

Chinese Language Teachers Association

Rhode Island 2026

CHINESE LANGUAGE TEACHERS ASSOCIATION
ANNUAL CONFERENCE 2026

美国中文教师学会

2026年会手册

Program Guide







University of Rhode Island
May 1 to May 3

HTTPS://WWW.CLTA-US.ORG

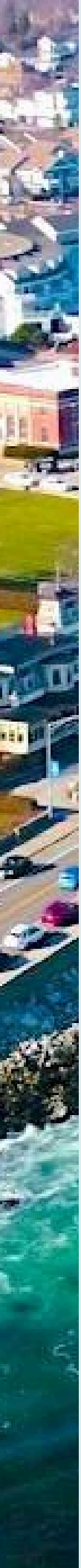


TABLE OF CONTENTS

WELCOME TO CLTA 2026

Welcome Message from the President 3
Our Mission & History 6

ABOUT CLTA

Board of Directors 7
Appointed Officers & Committees 8
Regional Associations & Special Interest Groups 9
Connect with CLTA 11

COLLABORATOR

The University of Rhode Island 12
Our Sponsors 13

CONFERENCE INFORMATION

Keynotes Speakers 14
Invited Speakers 16
Special Guests 18
CLTA Outstanding Contribution Award 19
Highlights & Features 20
Know Before Arrive 22
Conference Venue & Directions 23
Shuttle Bus Schedule 24
Schedule at a Glance 25

DAILY PROGRAM

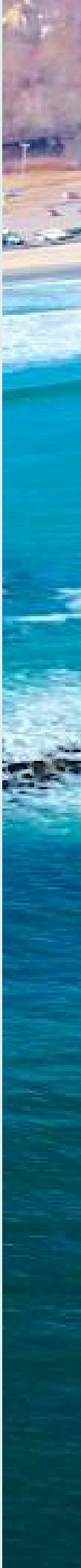
Friday, May 1, 2026 26
- Workshops

Saturday, May 2, 2026 27
- Concurrent Sessions
- Award Winners' Presentation
- Opening Ceremony & Keynote Talk I
- Roundtable Discussions
- Invited Colloquium
- SIG Meeting & Regional CLTA Leadership Meeting
- Networking Receptions and Dinners
- General Assembly I and Award Ceremony

Sunday, May 3, 2026 39
- Concurrent Sessions
- General Assembly II & Keynote Talk II
- Award Winners' Presentation
- Closing Reception

ADDITIONLA INFORMATION

CLTA Publications 44
CLTA Awards Information 45
CLTA 2026 Annual Conference Organizing Committee & Sub-committee 46
CLTA 2026 Annual Conference Program Creation Team
CLTA 2026 Sponsors' Information 47



WELCOME TO CLTA 2026



Welcome Message from the President

Dear colleagues, teachers, and friends,

On behalf of the Board of Directors of the Chinese Language Teachers Association, USA (CLTA-USA), the Conference Organizing Committee, and the University of Rhode Island local organizing team, it is my great pleasure to warmly welcome you to the 2026 CLTA Annual Conference.

As the oldest and largest professional organization for Chinese language educators in the United States, CLTA has long been committed to advancing the teaching and research of Chinese language and culture, as well as supporting the professional development of Chinese language educators. The CLTA Annual Conference has become one of the most influential international academic gatherings in the field of Chinese language education. It provides a comprehensive platform for teachers, scholars, graduate students, and program administrators to share cutting-edge research in Chinese language acquisition, pedagogy, assessment, and educational technology, and to exchange valuable experiences across K-12 and higher education, including language instruction, cultural education, and program administration.

This year, we are honored to welcome more than 430 participants from across the United States and around the world. The conference features 48 sessions, including two keynote speeches, 123 individual presentations, 45 panel discussions, and 100 roundtable sessions. In addition to these academic presentations, the conference also includes two pre-conference workshops, six invited colloquia, a special celebration of the 60th anniversary of the Middlebury College Chinese School, and a variety of networking events. During the conference, multiple awards will be presented to recognize outstanding achievements and contributions in teaching and research. We also extend our sincere gratitude to our 20 sponsors for their generous support.

Over the past year, the Conference Committee and the CLTA Board have worked closely together to ensure thoughtful planning not only for the conference program but also for all aspects of participants' experience, including meals, accommodations, and transportation. For example, we have arranged a special visit to the Cliff Walk in Newport, Rhode Island. Our URI Dining and Catering Services team has carefully prepared lunches, dinners, and refreshments, and our faculty and student volunteers will provide support throughout the conference, including campus tours and logistical assistance. We sincerely hope that you will arrive with excitement and leave with fulfillment.

Over the past year, CLTA has continued to move forward guided by three key themes: communicate, build, and grow. From the ACTFL Convention to the AAAL Conference, we have witnessed the growing cohesion and influence of the CLTA community. Whether through

WELCOME TO CLTA 2026



Welcome Message from the President

increasingly vibrant in-person gatherings or meaningful cross-sector dialogue, the energy within our community has been truly inspiring. The CLTA breakfast networking event in November was highly engaging, and we have continued our collaboration with ACTFL, CLASS, and over a dozen partner organizations to review and refine the World Readiness Standards. At the AAAL Conference in March, CLTA once again reached record attendance at its gathering, further strengthening connections among doctoral students, early-career faculty, tenured professors, experienced teachers, program directors, and senior scholars. In April, CLTA also partnered with the Modern Language Association to offer a special webinar on artificial intelligence.

In addition, over the past year, CLTA's 22 regional chapters and 13 Special Interest Groups organized a total of 76 online lectures and professional development events. The association's journal, Chinese as a Second Language (CSL), has actively published high-quality special issues and successfully hosted a series of virtual research salons. The CLTA AI Task Force has organized webinars and forums that attracted hundreds of educators from around the world, reflecting the strong interest and engagement of our community in addressing Chinese language education in the age of AI.

At this time, I would like to express my deepest appreciation to the CLTA leadership team and all committees for their dedication and hard work over the past year. This includes our appointed officers, Steering Committee, Awards Committee, National Collegiate Chinese Honor Society, Nominating and Election Committee, Conference Committee, Fundraising Committee, Finance Committee, Media and Publicity Committee, Professional Development Committee, K-12 Committee, Regional Associations Committee, the Chinese as a Second Language (CSL) editorial team, the CLTA Newsletter team, and the Selection of Outstanding K-12 Student Works in the U.S. team. I would also like to extend my sincere thanks to our three task forces - Social Media, AI, and Advocacy - for their invaluable contributions to the continued growth of the association.

The CLTA Annual Conference is truly at the heart of what we do - it brings us together to share, connect, and grow. I hope this gathering becomes a meaningful new starting point for all of us as we continue advancing Chinese language education.

I wish you a wonderful and rewarding time here, and a very successful conference.

