Foreign Language Center

现代汉语表由远及近运动的“V过来”和“V上来”的对比研究

Ziyan Li, Hangzhou Dianzi University

基于语体观考察双音叠式副词与状语标记的共现

Qinghong Zhu, Shenzhen University

April 5, 2024 (Friday)

04:50pm - 05:40pm (4/5, Friday)

Landmark 5

新闻时事类汉语课动态教学法初探

Hsin-hsin Liang, University of Virginia

William Zhou, Yale University

Ninghui Liang, Yale University

Landmark 6

Developing Interactional Competence in L2 Chinese: Conversational Practices, Awareness, and Effect of Instruction

Wei Wang, University of Houston

Wenhao Diao, University of Arizona

Yunwen Su, University of Illinois

Landmark 7

Unveiling Strategies for Differentiated Instruction: Language and Content Integration in Advanced Chinese Courses for Diverse Student Groups

Jun Wang, University of Virginia, University of Wisconsin-Madison

Bo Zhan, Carnegie Mellon University

Wenting Ji, Duke Kushan University

Luwei Wang, University of Wisconsin-Madison

Missouri

Exploring Chinese Second Language Reading and Online Teaching Through Technology-Enhanced Methods

Jun Wang, Shanghai Jiao Tong University

Jiawei Wang, Shanghai Jiao Tong University

Yi Zhu, Shanghai Jiao Tong University

Gateway A

探討中文OPI對話練習之引導教學---以敘述台灣九份旅遊經驗為例

Kuanyu Huang, Indiana University

Diversifying Mandarin Language Education: Exploring Genres and Authentic Materials for Language Assessment in Alignment With ACTFL Proficiency Standards

Alexander F Tang, University of Hawai'i at Mānoa

Jacob Algrim, University of Hawai'i at Mānoa

Hsin-tzu Jen, University of Hawai'i at Mānoa

Language in Testing: the Prompts of Reading Comprehension Test in Different Languages.

Ying-yu Chen, University of Hawai'i at Mānoa

Gateway B

中高级教材编写的理论思考与实践创新

Shuai Li, Geogia State University

Zhiqiang Li, University of San Francisco

Xia Liang, Washington University in St. Louis

Jing Wang, Princeton University

Zheng-sheng Zhang, San Diego State University

05:50pm - 06:50pm (4/5, Friday)

Landmark 1,2,3,&4

Dinner （Sponsored by 西湖大学）

April 5, 2024 (Friday)

07:00pm - 09:00pm (4/5, Friday)

Landmark 5

Invited workshop

Using AI tools for Chinese language teaching and research

Wei Cai, University of Calgary

Jun Da, Middle Tennessee State University

Landmark 6

Invited workshop

Language Program Evaluation: An Evidence-Based Process for Understanding and Improving Your Program

Meg Montee, Georgetown University

April 6, 2024 (Saturday)

08:00am - 08:50am (4/6, Saturday)

Landmark 5

中文学习中的人工智能应用与学生互动：挑战与机遇

Ting Su, Carnegie Mellon University

Feng Xiao, Pomona College

Wei Cai, University of Calgary

Landmark 6

From Campus Tour to Virtual Museum: Collaborative Projects Between High School and Universities

Ning Wei, Colorado Academy

Yan Liu, Duke University

Ran Zhao, University of Virginia

Landmark 7

Culturally Responsive Teaching With Effective Feedback & Reflection

Lin Lin, University High School

Introducing a Cultural Approach to Enhance Vocabulary Acquisition by Students

Zhen Lin Qiao, Defense Language Institute

Exploring Chinese Language and Culture Outreach Activities for K-12 Students During the Grandparent University Program at Oklahoma State University

Cheng Chen, Oklahoma State University

Missouri

A Culinary Adventure: Food Theme in Chinese Language Education Through the Lens of the Holistic Approach

Lu Yu, Smith College

Yi-wen Liu, Ravenscroft School

Sujane Wu, Smith College

Ching-hsuan Wu, Case Western Reserve University

Ya-ching Hsu, Smith College

Yalin Chen, Smith College

April 6, 2024 (Saturday)

08:00am - 08:50am (4/6, Saturday)

Gateway A

Enhancing Chinese Character Education and Calligraphy Through Metaverse Intelligent Technology: Integration and Impact

Nan Ma, Sanda University

Dongxing Yu, Sanda University

Effectiveness of Implicit Vs. Explicit Corrective Feedback in Mandarin Tone Learning: An Empirical Study

Zhiyin R Dong, University of Delaware

Assessing Two Chinese Character Teaching Models in the Context of Teaching Chinese as a Foreign Language at College Level

Weidong Shi, Texas A&M University

Gateway B

Learning Community and Community-Based Learning in Advanced Language Classes

Nan Meng, University of Connecticut

Mengjun Li, University of Puget Sound

Yunxin Zhang, Davidson Academy Online

09:00am - 09:50am (4/6, Saturday)

Landmark 5

AI时代的高年级中文文学、文化、电影教学探索

Gang Liu, Carnegie Mellon University

Xia Liang, Washington University in St. Louis

Wei Wang, Washington University at St. Louis

Jing Wang, Princeton University

Luanfeng Huang, Princeton University

Xin Zou, NYU-Shanghai

Chen Wang, Emory University

Landmark 6

Invited colloquium

Seeking Changes in a Challenging Time: New Perspectives for Proficiency-Oriented Chinese Teaching and Beyond

Yu Liu, Brigham Young University

Qiaona Yu, Wake Forest University

Yuyun Lei, Western Kentucky University

Yu Wu, University of Rhode Island

Yang Wang, Brown University

Wei Wang, University of Houston

Ziyi Geng, Wake Forest University

Luoyi Cai, University of North Carolina at Chapel Hill

Landmark 7

Assessing Pragmatic Routines in L2 Chinese: A Focus on Rating Scale Functioning and Rater Behavior

Shuai Li, Georgia State University

Feng Xiao, Pomona College

(Cancelled) ~~A Multi-Site Study of L2 Chinese Writing Assessments: Does It Matter if Students Type or Handwrite?~~

Matt Coss, George Washington University

Developing K-12 Chinese Language Teachers' Abilities in Language Assessment and Curriculum Design Through PLC

Jiahang Li, College of Education, Michigan State University

April 6, 2024 (Saturday)