Yu (Joyce) Wu

Yu Joyce Wu

President

Chinese Language Teachers Association, USA (CLTA-USA)

欢迎辞

各位同仁、各位老师、各位朋友：

我谨代表美国中文教师学会理事会、本次大会会务组以及罗德岛大学分会务组，诚挚欢迎大家参加2026年美国中文教师学会（CLTA-USA）年会！

作为美国历史最悠久、规模最大的中文教师专业组织，CLTA始终致力于推动汉语语言文化的教学与研究，促进中文教师在教学与科研方面的专业发展。CLTA年会已成为业内最具影响力的国际中文教学学术盛会之一，为广大汉语教师、学者、研究生及教学管理人员提供了一个全方位的平台，分享汉语习得、教学、测评及教育技术等领域的前沿成果，交流大中小学各阶段中文语言与文化教学及项目管理的宝贵经验。

本次大会共有来自海内外的430余位参会者，设置48个场次，包括2场主旨发言、123个独立报告、45个专题小组讨论以及100个圆桌讨论。除各类学术报告外，本次年会还安排了两场会前工作坊、6场受邀专题讲座、明德中文暑校60周年庆祝活动，以及多种形式的交流活动。大会期间还将颁发多个奖项，以表彰在不同学术与教学领域作出卓越贡献的会员。在此，我们也衷心感谢20家赞助商对本次大会的大力支持。

过去一年中，年会分委会与CLTA理事会通力合作，为本次大会在学术安排以及食、宿、行等各方面做了精心筹备。例如，我们特别安排了罗德岛Newport的Cliff Walk；学校餐饮服务团队也为大家精心准备了午餐、晚餐及茶歇；教师与学生志愿者将全程协助，为与会老师提供校园参观及各项支持服务。我们衷心希望各位能够乘兴而来、尽兴而归！

过去一年，CLTA围绕“沟通（communicate）、建设（build）、成长（grow）”三大主题持续推进各项工作。从 ACTFL Convention 到 AAAL Conference，我们见证了CLTA社区凝聚力与影响力的不断提升。无论是规模不断扩大的线下交流，还是跨阶段、跨领域的深入对话，都令人倍感振奋。十一月的CLTA早餐会与展桌活动气氛热烈；我们也持续与ACTFL、CLASS及十余个兄弟学会携手合作，共同审视并完善《World Readiness Standards》。在三月的AAAL大会上，CLTA聚会人数再创历史新高，进一步促进了从博士生到助理教授、终身教授、资深教师、语言项目负责人及学者之间的深入交流。今年四月，CLTA还与 Modern Language Association 联合推出了AI专题讲座。

此外，过去一年中，22个地区分会与13个专业兴趣小组共举办了76场线上讲座与经验分享活动。学会旗下期刊《Chinese as a Second Language》（CSL）积极推动高水平特刊，并成功举办研究分享线上沙龙系列。由CLTA AI特别行动小组主办的在线论坛与讲座，吸引了来自世界各地数百位教师的热情参与，充分展现了学界对AI时代中文教育的高度关注与深入思考。

在此，我谨向CLTA执行团队及各委员会表示衷心感谢，包括appointed officers、执委会、奖项委员会、荣誉生学会、选举委员会、会议委员会、筹款委员会、财政委员会、媒体委员会、职业发展小组、K－12小组、区域学会小组、CSL期刊团队、学会通讯团队，以及《美国中小学中文优秀作品精选》项目组。同时，也感谢三个特别行动小组（社交媒体、AI、Advocacy）在过去一年中的辛勤付出，为学会的发展提供了坚实而有力的支持。

CLTA年会是学会年度工作的重中之重，也是我们汇聚智慧、凝聚力量、共话未来的重要平台。让我们以本次大会为新的起点，携手推动中文教育迈向更高水平。

祝大家参会愉快，预祝大会圆满成功！

美国中文教师学会会长

吴瑜



Our Mission and History

Chinese Language Teachers Association, USA



Established in 1962, Chinese Language Teachers Association, USA(CLTA), is dedicated to the study of Chinese language, culture, and pedagogy. CLTA is developing in tandem with shifts in student demographics, teaching practices, and global dynamics. Our mission is to advance Chinese teaching and learning in the global context. As a professional organization, CLTA represents Chinese language teachers in all educational settings. It supports establishing and sustaining quality Chinese programs, K-16 articulation, teacher education and professional development, and research in related fields. Committed to leadership, scholarship, and community service, CLTA serves its members and society at large.

CLTA has over 650 members, including experts in Chinese language, literature, linguistics, and culture teaching across global colleges and universities. Our members also include educators from primary and secondary schools, community schools, students, and language enthusiasts. Alongside 21 regional affiliated associations and 13 Special Interest Groups, our publications such as Chinese as a Second Language, K-12 CLT Journal,

Selection of American K-12 Outstanding Chinese Works, and CLTA Newsletter reflect our diverse expertise. Through collaboration with these specialists, we enrich our knowledge and contribute to the learning and teaching of Chinese language and culture worldwide.

ABOUT CLTA

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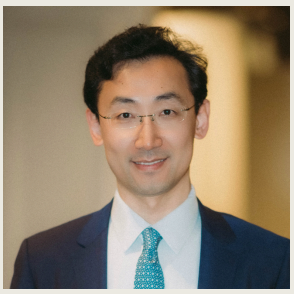

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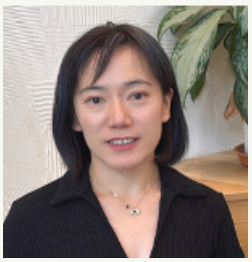

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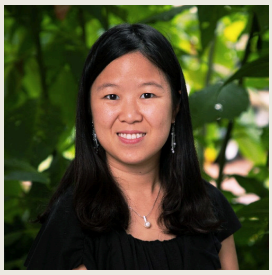

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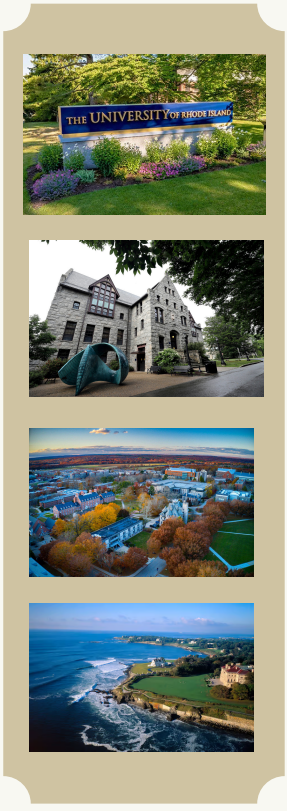

Appointed Officers & Committees

Appointed Officers



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Yu Wu 吴瑜 (P, Chair)
Ninghui Liang 梁宁辉 (VP)
Zhongqi Shi 史中琦 (IPP)
Jie Zhang 张洁 (ED)
Feng Xiao 萧峰 (Board Member)
Qiaona Yu 俞巧娜 (Board Member)

Awards Committee
Qiaona Yu 俞巧娜 (Chair)
Feng Xiao 萧峰
Chunsheng Yang 杨春生
Zhiying Qian 钱之莹
Yu Liu 刘瑜 (Invited Specialist)
Wei Wang 王玮 (Invited Specialist)

The National Collegiate Chinese Honor Society
Kening Li 李可宁 (Chair)
Yang Wang 汪洋
Weibing Ye 叶为兵 (Invited specialist)
Fang Liu 刘芳 (Invited specialist)

Nominating and Election Committee
Ninghui Liang 梁宁辉 (Chair)
Zhongqi Shi 史中琦
Yu Wu 吴瑜

Conference Committee
Yu Wu 吴瑜 (Chair)
Ninghui Liang 梁宁辉 (Co-Chair)
Jie Zhang 张洁 (Headquarters)
Feng Xiao 萧峰 (Program Chair)
Chunsheng Yang 杨春生 (Program Co-Chair)
Jun Da 笪骏 (Technology specialist)
Nathaniel Zane (Conference Officer)

Finance Committee
Ninghui Liang 梁宁辉 (Chair)
Zhongqi Shi 史中琦
Yu Wu 吴瑜
Jie Zhang 张洁

Fund-Raising Committee
Yang Wang 汪洋 (Chair)
Zhongqi Shi 史中琦
Feng Xiao 萧峰

Media and Publicity Committee
Panpan Gao 高畔畔 (Chair)
Yuyun Lei 雷雨芸 (Invited Assistant)
Shuyi Wang 王姝一 (Invited Assistant)

Regional Associations Committee
Luoyi Cai 蔡罗一 (Chair)
Chunmei Guan 关春梅
Yi-Wen Liu 刘羿彣

Professional Development Committee
Qiaona Yu 俞巧娜 (Chair)
Luoyi Cai 蔡罗一
Zhiying Qian 钱之莹
Panpan Gao 高畔畔

K-12 Committee
Chunmei Guan 关春梅 (Chair)
Yi-Wen Liu 刘羿彣
Ting Gao 郜婷 (Invited Specialist)
Ning Wei 魏宁 (Invited Specialist)
Xianquan Liu 刘仙泉 (Invited Specialist)
Liu Li 李柳 (Invited Specialist)
Ye Sun 孙晔 (Invited Specialist)

Special Task Force: Social Media
Luoyi Cai 蔡罗一 (Chair)
Zheng Gu 顾铮 (Invited Assistant)

Special Task Force: AI
Zhongqi Shi 史中琦 (Chair)
Yu Wu 吴瑜
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Feng Xiao 萧峰
Qiaona Yu 俞巧娜
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Ninghui Liang 梁宁辉
Bonnie (Chunmeng) Wang 王春梦
Ran Zhao 赵冉 (Invited Specialist)
Wenhao Diao 刁文豪 (Invited Specialist)

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

Kentucky Association of Chinese Language Teachers
肯塔基州中文教师协会

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

CLTA-NE
内州中文教师学会

Chinese Language Teachers Association of Florida
佛州中文教师学会

Special Interest Groups

Chinese as a second language research
二语习得

CFL Teacher Development
汉语教师综合素养论坛

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

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

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

Chinese Heritage Language Learning
华裔中文教学

Chinese Grammar Instruction and Research
语法教学和研究

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

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

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

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

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

Program Articulation
项目衔接

Connect with CLTA

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

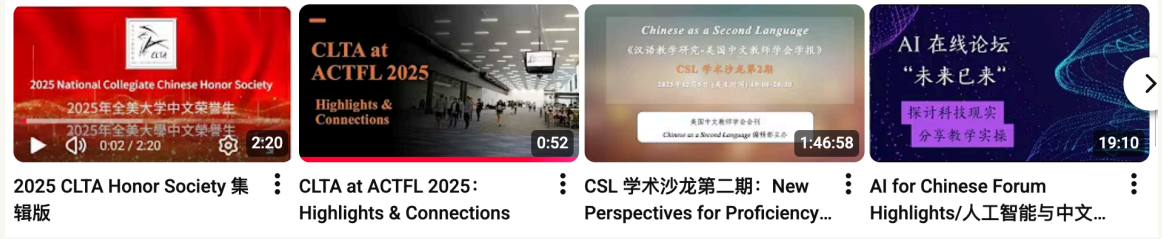
CLTA YOUTUBE CHANNEL

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.



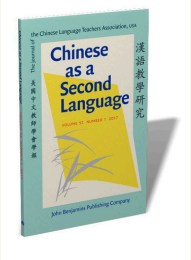
2024 CLTA Conference at St. Louis | 江凌欧(Zoe Jiang)老师的新年教室 | 莫晓灵老师和万静然老师的新年教室 | 2分钟带您了解美国中文教师学会

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

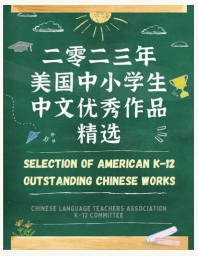


2025 CLTA Honor Society 集辑版 | CLTA at ACTFL 2025: Highlights & Connections | CSL 学术沙龙第二期：New Perspectives for Proficiency... | AI for Chinese Forum Highlights/人工智能与中文...

CLTA PUBLICATIONS









LinkedIn-CLTA

https://www.clta-us.org

https://www.youtube.com/@cltausa5159

CLTA 60th Anniversary Video： https://youtu.be/7hLMFWNbSjE

Email: hq@clta-us.org

COLLABORATOR&SUPPORTERS
The University of Rhode Island (URI)

THE UNIVERSITY OF RHODE ISLAND
COLLEGE OF ARTS AND SCIENCES

Department of Modern and Classical Languages and Literatures – College of Arts and Sciences

The Department of Modern and Classical Languages and Literatures at the University of Rhode Island is a national leader in interdisciplinary language education. By integrating advanced linguistic training with professional disciplines such as engineering, business, and international relations, URI prepares students to become globally-competent professionals ready for the challenges of a multilingual workforce.

Signature Programs

Chinese Language Flagship Program

URI Chinese Flagship Program is a federally funded dual-degree program designed to educate students to become global professionals and reach "Superior" (professional-level) proficiency in Mandarin Chinese. This rigorous program combines intensive on-campus language coursework with a mandatory Flagship-approved summer program after the second year to accelerate fluency. The curriculum culminates in a Capstone Year in Taiwan, where students direct-enroll in a university and complete a professional internship in their specific field of study.



International Engineering Program (IEP)

Recognized as a global model for engineering education, the IEP is a five-year program that awards two degrees: a B.S. in an Engineering discipline and a B.A. in a Language. By combining the power of a world-class engineering program, immersion in a foreign language and culture and a full calendar year studying and interning abroad, the five-year program prepares engineers who can work collaboratively and efficiently on international teams to solve global issues.



International Studies and Diplomacy (ISD)

This ISD program prepares students for high-level careers in the Foreign Service, international NGOs, and global policy. It offers a dual-major path (International Studies and a Language) and provides an accelerated five-year B.A. to M.A. option, emphasizing political science, economics, and immersive study abroad.

International Business Program (IBP)

The IBP combines a B.S. in Business Administration with a B.A. in a Language, focusing on the complexities of the global marketplace. Students gain a competitive edge through international internships and coursework that bridges management, marketing, or finance with deep cultural and linguistic expertise.



COLLABORATOR&SUPPORTERS:OUR SPONSORS

With sincere gratitude, CLTA would like to thank the following sponsors and exhibitors who generously support CLTA members and are participating in the 2026 CLTA Exhibition Table Event. Please visit the CLTA website https://clta-us.org to learn more about these sponsors and view their flyers. We would also like to extend our special thanks to Mr. Louis C. Yip from RI Association of Chinese Americans for his generous donation and longstanding support.

Thank you all for your unwavering support! CLTA 感谢您的支持与赞助！

Supporters

Rhode Island Association of Chinese Americans 罗德岛华人协会

THE UNIVERSITY OF RHODE ISLAND COLLEGE OF ARTS AND SCIENCES

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

MIDDLEBURY LANGUAGE SCHOOLS

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Keynote Speakers

Opening Keynote Speech

Language Learning as Development of Interactional and Intercultural Competence in an AI-Mediated World

Professor Agnes Weiyun He, Stony Brook University



Agnes Weiyun He is a Professor of Applied Linguistics and a 2011 Guggenheim Fellow. At SUNY Stony Brook University, she is the Founder and Director of the Center for Multilingual and Intercultural Communication (2013–present). Her research, rooted in linguistic anthropology and conversation analysis, explores how ordinary language use enacts and shapes the core of our humanity, particularly in the contexts of Chinese as a heritage language as well as communication in other bilingual/multilingual settings. Her most recent publication is Voices of Immigration: A Serial Narrative Ethnography of Language Shift (2025, Cambridge University Press). Her work has been funded by Spencer Foundation, National Academy of Education (US), US Department of Education, and National Science Foundation (US).