09:00am - 09:50am (4/6, Saturday)

Missouri

Empower, Engage, Excel: Project-Based Learning for Chinese Heritage Language Learners
- Ninghui Liang, Yale University
- Min-min Liang, Massachusetts Institute of Technology
- Hong Jiang, Northwestern University

Gateway A

Validity and Predictors of Foreign Language Anxiety in College Chinese Language Learners-A Preliminary Study
- Yiping Zhang, University of Rhode Island

(Jiede Award Presentation) Teaching formulaic expressions in Chinese as a foreign language: A qualitative investigation
- Xiaolong Lu, University of Arizona

高级汉语人才的高效培养策略调查
- Xizhen Qin, University of South Florida

Gateway B

Integrating Digital Humanities and Computer-Assisted Language Learning in Teaching Chinese as a Foreign Language
- Dongdong Chen, Seton Hall University

Multimodality in the Co-Construction of Organization of Tone Correction in Online CFL Classroom
- Jiaxin Tian, University of Hawai'i at Mānoa
- Jia Liu, University of Hawai'i at Mānoa

Make It Count: Bridging Meaningful Connections Through the Third-Year Chinese Curriculum
- Yalin Chen, Smith College
- Ya-ching Hsu, Smith College

10:00am - 10:15am (4/6, Saturday)

Landmark Foyer

Coffee Break

10:20am - 11:10am (4/6, Saturday)

Landmark 5

Empowering Heritage Language Learners Through Innovative Approaches and Resource Development
- Jingjing Ji, Northwestern University
- Min-min Liang, Massachusetts Institute of Technology
- Jie Ying, University of Pennsylvania
- Grace Wu, University of Pennsylvania

Landmark 6

高年级中文写作教学中的叙述能力培养
- Man He, Williams College
- Yang Wang, Brown University
- Chen Wang, Emory University

Landmark 7

Exploring Disfluencies in Chinese Learners' Speech via OPI Assessment and Stimulated Recalls
- Qiaona Yu, Wake Forest University
- Yu Wu, University of Rhode Island

The Role of Learner Identities and Motivation in Oral Proficiency: A Study on Learners of Chinese as a Second Language
- Mo Chen, Renmin University

The Relationship Between Accentedness and Fluency in Mandarin L2 Speech
- Abner Tian Zhang, University of Mississippi

April 6, 2024 (Saturday)

10:20am - 11:10am (4/6, Saturday)

Missouri

Excellence in Education: Celebrating Distinguished K-12 Chinese Programs in the United States

Cilei Han, CLTA Journal of K-12 Chinese Language Teaching

Gateway A

Heritage Language Learners' Processing of Chinese Relative Clauses

Liu Li, Ball State University

Strategies to Stimulate Students' Curiosity and Interests in Intermediate Chinese Class

Wenhui Chen, Brown University

Graded Readers as a Curriculum Intervention

Wenying Zhou, Michigan State University

Gateway B

试论成语的跨语言与文化研究

Liwei Jiao, Brown University

陈晓淇, Kansai University

Kyungman Min, Hankuk University of Foreign Studies

11:20am - 12:30pm (4/6, Saturday)

Landmark 1,2,3,&4

Lunch

11:45am - 01:30pm (4/6, Saturday)

Landmark 1,2,3,&4

Keynote

生正逢时：五十年来美国中文教学的反思

Chih-p'ing Chou, Princeton University

Keynote

日本中文学习者的偏误特色及教学对策 (Error of Japanese Chinese learners and their teaching strategies)

古川裕 (Yutaka Furukawa, 亚太地区国际汉语教学学会), Osaka University

Keynote

汉语环境中打工 (Working in a Chinese Language Environment)

Robert Hegel, Washington University, St.Louis

01:45pm - 02:35pm (4/6, Saturday)

Landmark 5

Enhancing Pedagogical Practices for Intercultural Communicative Competence

Jianhua Bai, Kenyon College

Yea-fen Chen, Indiana University Bloomington

Tianyu Qin, University of North Georgia

Ran Chen, University of North Georgia

April 6, 2024 (Saturday)

01:45pm - 02:35pm (4/6, Saturday)

Landmark 6

Invited colloquium

Examining the Utilization of Chinese Proficiency Grading Standards in Chinese Language Education in the US and UK Contexts

Ye Tian, University of Pennsylvania
Jie Zhang, University of Oklahoma
Xiaoming Hou, Bucknell University
Zhu Zhu, University of Aberdeen
Bo Liu, The University of Texas at Austin
Maiheng Dietrich, University of Pennsylvania
Grace Wu, University of Pennsylvania

Landmark 7

Chinese Heritage Language Motivation: A Study of Motivation Development in Context

Xiaohong Wen, University of Houston

Bridging the Gap: Integrating Language and Life Skills in Chinese Language Education Through OER and Innovative Pedagogy

Hsiang-ning Wang, University of British Columbia

Chinese Heritage Students' Evolving Learning Trajectories: A Student-Centered Exploration of Motivations and Strategies

Ying-chieh Wang, Harvard University
Fangzheng Zhang, Harvard University

Missouri

Exploring Innovative Teaching Modes and Strategies in K-16 Online Learning Environments

Yanlin Wang, Texas Tech University
Han Luo, Lafayette College
Yunjuan He, University of North Georgia
Yingjie Li, University of Colorado, Boulder
Ying Kline Feng, Penn State University

Gateway A

美国高校高年级中文课程设置趋向研究

Mingquan Wang, Tufts University

国际中文教育中的情感认同性建构

冯鸽, 西北大学

Creative Tactics and Resilient Strategies: Building a Sustainable Chinese Program at an American Liberal Arts College

Jingjing Cai, Centre College
Mei Li Inouye, Centre College

Gateway B

A Journey From Understanding to Appreciation: Integrating Music to Foster Engagement in Teaching Chinese as a Foreign Language

Ke Wang, The Ohio State University

Teaching Chinese Through Song Lyrics: Language and Content

Yanbing Tan, The University of The South

Introduction to the Neurolanguage Coaching® Approach to Language Learning

Virginia L Cutchin, Transition Success Consulting

02:45pm - 03:35pm (4/6, Saturday)