The rapid development of artificial intelligence has drastically changed the landscape of language learning and teaching. AI systems are now capable of producing grammatically accurate and stylistically fluent Chinese, challenging long-standing assumptions about accuracy and fluency as both a pedagogical goal and a marker of expertise. For Chinese language educators, this shift raises urgent questions: If accuracy and fluency is increasingly accessible, what should Chinese language education aim to cultivate? How is pedagogical authority reconfigured when machines can outperform learners, and sometimes teachers, on formal linguistic tasks? And what forms of expertise remain indispensable in an AI-mediated world?

Drawing on decades of research in applied linguistics in general and Chinese as a heritage language in particular, I will argue that accuracy and fluency has never been sufficient as an educational endpoint, particularly in multilingual and intercultural contexts. From a linguistic anthropological perspective, I submit that language learning should not be understood as merely the mastery of a linguistic code, but as the development of interactional and intercultural competence.

Using insights from narrative ethnography and conversational analysis, I will highlight dimensions of Chinese language learning that resist automation: how learners negotiate legitimacy, manage repair and misalignment, take stance, and navigate silence, affect, and moral accountability in interaction. These moments, long observed in heritage language classrooms and families, expose the limits of AI-generated language capability and reveal why communicative competence cannot be reduced to output accuracy or efficiency.

I will propose a reorientation of goals in Chinese language education and a set of specific pedagogical suggestions for classroom teaching in the age of AI, shifting from accuracy and fluency as the primary benchmark and toward cultivating interactional sensitivity, interpretive authority, and socially grounded expertise. In this reframing, Chinese language teachers are not displaced by AI but repositioned as essential mediators who guide learners in understanding not only how Chinese is formed, but how it is lived, valued, and contested in a multilingual and technologically saturated world.

Keynote Speakers

Closing Keynote Speech

Assessing Chinese as a Second Language: Taking Stock and Exploring Future Directions

Professor Xun Yan ,University of Illinois at Urbana-Champaign



Xun Yan is a professor of Linguistics, Second Language Acquisition and Teacher Education, and Educational Psychology at the University of Illinois at Urbana-Champaign. He is a faculty member in the Beckman Institute for Advanced Science and Technology. He received his PhD degree in second language studies from Purdue University and is a language tester by training. At UIUC, Xun is the director of the undergraduate program in Linguistics + TESOL and the supervisor of the English Placement Test and the Oral English Assessment Interview. Xun's research interests include speaking and writing assessment, psycholinguistic approaches to language testing, and language assessment literacy. His work has been published in journals including Applied Linguistics, Assessing Writing, Foreign Language Annals, Journal of Second Language Writing, Language Assessment Quarterly, Language Learning, Language Testing, System, Studies in Second Language Acquisition, and TESOL Quarterly. He is a co-editor for Language Testing. Xun was the recipient of the ETS TOEFL Essentials New Scholar award in 2022, UIUC's LAS Alumni Distinguished Professorial Scholar Award in 2024, Conrad Humanities Mid-Career Scholar Award in 2022, and Lincoln Early-Career (LEAP) Scholar Award in 2018.

Chinese as a Second Language (CSL) has a long history and a meaningful impact on language education in the United States, spanning K–12 programs, universities, and broader learning communities. Yet CSL assessment research and practice remain less visible than the scope of CSL teaching and learning. This talk takes stock of what has been done in CSL assessment across U.S. contexts. Drawing on a systematic review of published CSL assessment research, I synthesize major trends in (1) the constructs that have been assessed, (2) the assessment purposes, issues, and educational settings that have been addressed, and (3) the methodological approaches used to develop and validate CSL assessments. I conclude by proposing a collaborative agenda for research, resource-sharing, and scholarly communication to strengthen CSL assessment practice and to connect CSL assessment more explicitly to the broader field of language testing and assessment.

CONFERENCE INFORMATION

Invited Speakers



Workshop 1

Principled AI as an Integral Part of Teaching and Learning CFL

Professor Jianhua Bai, Kenyon College

Professor Wei Cai, University of Calgary



This workshop starts with a short discussion on the current state of GenAI in language education and our proposal to adopt a Principled AI approach to integrating GenAI into Chinese language education. Grounded in second language acquisition research and teaching methodologies, this approach emphasizes aligning GenAI use with sound research and pedagogical foundations. Through concrete instructional examples and live demonstrations, the major part of the workshop illustrates how various GenAI tools such as ChatGPT, Turboscribe, Google AI Studio can support successful language learning across linguistic components and intercultural communicative competencies, and how they can enhance teacher professional development. Participants will have hands-on experience with some of the tools presented and they will leave the workshop with at least one particular AI tool to use in their own classes. The ultimate goal of the workshop is for participants to leave with enhanced understanding of the use of principled, research-informed integration of GenAI to promote meaningful and sustainable Chinese language teaching and learning.

Jianhua Bai, Professor of Chinese of the Department of Modern Languages ang Literatures of Kenyon College, teaches Chinese at all levels and has received the Kenyon Trustee's Award for Teaching Excellence In 2004. He also served as the President of the Chinese Language Teachers Association, U.S. From 2002 to 2017, he was the Director of the Chinese Summer School at Middlebury College. He has held positions as a Board Member of the International Society for Chinese Language Teaching, Deputy Director of the Teacher Development Committee of the International Society for Chinese Language Teaching, Chief Reader of AP Chinese, Chair of the AP Chinese Examination Development Committee, and Consultant to the College Board in the U.S. Currently, he is a Senior Academic Advisor to the American Councils for International Education in the U.S., an Editorial Board Member of "Educational Technology and Chinese Language Teaching," and an Editorial Board Member of "International Chinese Language Teaching Research.

Wei Cai is Professor in the School of Languages, Linguistics, Literatures and Cultures at the University of Calgary, Canada and the Director of the Graduate Program in Languages, Literatures and Cultures. She previously served as Chair of the Division of Chinese Studies and Japanese Studies, Director of the Language Research Centre. She is also President of the Chinese Language Teaching and Research Association. Her main research interests include second language listening, second language acquisition, artificial intelligence in language learning and teaching, and teacher education. She received the Robert Roy Award from the Canadian Association of Second Language Teachers (CASLT) in 2023, and the Leadership and Mentorship Award from the Faculty of Arts in 2025. Her book, Teaching and Researching Chinese Second Language Listening was published by Routledge (Taylor & Francis Group) in 2022. The edited volume Researching and Teaching the Chinese Language: Voices from Canada was published by Springer in 2024. Her forthcoming book, Using Artificial Intelligence in Language Education, will be published by Bloomsbury.

Invited Speakers



Workshop 2

From Languages Across the Curriculum to Building Interdisciplinary International Language Programs

Professor Yan Liu, Duke University

Professor Sigrid Berka, University of Rhode Island



In this interactive workshop you'll learn strategies from experts in the field to increase (major) enrollment in Chinese and other languages by forging alliances with other disciplines. Learn how to develop Cultures and Languages Across the Curriculum (CLAC) courses for on-campus learning and during study abroad; build dual major programs bridging languages with engineering/ other disciplines with an integrated year of studying and interning abroad. Participants will take away best practices on how to get started with educational models that have a proven track record of success. The workshop includes two presentations followed by an interactive period in which participants can rotate through themed tables and engage with expert facilitators.

Dr. Yan Liu, Associate Professor of the Practice in Chinese & Linguistics and Director of the Chinese Language Program at Duke University, served as a board member of the Chinese Language Teachers Association (CLTA) (2022-2025), and is currently Vice Chair of the Cultures & Languages Across the Curriculum (CLAC) Consortium. Dr. Liu's research centers on learning Chinese as an additional language, heritage language education, and interdisciplinary curriculum development. Her work has been presented at national and international conferences and published in journals and edited volumes. Most recently, she co-authored the textbook Modern Chinese for Heritage Beginners: Stories about Us published by Routledge in 2023.

Sigrid Berka is the Executive Director of the International Engineering Program (IEP) at the University of Rhode Island, Professor of German and the Director of the German IEP and the Chinese IEP. Dr. Berka is responsible for building academic programs with exchange partners abroad, internship placements for IEP's dual degree students, corporate relations, and fundraising for the IEP. Bi-annually the IEP organizes the Colloquium on International Engineering Education. Under Dr. Berka's leadership, the IEP received NAFSA's Senator Paul Simon Spotlight award for innovative campus internationalization (2011), and the Andrew Heiskell Award for study abroad (2012) by the Institute for International Education.Her recent research has focused on the intersection of the humanities and engineering, international engineering education, and intercultural competency development and assessment. She has published in journals such as ADFL Bulletin, the International Journal of Intercultural Relations, JIEE, NECTFL Review, Online Journal of Global Engineering Education (OJGEE) among others.

Special Guests



President Marc Parlange
University of Rhode Island



Professor Kristin Johnson
Vice Provost for Global Initiatives
University of Rhode Island



Professor George Xinsheng Zhang
Richmond American University London
President of European Association of Chinese Teaching (EACT)



Professor Lars Erickson, Chair of Department of Modern and Classical Languages and Literatures, University of Rhode Island

CLTA Outstanding Contribution Award



Chengzhi Chu
Associate Professor of Chinese, University of California Davis

Xia Liang
Teaching Professor of Chinese Language, Washington University in St. Louis



Highlights & Features

Invited Workshops & Colloquia

Invited Workshops

- **Principled AI as an Integral Part of Teaching and Learning CFL**
  5/1 (Fri) 1:00-2:30 PM
  Memorial Union Atrium 1&2
- **From Languages Across the Curriculum to Building Interdisciplinary International Language Programs**
  5/1 (Fri) 3:00-4:30 PM
  Memorial Union Atrium 1&2

Invited Colloquia

5/2 (Sat) 14:10 PM - 5:00 PM

- **Grow Chinese Programs through Interdisciplinary Pathways**
  CBLS 100
- **Centering Learners' Voices in Developing Intercultural Communicative Competence: Insights from the Chinese Flagship Culture Initiative**
  CBLS 010
- **Using Engaging Projects to Develop Linguistic and Intercultural Competence in Proficiency-Based Curriculum**
  CBLS 152
- **从初级非华裔到高级华裔班: "专题式学习"的跨年级、跨课型应用**
  CBLS 252
- **Learning Beyond the Classroom: Community-Based Innovations in Advanced Chinese Instruction**
  Avedesian 170
- **超越中文：AI 时代人文学科革新背景下的中文教学路径探索**
  Avedesian 240
- **Demystifying Authentic Materials for Fostering Intercultural Communicative Competence**
  Avedesian 105

Award Winners' Presentation

Cheng & Tsui Professional Development Award

- **Sociocultural Impact on Language Teaching: The Case of érhuà**
  5/2 (Sat) 8:15 AM - 9:05 AM
  Room: CBLS 010
- **Enhancing Business Language Education through Domain Analysis**
  5/3 (Sun) 10:40 AM -11:30 AM
  Room: Avedesian 240
- **Cooking Up Enrollment: How an English-Taught Chinese Cuisine Course Attracts and Retains Students**
  5/3 (Sun) 10:40 AM -11:30 AM
  Room: Avedesian 240
- **Using VoiceThread Microlectures as Out-of-Class Support for Character Teaching and Learning in Flipped Chinese Language Classrooms**
  5/3 (Sun) 1:30 PM -2:20 PM
  Room: CBLS 100

CLTA Award for Innovative Excellence

- **Bridging China and the World: Classical Chinese Literature as a Framework for Global Citizenship**
  5/2 (Sat) 08:15AM - 9:05AM
  Room: Avedesian 105

Jiede Empirical Research Grant

- **Rater Effects in Assessing Oral Production of L2 Chinese Pragmatic Performance: The Influence of Teaching Experience and Teaching Context**
  5/2 (Sat) 11:40 AM -12:30 PM
  Room: Avedesian 105
- **Diversifying Third-Turn Repertoires to Co-Construct Intersubjectivity in Chinese-as-a-Foreign-Language Interaction**
  5/3 (Sun) 08:15AM - 9:05AM
  Room: CBLS 100

Tao-chung Ted Yao Memorial Award

- **Complement of Manner/State: A Comparison of Natural Conversation and CSL Textbook**s
  5/9 (Fri) 11:40 AM -12:30 PM
  Room: CBLS 152

Shou-hsin Teng Pedagogical Innovation Prize

- **Integrating Live Action Role-Playing Criminal Mystery Activities into Foundational Chinese Instruction: A Task-Based Experiential Learning Model**
  5/2 (Sat) 3:00 PM - 3:50 PM
  Room: Memorial Union Ballroom, Table 23Culture & Identity

明德大学中文学校
六十周年庆祝
招待会

60TH ANNIVERSARY
明德大学
中文学校
1966-2026

口耳相传，光焰不熄

诚邀您在CLTA年会期间
莅临参加，共襄盛举。

日期： 5月2日

时间： 下午1:15–2:00

地点： Avedesian 170

欢迎使用电子留言簿，
分享经历和感想。

活动内容：

- 简短致辞
- 历任教师祝福视频
- 校史海报展

现场备有茶点，欢迎前来
交流叙旧、共话未来

共庆六十载深耕中文教育的辉煌历程

Know Before Arrive

TRANSPORTATION



From T.F. Green Airport-Arrivals/Amtrak Train-Kingston Station

To URI Campus

- **Bus:** Take **RIPTA Route 66** (URI Kingston) to **Memorial Union**
  - Bus schedule- https://www.ripta.com/routes/66
  - $2 cash or use Wave mobile APP
- **Uber/Lyft**

To Hotels

- **Uber/Lyft**

During the conference, shuttles will run between the hotels and URI campus

PARKING



Friday Before 5PM

- Your can use **AMP hourly-pay APP**: https://web.uri.edu/transportation/amp-park/
- OR Get a **guest pass** at: https://web.uri.edu/transportation/parking/visitors/

and find visitor parking at **Briar Lane Lot (close but limited spots)/Boss Lot 27-take Ram Line/Lot 29-take Rhody Blue Line or walk to Memorial Union**

Friday After 5PM/Saturday/Sunday

- Free, no pass needed
- Suggested lots: Lot 7 (Fine Arts North); Along Flagg Road; Lot 9; Lot 13
- Do **NOT** park in the Emporium lot
- Then walk to conference site: **CBLS Building**