Landmark 1,2,3,&4

Invited colloquium

A Survey of College-Level Chinese Language Programs in the US

Shuai Li, Geogia State University

Xia Liang, Washington University in St. Louis

Jun Da, Middle Tennessee State University

Zhongqi Shi, Columbia University

Yu Wu, University of Rhode Island

Landmark 5

Teaching Chinese to Gen Z: Pedagogical Explorations

Zhuo Jing, University of Oregon

Steffi Hung, Mississippi State University

Jun Lang, Pomona College

Landmark 6

Implementing Literature Circles to Chinese Literature and Film Appreciation Classes

Yu Liu, DePaul University

Implementing Digital Tools in L2 Chinese Instruction: the Case of Using Perusall in a Chinese Film Course

Yupeng Kou, The Pennsylvania State University

從華語教材設計論語言研究與教學的距離

Wan-chun Yu, Indiana University Bloomington

Landmark 7

由《等级标准》对离合词的拼音与词性标注谈离合词教学

Meiling Jin, Goethe Universität Frankfurt Am Main

A Textbook Corpus Study on the Chinese Disyllabic Word Collocations

Jieyu Zhou, University of Washington

基于事件的跨语言同译和异译对比分析 ——以拔抽类事件为例

Guo Zhao, Beijing Language and Culture University/Georgia State University

Missouri

Enhanced Reading Instruction in a Rebalanced CFL Curriculum

Claudia N Ross, College of The Holy Cross

Chiwei Amanda Lin, Kent Denver School

Xiaozhen Li, Stratford Preparatory

Gateway A

Integrating ChatGPT in Chinese Language Classroom: A Pedagogical Revolution

Jia Zhu, University of Central Arkansas

Exploring the Potential of ChatGPT in Chinese Language Teaching and Learning

Shuishui Long, Penn State University

Wen Guo, University of Virginia

Effectiveness of a ChatGPT-Based Self-Directed Learning Task in Differentiating Chinese Near-Synonyms

Yujing Rao, The Hong Kong University of Science and Technology

02:45pm - 03:35pm (4/6, Saturday)

Gateway B

A Glimpse Into Language and Identity in Greater China Through a Sociolinguistic Course
Chunsheng Yang, University of Connecticut

Divergence of Beliefs and Practices of Translation in Language Classrooms
Chenqing Song, SUNY Binghamton University
Wenting Zhou, Binghamton University

Unpacking the Complexity of CFL Learners' Attitudes Towards Humor: Challenges, Contexts, Humor Styles, and the Role of Language Classroom
Xiaoying Liles, University of Indiana Bloomington

03:45pm - 04:00pm (4/6, Saturday)

Landmark Foyer

Coffee Break

04:05pm - 04:55pm (4/6, Saturday)

Landmark 5

Queering Chinese Language Education
Alexander F Tang, University of Hawai'i at Mānoa
Bo Liu, University of Texas at Austin

Supporting Students With Learning Differences in Chinese Class
Bonnie Wang, Durham Academy

Ensuring Equal Learning Opportunities by Navigating Participation Frameworks: Expert Teachers' Practices in Chinese as a Second Language Classrooms
Yan Zhou, Northwestern University

Landmark 6

国际中文教育标准体系的构建与应用
Anqi Ding, East China Normal University
Chunling, Li, Central University of Finance and Economics
Yue Mao, Beijing Language and Culture University
Xuesong Wang, Beijing Normal University

Landmark 7

Empowering Beginner Chinese Learners With AI Tools: an Explorative Student-Led Approach
Fangzheng Zhang, Harvard University
Qiang Zhang, Harvard University

Establishing a Corpus of Supplementary Materials for Intermediate Chinese Language Instruction
Yike Li, Columbia University
Shaoyan Qi, Columbia University

A Study on Chinese Language Textbooks of Middle and High Schools in South Korea: Focused on the Korean Ministry of Education's AI Digital Textbook Policy
Seoyi Lee, Dongguk University
Yongsu Han, Dongguk University

Missouri

二语交际达人养成记：以密西西比大学中文领航项目中级汉语教学为例
Rongrong Hao, The University of Mississippi
Shuyu Yeh, The University of Mississippi
Mengjie Lin, The University of Mississippi
Yu-ting Chiu, The University of Mississippi

04:05pm - 04:55pm (4/6, Saturday)

Gateway A

Translanguaging Through Experiencing: the Lived Experiences of Multilingual Learners Studying Chinese
Jiangping Cai, University of Rhode Island

Integrating Learners' Autonomy Into Advanced Level CFL Classroom and Beyond
Xiaorong Wang, University of Chicago

Integrated Module: Brings Culture Immersion Into Chinese Language Curriculum in Cross-Cultural Communication Context
Zheng Qu, CET Academic Programs In Shanghai

Gateway B

高级汉语课新探索：中国饮食文化与社会
Fan Liu, Yale University

从《饮食男女》探讨深入文化教学的方法和路径
Anmin Liu, Defense Language Institute Foreign Language Center
Heping Xu, Defense Langauge Institute

《中国饮食与文化》课程构建-以辣为例
Xuefei Hao, Michigan State University

05:05pm - 05:55pm (4/6, Saturday)

Landmark 5

走出教材限制, 革新阅读教学 Revolutionizing the CFL Reading Curriculum
Ke Peng, Western Kentucky University
Peng Yu, University of New Mexico
Kai Liang, Western Kentucky University
Wenying Zhou, Michigan State University

Landmark 6

Examinations of Guidelines and Standards for Chinese Teaching in the USA
Yongping Zhu, University of Notre Dame
Chengzhi Chu, University of California, Davis
Licheng Gu, Northwestern University

Landmark 7

Interpreting and Processing Negatively Quantified Sentences: A Bidirectional Study of Learners of English and Chinese
Shaohua Fang, Columbia University

The Interpretational Preferences of Pronominals in L2 Chinese
Xiaoyu Liu, University of Oregon

Teaching Learners When to Use the Chinese Ba Sentence: How the Lens Concept and Authentic Materials Can Help
Danjie Su, University of Arkansas

Missouri

Intercultural Competence and Social Justice in Lower-Level Chinese Language Classes
Bing Mu, University of Rhode Island
Fang Wang, Colby College
Yi Wang, Stony Brook University

April 6, 2024 (Saturday)

05:05pm - 05:55pm (4/6, Saturday)

Gateway A

"I want to acquire 'passive skill'": Language learning potential of CSL writing in digital environment