Parking Map-https://web.uri.edu/transportation/parking/

WI-FI



CONNECTING TO WIFI AS A GUEST

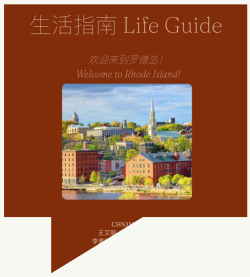
- Connect to **URI_Open**
- Go to rhodywifi.uri.edu. Click on Guest Network Access
- Click on Restricted Guest Access and wait for access

LIFE GUIDE

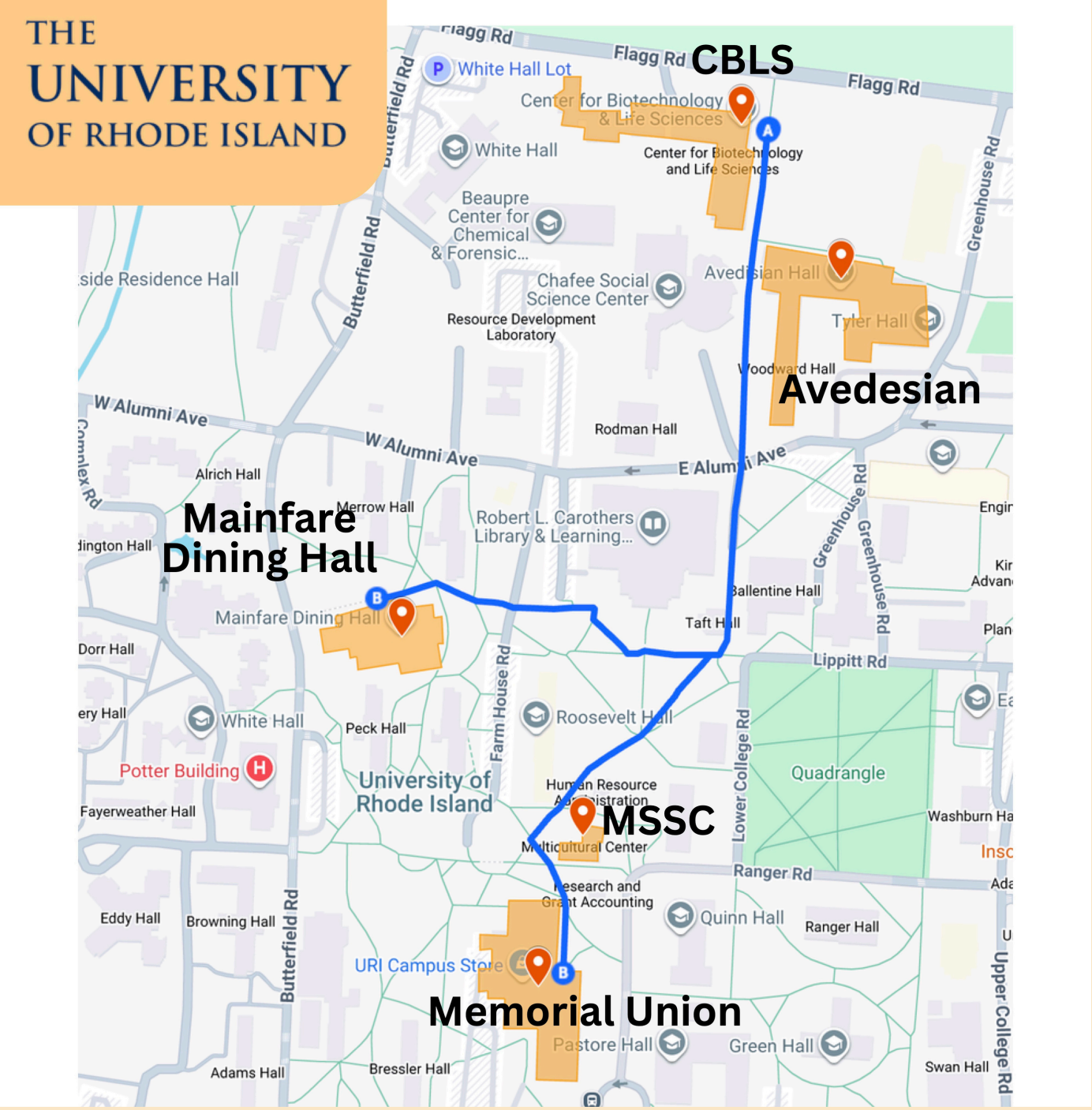


Welcome to Rhode Island!

Scan the QR code to access the **Life Guide**, specially created by URI CHN112H students for conference attendees.



Conference Venue & Directions



1.**周五下午工作坊（Friday pre-conference workshops)：**Memorial Union (50 Lower College Rd, Kingston, RI 02881), Atrium 1 & 2;

2.**周六、周日会议注册处 (Sat & Sun conference registration):** Center for Biotechnology and Life Sciences (CBLS), 120 Flagg Rd, Kingston, RI 02881;

3.**周六、周日开会地点（Conference site)：**CBLS 100,010,152,252；Avedesian 170,105,240;

4.**周六午饭：**Mainfare Dining Hall

5.**周六下午圆桌（Roundtables）、周六晚上会员大会(General Assembly I)：**Memorial Union Ballroom.

Shuttle Bus Schedule

Hotel Shuttle Order

- Hotel Pick-Up Order: Fairfield Inn → Hampton Inn→ Holiday Inn
- Hotel Drop-Off Order: Holiday Inn → Hampton Inn → Fairfield Inn

How to Read This Schedule

- Buses stop at hotels in the order listed above.
- Please be ready at your hotel at least 5 minutes before departure.
- Seating is first come, first served (no reservations required).

Shuttle Types

🔁 Loop = One or more buses cycle through all hotels in order

🚌 Parallel = Separate buses depart at the same time from each hotel directly to the destination

On-Campus Locations

- MSSC: Multicultural Student Services Center
- CBLS: Center for Biotechnology and Life Sciences

	Time	Pick-Up	Drop-Off	Notes
Friday May 1	12:20 / 1:50 PM	Hotels (🔁 Loop)	MSSC	3 buses
	4:30 PM	MSSC	Newport (Cliff Walk)	4 buses
	6:30 PM	Newport	Hotels	4 buses
Saturday May 2	7:30 AM	Hotels (🚌 Parallel)	CBLS	2 buses (Hampton Inn & Holiday Inn); 1 bus (Fairfield Inn)
	8:30 AM	Hotels (🔁 Loop)	CBLS	1 bus
	1:00 / 2:00 PM	CBLS	Hotels (🔁 Loop)	Midday return, 1 bus
	6:30 PM	MSSC	Hotels (🔁 Loop)	Evening shuttles, 1 bus
	8:00 / 9:00 PM	MSSC	Hotels (🔁 Loop)	Evening shuttles, 3 buses
Sunday May 3	7:30 AM	Hotels (🚌 Parallel)	CBLS	2 buses (Hampton Inn & Holiday Inn); 1 bus (Fairfield Inn)
	8:30 AM	Hotels (🔁 Loop)	CBLS	1 bus
	11:30/12:30/1:30 /2:30 PM	CBLS	Hotels (🔁 Loop)	Rolling departures: 1 bus
	3:30 / 4:30 PM	CBLS	Hotels (🔁 Loop)	Final departures: 2 buses

Schedule at a Glance

May 1 (Friday)