Yachong Cui, Renmin University of China

Perceptions and Attitudes: A Student-Centric Study on the Use of AI Tools in Chinese Language Education

Bin Yang, Harvard University

Shunan Yang, Harvard University

Wei Wang, Harvard University

Integrative CALL Strategies: Enhancing Chinese Proficiency and Fostering Personalized Learning Through Synergized Digital Pedagogy

Li Wei, Purdue University

Gateway B

Fostering a Seamless Transition From High School to College-Level Chinese Courses With Actfl's 5C Standards

Tong Chen, Massachusetts Institute of Technology

Min Wan, Tufts University

Fang Bian, Ramapo Ridge Middle School Mahwah High School, NJ

Ying Zhang, Montgomery Bell Academy

06:05pm - 06:45pm (4/6, Saturday)

Landmark 6

SIG Meetings

Landmark 7

Regional CLTA meeting

06:50pm - 08:00pm (4/6, Saturday)

Landmark 1,2,3,&4

Dinner (Sponsored by 悟空中文)

07:00pm - 08:30pm (4/6, Saturday)

Landmark 1,2,3,&4

General Members Meeting

April 7, 2024 (Sunday)

08:00am - 08:50am (4/7, Sunday)

Landmark 5

Beyond the Classroom: A Final Project Design of Multiliteracies

Lu Yu, Smith College

增強初級CFL線上課程學習動機之策略

Ya-huei Chang, Western Kentucky University

"体"古"演"今：体演文化教学法在对外古汉语课程中的应用

Zhini Zeng, University of Mississippi

April 7, 2024 (Sunday)

08:00am - 08:50am (4/7, Sunday)

Landmark 7

Introducing Chinese Linguistics: Facilitating Learning of Syntactic Structures
Lan Zhang, University of Memphis

从语境到文化 ——“戏剧性”理论视角下的非典型“把”字句教学
Qianqian Wang, Capital Normal University

引述与反驳：语气副词“还”“才”的主观性
Jinsheng Shi, Capital Normal University

Missouri

Creating Differentiated Instruction Across Varied CFL Classroom Levels With ChatGPT
Chiu-hung Chen, University of Toronto Mississauga
Jing Li, University of Toronto Mississauga
Xinliang Jiang, University of Toronto Mississauga

Gateway A

(Cancelled) ~~中文诗词教学在中文教学中的作用~~
赵朦朦, 汉阳大学
杨杰, 君西未来国际学校

高年级中文诗歌课主题式教学新探索
Mo Wu, Indiana University

如何透过学习经典古文提升汉语能力：K-16教学实例与示范
Shu-ling Wu, Southern Illinois University Carbondale

Gateway B

Integration of K-12 and University Education Through a Collaborative Virtual Learning Project
Tianshu He, Duke University

Building Connections and Engagement in a Mixed Level High School Class Through PBLL
Wenjing Huang, George School

How to Enhance Language Teaching Through Peer Tutoring Programs
Congcong Ma, University of Notre Dame

09:00am - 09:50am (4/7, Sunday)

Landmark 5

Diversity, Equity, and Inclusion in Higher-Level CFL Curriculums: Resources, Principles, and Practices
Yuyun Lei, Western Kentucky University
Na Li, Western Kentucky University
Zhuqin Borders, Western Kentucky University

Landmark 6

Maximizing Language Proficiency Through Comprehensible Input
Lin Lin Hu, CLTA-NJCTA
Shihong Zhang, CLTA-NJCTA

April 7, 2024 (Sunday)

09:00am - 09:50am (4/7, Sunday)

Landmark 7

中文项目化学习成果汇报及可持续发展愿景

Yea-fen Chen, Indiana University Bloomington

Xuan Ye, Indiana University Bloomington

Xiao Dong, Indiana University Bloomington

Xiaoying Liles, University of Indiana Bloomington

Xiaotian Liu, Indiana University Bloomington

Gateway A

Initiating Classroom Speak-Together Activities: Multimodal Approaches Used by Teachers in K-3 Mandarin Immersion Classrooms

Yifei Wang, University of California Los Angeles

Bridging Distances & Differences: Reviving Traditional Chinese Language Practices in the Digital Age

Lin Wang, American Canyon High School

Gateway B

中低年级课堂中的跨文化交际教学策略分享

Tianwen Han, Bowdoin College

音形义并重，读写解同步 ---中文教学中汉字教学途径初探

Xiuping Zhu, Waunakee Community School District

海外汉语教学中的字体识别策略

Pei-ying Hsieh, National Taiwan University

10:00am - 10:50am (4/7, Sunday)

Landmark 5

中文教学中的西方文化导入方式之比较：从中学到大学的实践探索

Yan Huang, Friends Select School in Philadephia

Jianglin Shi, Wilmington Friends School

Landmark 6

Curriculum Innovation: Designing Modules for a Content-Based Chinese Course on Contemporary Chinese Popular Culture

Ruyuan Yang, Kalamazoo College

Xiaoqing Liu, Butler University

Flora Chuang, Hope College

Landmark 7

视觉思维策略在写作教学中的运用 —以看图作文为例

Yan Shen, University of California, Los Angeles

華語描述文體之主題模型分析 -- 基於篇章機制之分析研究

Te-fen Ou, Chung Yuan Christian University

Missouri

Examining College Students' Post-Pandemic Attitudes Toward Chinese Language

Jia Yang, University of Dayton

轻松学会做一位可以和学生有效沟通的老师

Shihong Zhang, CLTA-NJCTA

欧洲荷意德英西五国华文学校教研活动调查研究

Yiping Zeng, Jinan University

April 7, 2024 (Sunday)

10:00am - 10:50am (4/7, Sunday)

Gateway A

三十秒听力--融于多种教学环节的听力练习

Haiwen Wang, Yale University

Listening Strategy Training for Chinese Video Learning

Tingting Wang, Auburn University

How Teachers Incorporate PPT When Providing Corrective Feedback in Online Chinese Tutorials

Hsin-tzu Jen, University of Hawai'i at Mānoa

Gateway B

Intercultural Communicative Competence (ICC) Development: Perceptions of College Students From a 400-Level Elective Chinese Language Coursearray

Geoffrey S. Hoffmann, Taylor University

Improving Chinese Language Proficiency in CFL Learners Through Intercultural Communication Competence in Extracurricular Programs

Ying Li, Defense Language Institute Foreign Language Center

Heritage Learners: A Bridge to Intercultural Competency

Sydni L Lockeby Catalano, Indiana University Bloomington

ADDITIONAL INFORMATION

BECOMING A MEMBER OF CLTA

To join CLTA and become a CLTA member, there are two options for membership application and payment, digitally online or via mail-in application:

1.CLTA Online Application (pay online with credit card via PayPal)

2. CLTA Mail-in Application (Download, print and mail the Membership Form (PDF file) with payment to Headquarters.)

★ **https://www.clta-us.org/join-us/**

Join us!

Regular membership	$60
Regular membership (2 Year)	$110
Student membership	$35
K-12 Teacher Regional Association Membership	$40
Emeritus Membership	$40
Associate Membership	$40
Lifetime Member	$1400

CLTA YOUTUBE CHANNEL

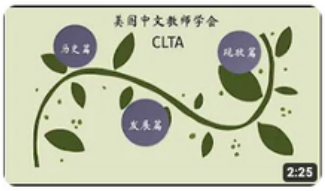
Scan the QR code to subscribe to the official channel of the Chinese Language Teachers Association in the United States (CLTA-USA).

The following videos are all available online.

2024 CLTA Conference at St. Louis

江凌欧(Zoe Jiang)老师的新年教室

莫晓灵老师和万静然老师的新年教室



2分钟带您了解美国中文教师学会

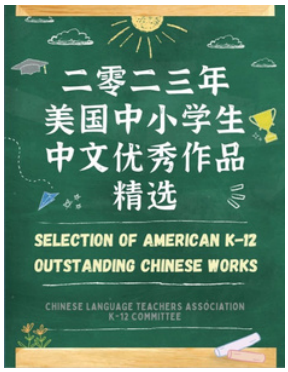
邓守信老师回顾从助教到语言学博士的经历

凌志韫老师谈CLTA建立的意义

CLTA六十周年回顾短片/六十周年回顾短片

苏张之丙回顾五十年中文教学之路

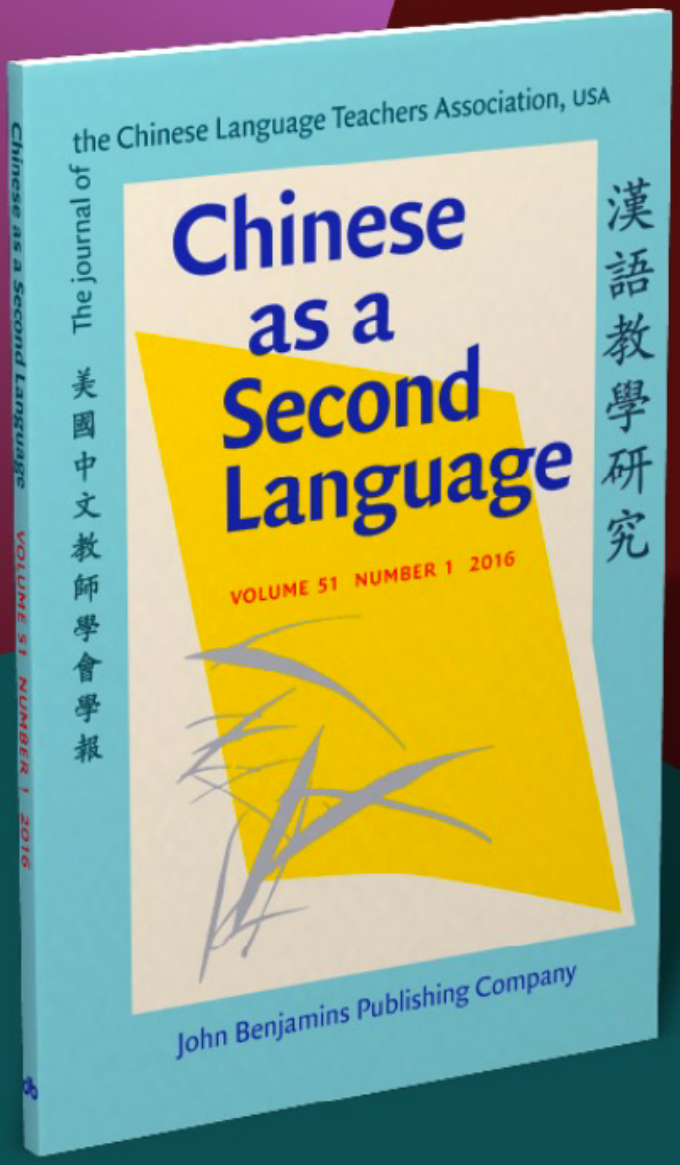
CLTA PUBLICATIONS



FORMERLY *JOURNAL OF THE CHINESE LANGUAGE TEACHERS ASSOCIATION*

SINCE 1966

PUBLISHED BY JOHN BENJAMINS



Chinese as a Second Language **(*CSL*) publishes peer-reviewed original articles in English or Chinese that make a significant contribution to the theory and practice of Chinese as a second language. Articles in all areas of Chinese pedagogy and acquisition and in related areas such as Chinese program management, curriculum design, and teaching Chinese culture and literature in Chinese language classrooms are welcome. In addition to research articles, *CSL* also publishes book reviews and short contributions that report on new discoveries and developments in the field of Chinese as a second language.**

WWW.CLTA-US.ORG/PUBLICATIONS
VISIT OR SCAN
FOR SUBMISSION GUIDELINES AND
FURTHER INFORMATION

April, 2024 https://www.clta-us.org/awards/

CLTA AWARDS

NEWLY ESTABLISHED

Shou-hsin Teng Pedagogical Innovation Prize

In recognition of Prof. Shou-hsin Teng's achievements and contributions to Chinese linguistics and L2 pedagogy, the Cheng & Tsui publishing company established this prize to be awarded through CLTA.

鄧守信

The objective of this prize is to promote pedagogical innovations that effectively and creatively engage in various aspects of Chinese language education, such as grammar, phonetics, pragmatics, in a Chinese language classroom. In accordance with Prof. Teng's wishes, the Teng Prize supports Junior faculty of Chinese in the U.S. in conducting pedagogical research projects and presenting their findings at the CLTA Annual Conference. Each year during the Teng Prize period, one recipient (either an individual or collaborative effort) will be selected and awarded a certificate and a prize of $1200.