1:00 PM - 2:30 PM	Workshop 1 - Memorial Union (50 Lower College Rd, Kingston, RI), Atrium 1&2
2:30 PM - 3:00 PM	Tea Break
3:00 PM - 4:30 PM	Workshop 2 - Memorial Union Atrium 1&2
4:30 PM - 6:30 PM	Cliff Walk in Newport (Optional) - Buses leave from URI
7:00 PM -10:00 PM	CLTA Board Meeting -Hampton Inn (20 Hotel Dr, South Kingstown, RI)

May 2 (Saturday)



7:45 AM - 5:30 PM	Registration - CBLS (120 Flagg Rd, Kingston, RI)
8:15 AM - 9:05 AM	Concurrent Sessions I - CBLS & Avedesian
9:05 AM - 9:30 AM	Tea Break -CBLS
9:30 AM - 10:30 AM	Opening Ceremony & Keynote I - CBLS 100
10:40 AM -11:30 AM	Concurrent Sessions II - CBLS & Avedesian
11:40 AM -12:30 PM	Concurrent Sessions III - CBLS & Avedesian
12:00 PM - 1:00 PM	Lunch Break, Group 1 - Mainfare Dining Hall
1:00 PM - 2:00 PM	Lunch Break, Group 2 - Mainfare Dining Hall
12:30 PM - 1:00 PM	Campus Tour, Group 1 (Optional) - CBLS;
1:00 PM - 1:30 PM	Campus Tour, Group 2 (Optional) -Mainfare
1:15 PM - 2:00 PM	Middlebury College Chinese Summer School 60th Anniversary Reception - Avedesian
2:00 PM - 2:50 PM	Roundtable Session I - Memorial Union Ballroom
3:00 PM - 3:50 PM	Roundtable Session II - Memorial Union Ballroom
3:50 PM - 4:10 PM	Tea Break - CBLS
4:10 PM - 5:00 PM	Invited Colloquia - CBLS & Avedesian
5:00 PM - 5:30 PM	SIG networking & K-12 Meeting & Regional CLTA Meeting -CBLS
5:30 PM - 8:00 PM	General Assembly I and Award Ceremony - Memorial Union Ballroom

Exhibition

8:00 AM

-5:30 PM



May 3 (Sunday)

Exhibition

8:00 AM

-4:00 PM



7:45 AM - 4:00 PM	Registration - CBLS
8:15 AM - 9:05 AM	Concurrent Sessions IV - CBLS & Avedesian
9:05 AM - 9:30 AM	Tea Break - CBLS
9:30 AM - 10:20 AM	Concurrent Sessions V - CBLS & Avedesian
10:40 AM - 11:30 AM	Concurrent Sessions VI - CBLS & Avedesian
11:30 AM - 12:00 PM	Boxed Lunch Pickup - CBLS
12:00 PM - 1:20 PM	General Assembly II & Keynote II - CBLS 100
1:30 PM - 2:20 PM	Concurrent Sessions VII - CBLS & Avedesian
2:30 PM - 3:20 PM	Concurrent Sessions VIII - CBLS & Avedesian
3:30 PM – 4:00 PM	Closing Reception - CBLS

DAILY PROGRAM

University of Rhode Island

Date: May 1 to May 3, 2026

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.

May 1 (Friday)

1:00 PM - 2:30 PM Workshop 1

Memorial Union Atrium 1&2

Principled AI as an Integral Part of Teaching and Learning CFL

Jianhua Bai (Kenyon College) & Wei Cai (University of Calgary)

2:30 PM - 3:00 PM RIACA Tea Break (sponsored by Rhode Island Association of Chinese Americans)

3:00 PM - 4:30 PM Workshop 2

Memorial Union Atrium 1&2

From Languages Across the Curriculum to Building Interdisciplinary International Language Programs

Yan Liu (Duke University) & Sigrid Berka (University of Rhode Island)

4:30 PM - 6:30 PM Cliff Walk in Newport (Optional)

- **Free bus rides**
- **Dinner on your own**

7:00 PM -10:00 PM CLTA Board Meeting







May 2 (Saturday)

CBLS Atrium

Registration: 7:45 AM - 12:30 PM，3:30 PM - 5:30 PM

Exhibition: 8:00 AM - 5:30 PM

Concurrent Sessions I

08:15AM - 9:05AM

CBLS 100

AI-Assisted Item Generation in CFL Reading Assessment: Accuracy, Pedagogy, and Teacher Mediation

Zheng George (Defense Language Institute)

Enhancing Reading and Listening Proficiency in Intermediate Chinese: Evaluating the Impact of Typing-Based Digital Assignments

Jun Wang (University of Virginia)

Investigating the Effects of Form-Focused Instruction on Teaching and Learning Directional Complements in Chinese as a Second Language

Xinya Lan (University of Hawai'i at Mānoa)

CBLS 010

Juǎn qǐlái! A Study of Nèijuǎn and Its Derivatives Through a Linguistic Lens

Feiya Suo (University of Oregon)

Sociocultural Impact on Language Teaching: The Case of érhuà

Shuyi Wang (Pomona College)

(Cheng & Tsui Professional Development Grant)

从"我是谁"到"我看见"：学生写作与采访中的语言成长之旅

Shunan Yang (Harvard University)

CBLS 152

Rethinking Recipiency: Teaching Active Listening Practices in Mandarin Conversation

Qie Wu (UCLA)

When Learners Become Teachers: Peer Scaffolding and Role-Shifting at a College Chinese Table

Wenlu Xu (Pomona College)

How Does Study Abroad Environment Afford Student Growth? An Ecological Perspective on the Chinese Intensive Summer Language Program at a Joint-Venture University in China

Yilin Xu (Emory University) & Xin Zhang (Duke Kunshan University)

CBLS 252

Telling Stories in Chinese: Exploring Intermediate Learners' Narrative Competence and AI-Assisted Assessment

Shuyi Yang (Johns Hopkins University)

Rethinking Chinese Language Program Assessment in the Age of AI

Jenny Yang & Jane Huang (Rutgers University)

人工智能与人类写作评分思考过程研究

Yanping Shi (Texas Tech University)

Avedesian 170

From Handwriting to Typing: An AI-Based Dictation System for L2 Chinese Learners

Bin Yang (University of Hawai'i at Mānoa)

Exploring the AI-Powered Human Mode in Second Language Pronunciation Pedagogy

Congcong Ma (University of Notre Dame)

AI as Mirror, AI as Tool: Leveraging Bias Audits Framework for Critical Cultural Learning in Chinese

Naiyi Fincham (University of Hawai'i at Mānoa) & Shenglan Zhang (Iowa State University)





May 2 (Saturday)

Concurrent Sessions I

08:15AM - 9:05AM

Avedesian 105

Transforming Communities into Language-Rich Learning Environments

Shihong Zhang (CLTA-NJCTA) & Yao Feng (Hilltop Country Day School)

Bridging China and the World: Classical Chinese Literature as a Framework for Global Citizenship

Bin He (Harvard-Westlake School, CA) **(BLCUP Teaching Award)**

以围棋为载体的中文文化教学探索—来自军校与大学的双场域实践

Chao Xie (Defense Language Institute & University of San Francisco)

Avedesian 240

从听说到读写：在体演中建构中文交际能力

Rongrong Hao (University of Mississippi), Tianwen Han (University of Mississippi) & Tian Zhang (Middlebury College)

RIACA Tea Break (sponsored by Rhode Island Association of Chinese Americans)

9:05 AM - 9:30 AM

CBLS Atrium

Opening Ceremony & Keynote Talk I

9:30 AM - 10:30 AM

CBLS 100

Language Learning as Development of Interactional Competence in an AI-Mediated World