THE JIEDE EMPIRICAL RESEARCH GRANT FOR CHINESE PEDAGOGY/ CHINESE APPLIED LINGUISTICS

The grant of $2,000 will support empirical research in Chinese pedagogy and applied linguistics that contributes to building a sound understanding of teaching and learning Chinese as a Foreign Language. Except for university tenured professors, applications from all teaching professions and graduate students who conduct empirical research in the Chinese language are welcome to apply. The recipient will be expected to present a paper at CLTA's annual meeting of or to submit a progress report at the end of the grant term.

ACTION RESEARCH AWARD

The Action Research Award will provide up to $500 to a CLTA member conducting action research to improve classroom teaching practice. In 2023, a new category has been introduced to the award, targeting action research that promotes program connection, collaboration and development. Each category will have one recipient. Recipients are expected to present at the CLTA annual meeting or to submit a progress report at the end of the funding period. Award funds may be used for purchasing supplies and teaching tools needed for the research or for presenting research results at the CLTA conference.

TAO-CHUNG TED YAO MEMORIAL AWARD

This award is sponsored by the Tao-chung Ted Yao Memorial Fund, which was established by the CLTA with support from Prof. Yao's wife, Mrs. Kuang-tien Chang Yao, Following Prof. Yao's wish, the award supports graduate students in the U.S. to present papers independently at conferences sponsored or organized by the CLTA. For each year during the Yao Fund period, two to three recipients of Yao Award will be selected. Each recipient receives a certificate and an award up to $850 to defray conference expenses.

姚道中 (1946–2015)

CHENG & TSUI

Cheng & Tsui Professional Development Award

This award is to support the attendance of pre-collegiate and collegiate teachers at training workshops, seminars, conferences, and other in-service learning experiences at the local, national, or international level and/or to collaborate with a mentor teacher.

北京语言大学出版社 BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS

BLCUP Teaching Award BLCUP Award for K-12 Professional Development

The first award is to encourage CLTA members to contribute to the improvement of Chinese Language education in the U.S. through the design, development, and application of new pedagogy, innovative classroom practices, and teaching tools. The second award is to support K-12 instructors to engage in professional development activities by presenting at the CLTA-US annual conference

CULTR Travel Grant for First-Time Conference Attendees

This award is sponsored by the Center for Urban Language Teaching and Research at Georgia State University. It will provide an annual prize amount of $900 to support three first-time CLTA conference attendees who are in year 1-5 of teaching. This award is open to all K-12 and college-level teachers who are CLTA members.

ADDITIONAL INFORMATION

CLTA 2024 ANNUAL CONFERENCE ORGANIZING COMMITTEE

Xia Liang 梁霞 (Chair)

Zhongqi Shi 史中琦 (Co-Chair)

Ninghui Liang 梁宁辉 (Conference Officer)

Jie Zhang 张洁 (Headquarters)

Yu Wu 吴瑜 (Program Chair)

Qiaona Yu 俞巧娜 (Program Co-Chair)

Jun Da 笪骏 (Technology Specialist)

CLTA 2024 ANNUAL CONFERENCE SUB-COMMITTEE (WASHINGTON UNIVERSITY IN ST.LOUIS)

Xia Liang 梁霞(Chair)

Yanjie Li 李艳洁

Jingyi Wang 王静怡

Ke Nie 聂可

CLTA 2024 ANNUAL CONFERENCE PROGRAM CREATION TEAM

Yu Wu 吴瑜 (Program Chair)

Qiaona Yu 俞巧娜 (Program Co-Chair)

Jun Da 笪骏 (Technology Specialist)

Panpan Gao 高畔畔 (Invited Specialist)

SPONSORS' INFORMATION

(PAGE 42 TO 50)

New Oriental Education and the Birth of Blingo
新东方比邻中文Blingo
带来高质量课堂
趣味教学
高频互动
让孩子学习更快乐
优质中文老师
全程陪伴孩子学习
全程跟读
跟踪回访
高效沟通
阶段总结
贴心班主任
适合
3-15岁
新东方近30年
教学沉淀
扫码立即免费领取
价值USD$128名师在线中文课
扫码关注
我们为每个华裔孩子提供个性化学习方案，测评学员
中文水平，匹配相应阶段课程
扫码下载App
还能
额外获得
1节
1v1在线
名师中文课
20节
趣味成长
视频
1份
中文学习
成长报告
1位
课程顾问
答疑
1次
报名
专属优惠

CET ACADEMIC PROGRAMS

CET GREATER CHINA

CET SHANGHAI

- **Hours of Chinese:** 6/week
- **Pre-req:** none
- **Housing:** dorm
- Internship placement
- Wide variety of electives

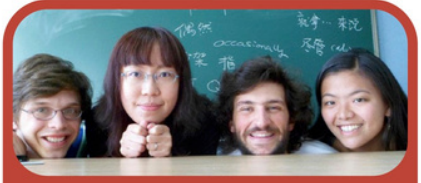
CET BEIJING

- **Hours of Chinese:** 20/week
- **Pre-req:** none
- **Housing:** dorm
- Full-time language pledge
- Janterm available

Hours of Chinese

CET TAIWAN

- **Hours of Chinese:** 15/week
- **Pre-req:** none
- **Housing:** apartments
- Internship placement
- Engaging English electives



CET HARBIN*

- **Hours of Chinese:** 20/week
- **Pre-req:** 2 years of Chinese
- **Housing:** dorm
- Full time language pledge

**suspended for 2024*

APPLYING

Start an application online.
Required components include:

- Application Form
- Study Abroad Office Recommendation
- Official Transcript
- Passport Information Form

DEADLINES

Fall: May 1
Janterm: October 1
Spring: November 1
Summer: March 1

LEARN MORE ABOUT CET IN GREATER CHINA

DLS | Diplomatic Language Services

JOIN OUR TEAM

Chinese instructors needed to teach in person at DLS locations (Arlington, Herndon, and Elkridge) or online (via Zoom or Teams)!

REQUIREMENTS

- Must be legal to work in the U.S. (Valid Work Permit)
- Must have Bachelors Degree
- If teaching online, must be able to incorporate and use online educational technology
- Previous language instruction is preferred but we will train

Please send your resume to Recruiting Manager, Kate Marden, at kmarden@dlsdc.com

Diplomatic Language Services (DLS) is a premier provider of language instruction and cultural training services. DLS is an employer of choice, with competitive pay, a supportive team, and opportunities for advancement and development.

CHENG & TSUI

"Bringing Asia to the World"™

Available for Fall Classes!

Integrated Chinese 4th Edition with NEW Supplemental Readings!

Volumes 1 and 2 Only

***Integrated Chinese* Volumes 1 and 2, Fourth Edition, have been enhanced with NEW Supplemental Readings and an upgraded FluencyLink™ user experience.**

Cheng & Tsui FluencyLink™

- Integrated Workbook and Teacher Resources
- Interactive video activities for students
- More online-only practice activities
- Integrated flashcards

VIEW DEMO VIDEO

REQUEST TRIAL ACCESS TO FLUENCYLINK

- Ten **NEW** supplemental readings per volume
- Focused on informational and cultural topics
- Reading skills practice and reflection questions
- Themes correlated to IC lesson topics

VIEW SAMPLER

TOCFL 華語文能力測驗
Test of Chinese as a Foreign Language

教學革新從測驗開始

Revolutionizing Education with Testing

華語文能力測驗快篩系統
TOCFL Speedy Screening

「華語文能力測驗」滿足華語教學評量的需求，提供聽讀、口語和寫作等正式考試。精心研發的「快篩系統」可快速且有效地評量學生的中文能力。欲知更多的相關訊息，歡迎造訪官網！

"Test of Chinese as a Foreign Language (TOCFL)" meets the needs of instructional assessment and provides different formal tests such as Listening and Reading, Speaking, and Writing. In addition, "TOCFL Speedy Screening" can quickly and effectively evaluate students' Chinese proficiency. Welcome to visit the official website for more information!

索取快篩系統免費試用帳號
Get a free trail account of TOCFL Speedy Screening

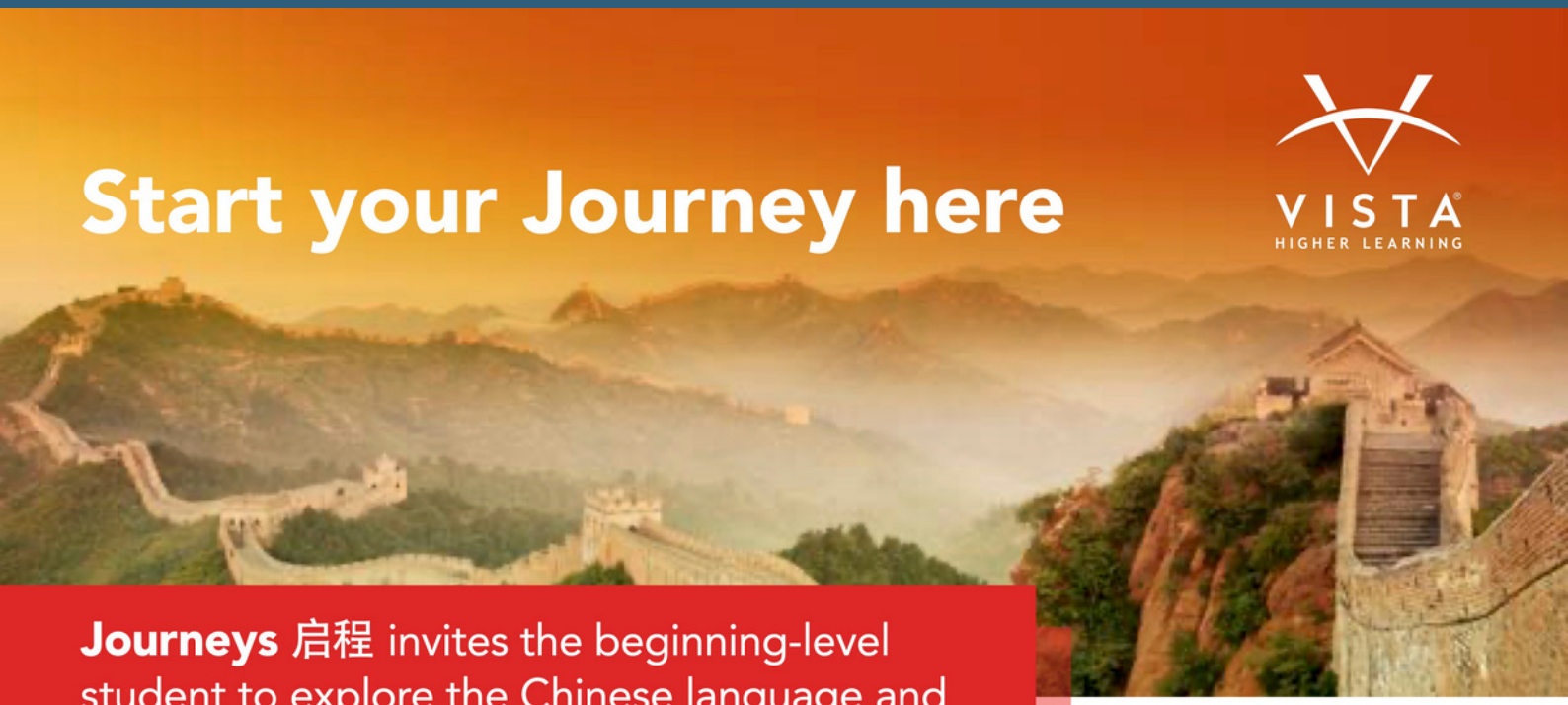
TOCFL & ACTFL 對應研究計畫招募受試者

Participants Wanted for Research Plan of Aligning TOCFL and ACTFL

為取得實徵研究資料，從多面向建立 TOCFL 與 ACTFL 的對應關係，以利於北美地區華語學習者瞭解 TOCFL 測驗分數所代表的意涵。本次計畫誠摯邀請有意願的受試者參加 TOCFL 和 STAMP 4S。受試者無須支付測驗費用，並將於測驗結束後，取得成績單和華測禮品。

To obtain the empirical evidence and establish the correlation between TOCFL and ACTFL from multiple perspectives for the Chinese learners in North America to realize the meaning of TOCFL scores, the research plan sincerely invites the volunteers to take TOCFL and STAMP 4S. The plan does not charge the volunteers any test fees. The volunteers may receive score reports and TOCFL gift after finishing the test.

普林斯頓暑期北京中文培訓班
Princeton in Beijing
The program returns to the Capital City of China
Summer 2024
June 24 to August 16 2024
For more information and to start an application:



Start your Journey here

VISTA HIGHER LEARNING

Journeys 启程 invites the beginning-level student to explore the Chinese language and culture in an engaging, learner-friendly program.

What sets **Journeys** apart?

- **Program design** presents vocabulary and grammar in smaller, more comprehensible chunks.
- **Language in Action** videos shot on location contextualize language and culture.
- **Authentic content** is presented in a variety of formats, including videos, ads, news features, mini documentaries, and vlogs.
- **Digital site** includes engaging media and integrated online content, resources, and tools.

For Middle/High School

Journeys
to Chinese Proficiency

For Higher Education

Journeys
An Introduction to Chinese Language and Culture

For more information, contact your sales representative.

U.S. Department of Justice
Federal Bureau of Investigation

FBI LINGUISTICS: An Inside Look

Knowledge of foreign languages and cultures is a significant asset to the Federal Bureau of Investigation (FBI). Linguists provide valuable intelligence about criminal and terrorist activity on American soil that could potentially damage national security and risk American lives. Their unique talents also help to identify and prevent foreign counterintelligence threats, cases of corruption, espionage, cyber crime, human trafficking and other offenses.

Generally, FBI Linguists begin their careers as Contract Linguists; the agency may invite the best Contract Linguists to join as full-time Language Analysts.

More than Just Words

FBI Linguists' duties can include:

- Translating written or audio materials, normally from a foreign language into English.
- Interpreting during a crucial interview of a subject of an investigation or a visit from a foreign dignitary.
- Providing cultural expertise relating to any matter over which the FBI has jurisdiction

Linguists also may testify at trials, help interview suspects, victims and witnesses and occasionally accompany Special Agents on searches or arrests. Contract Linguists are required to work on-site, but may be asked to travel on a temporary duty assignment, such as serving as an interpreter at an overseas training session.

The FBI has Contract Linguist opportunities in many major U.S. metropolitan areas, as well as with the National Virtual Translation Center (NVTC). Applicants can choose to work with either organizations.

Professional Proficiency Required

Successful candidates must exhibit proficiency in English and pass the required components of the FBI's Foreign Language Test Battery. The FBI looks for candidates with skill levels who score in the general professional proficiency range according to the Interagency Language Roundtable (ILR) scale (www.govtilr.org).

There are no official study guides for the series of tests. To prepare for the translation portion of the test, you may wish to read newspapers written in the foreign language and practice translating them into English. Watching foreign language news programs may also be useful.

OUR *core* VALUES:

Rigorous Obedience to the Constitution
Respect
Compassion
Fairness
Integrity
Accountability
Leadership
Diversity

Foreign Language Test Battery: What You Need to Know

The FBI's Foreign Language Test Battery consists of listening, reading, translating and speaking tests:

Listening Comprehension Test Hear foreign language conversations and answer multiple-choice or short-answer questions in English. For some languages, you may be asked to write a summary of the conversation in English.

Reading Comprehension Test Answer multiple-choice questions in English about the content of short passages written in the foreign language.

Translation Test Translate short passages in the language fully and faithfully into English, communicating everything in the original passage. The test is scored for accuracy of content and quality of expression.

English Composition Test Required if a translation test is unavailable; involves writing an essay on a given topic. For both translations and compositions, you are allowed to use a non-electronic dictionary.

Speaking Tests After passing the written tests, you will take speaking tests in the foreign language and English. These tests consist of a structured conversation conducted via phone with native speakers of the test language.

We seek those fluent in Arabic, Chinese, Farsi, Korean, Russian, Spanish, Urdu or Vietnamese among many others.

Becoming an FBI Linguist Takes Dedication

The role of an FBI Linguist is a demanding and rewarding job and requires stringent entry qualifications. Those who complete the process become part of an elite team that keeps our country safe.

Minimum Qualifications

All FBI Linguists and Language Analysts begin as Contract Linguists.* To apply, you must:

- Be at least 18 years old.
- Be a U.S. citizen. If you have dual citizenship, it is not a requirement that you renounce it, but you must be willing to renounce if asked.
- Have lived in the United States for three of the last five years, unless employed outside of the country by the federal government.
- Be able to obtain a Top-Secret Clearance.
- Be willing to undergo a language proficiency test battery, polygraph and comprehensive background investigation.
- Be available to work on-site at least 20 hours a week and perform work as mutually agreed upon with the local FBI office.

Automatic Disqualifiers

- Non-U.S. citizenship.
- Conviction of a felony.
- Violation of the FBI Employment Drug Policy.
- Default on a student loan insured by the U.S. government.
- Failure to register with the Selective Service System (males only).
- Knowingly or willfully engaged in acts or activities designed to overthrow the U.S. government by force.
- Failure to file income tax returns.

** Contract Linguists are considered self-employed and are not eligible to receive government benefits. They earn an hourly rate as determined by their language proficiency levels, specialized experience and the need for their languages in current FBI initiatives. Hourly rates range from $29 to $41.*

Applicant Process

If you're inspired by our mission and eager to start a career like no other, here's what you need to know about the application process:

STEP 1 — INFORM & APPLY
Visit the Language Talent Network at **FBIJobs.gov.**

STEP 2 — TESTING
If selected, complete required language testing.

STEP 3 — BACKGROUND INVESTIGATION
If qualified, you will undergo an intensive background investigation, including:

- Polygraph examination.
- Credit and records checks.
- Interviews with former and current colleagues, neighbors, friends, etc.

Be aware that the background investigation process can take a year or more.

STEP 4 — BASIC ORDERING AGREEMENT (BOA) & WORK ORDER
If approved, sign the BOA and work order.

@FBIJOBS FACEBOOK.COM/FBI LINKEDIN.COM/COMPANY/FBI YOUTUBE.COM/FBI FBIJOBS.GOV

The FBI is an equal opportunity employer.

YUNGU CAMPUS
600 Dunyu Road, Xihu District, City of Hangzhou, P.R. China 310030

ugadmissions.westlake.edu.cn
intladmissions@westlake.edu.cn