Agnes Weiyun He, Stony Brook University

Concurrent Sessions II

10:40 AM -11:30 AM

CBLS 100

北美高校中文教材与《国际中文教育中文水平等级标准》语法匹配情况研究

Jie Zhang (University of Oklahoma) & Bo Liu (Texas A&M University)

Stylistic Variation in Chinese Language Curriculum

Zheng-sheng Zhang (San Diego State University)

Learning from History: Insights from Eighty-Three Years of K–16 Chinese Language Education in Lubbock, Texas

Yanlin Wang (Texas Tech University)

CBLS 010

电写123- 综述电写在课内外互动、语言习得与评量模式的应用

Alice Shin-Yi Kao (Mount Holyoke College), Ninghui Liang (Yale University), Wol A Kang (Swarthmore College) & Zhensan Fang (Alabama A&M University)

CBLS 152

Building Fluency Through Proceduralized Learning in the Age of AI

Zhuo Jing-Schmidt, Feiya Suo & Yixuan Wang (University of Oregon)

Chatbot-Mediated Interaction in L2 Speaking

Yalun Zhou (Rensselaer Polytechnic Institute)

Examining Agreement in Fluency Rating Between ChatGPT and Human Raters for L2 Mandarin Chinese Speech

Tian Zhang (Middlebury College)

May 2 (Saturday)

Concurrent Sessions II

10:40 AM -11:30 AM

CBLS 252

AI辅助中文口语听力教学：ChatGPT聊天机器人在课程中的应用及AI自动评分与反馈的探索性研究

Zhiying Qian (Florida State University)

Rethinking Technology Integration in Chinese Language Teaching: Insights from the Four-Level Feedback Theory

Ye Tian (University of Pennsylvania) & Shuwen Huang (D.C. Public Schools)

Designing an Advanced Cybersecurity LSP Course with AI-Enhanced Pedagogy

Tianshu He (Duke University)

Avedesian 170

The Effects of Process-Driven Self-Regulated Learning in L2 Chinese Listening Development

Ke Peng (Western Kentucky University), Jianling Liao (Arizona State University), Derlin Chao (Hunter College) & Bo Hao (Hunter College)

Avedesian 105

Innovative Pedagogical Pathways in Advanced Chinese Instruction: From Pre-Class Preparation to Out-of-Class Engagement

Jue Lu (Washington University in St. Louis), Kang Zhou (Massachusetts Institute of Technology), Qiang Zhang (University of Pennsylvania) & Ju-Min Wang (University of Virginia)

Avedesian 240

Savoring the Chinese Language: Data-Driven Learning of Metaphors

Yi Xu (University of Pittsburgh)

L2 Grit, Enjoyment, and Motivation in U.S. College CFL Learners

Zhiyin Dong (University of Delaware) & Zhiying Qian (Florida State University)

Advantages of Cantonese-Speaking Teachers in Overseas Mandarin Instruction A Learner-Perception Survey Study

Xiaofeng Jolls (Defense Language Institute)

Concurrent Sessions III

11:40 AM -12:30 PM

CBLS 100

Evaluating Prescribed AI Feedback on the L2 Chinese Writing Assignments Across Proficiency Levels: A Panel on Empirical, Experiential, and Theoretical Insights

Jie Zhang (University of Pennsylvania), Grace Wu (University of Pennsylvania) & Wei Gong (Wesleyan University)

CBLS 010

“她们的故事” 擦出思想的火花—女性中心电影在中高级中文课堂中的教学运用

Luoyi Cai (University of North Carolina at Chapel Hill), Zhuoyi Wang (Hamilton College) & Yingling Bao (Indiana University Bloomington)

CBLS 152

Tao-chung Ted Yao Memorial Award Presentations

Complement of Manner/State: A Comparison of Natural Conversation and CSL Textbooks

Dayoung Jeong (University of California, Los Angeles)

What is the Visual-Orthographic Unit in Chinese L2 Character Writing?

Yi Dai (University of Maryland, College Park)

Exploring Meaning-making in Digital Video Composing through a Trans-semiotizing Lens: A Case Study in a U.S. Middle School Chinese Classroom

Qianqian Ma (State University of New York-Buffalo)

May 2 (Saturday)

Concurrent Sessions III

11:40 AM -12:30 PM

CBLS 252

From Practice to Pedagogy: Shaping AI-Era Principles for Chinese Language Instruction

Zhongqi Shi (Columbia University)

Utilizing a Structured Framework for Chinese Language Learning with Generative Artificial Intelligence

Wei Cai (University of Calgary)

Evaluating the Consistency of Generative AI in Correcting L2 Chinese Learners' Written Work

Jun Da (Middle Tennessee State University) & Chengxu Yin (University of Notre Dame)

Avedesian 170

Tracing American Media Sentiment Toward the Chinese Language (2020–2025): An NLP-Based Corpus Analysis

Asya Vaisberg (Pomona College)

Enhancing Second Language Listening Through Artificial Intelligence: A Systematic Review of ChatGPT and Related Tools (2022–2025)

Sassi Pamphile (University of Calgary)

AI-Powered Personalization in Intermediate & Advanced Chinese

Robert Huber; Michael Golth (mylingua)

AI-Based Incidental Vocabulary Learning While Reading in L2 Chinese

Feng Xiao (Pomona College)

Avedesian 105

Rater Effects in Assessing Oral Production of L2 Chinese Pragmatic Performance: The Influence of Teaching Experience and Teaching Context

Yali Feng (Georgia State University) **(Jiede Empirical Research Grant)**

Exploring Identity Through Interdisciplinary and Innovative Pedagogy in Advanced Chinese Instruction

Xinyi Wu & Shaolin Peng (University of Pennsylvania)

Fostering Interactional Competence in Advanced Learners Through Student-Led Seminar Project

Yuxiao Du (Harvard University)

Avedesian 240

科技是语言教学的救星吗?

Yongping Zhu (University of Notre Dame); Chih-p'ing Chou (Princeton University); Lening Liu (Columbia University)

Lunch Break (lunch provided)

12:30 PM - 1:45 PM

Mainfare Dining Hall

Middlebury College Chinese Summer School 60th Anniversary Reception

1:15 PM - 2:00 PM

Avedesian 170

May 2 (Saturday)

Roundtable Discussions I

2:00 PM - 2:50 PM

Memorial Union Ballroom

Table 1 Chatbots & LLM-Supported Learning

From Classroom to Chatroom: How Customized Chatbots Support Communicative Chinese Learning

Xiaomeng Zhang (University of Pennsylvania)

Input-Enhanced Task Design with ChatGPT: A Support Strategy for Struggling Learners in Chinese

Li Blake (Defense Language Institute Foreign Language Center)

Enhancing Intermediate Chinese Learning through a Blended Model with Large Language Models

Chuan-Hui Weng (University of Tennessee Knoxville)

Table 2 Orthography

Handwriting or Recognition? Integrated Chinese and Grading Standards Study

Xingran Han, Zhouyang Hu & Zhijin Yang (University of Pennsylvania)

Table 3 Heritage Pedagogy

针对华裔学生的教学模式与教材方向之探讨

Lei Yan (Dartmouth College), Chuanmei Sun (Yale University) & Rongzhen Li (Yale University)

Table 4 Writing & Output Development

Analyzing Patterns of the "Oral Paragraph": A Study on Enhancing Paragraph-Level Output in Third-Year Chinese

Luanfeng Huang (Princeton University)

12 Steps to Help Students Write a Good Travel Essay

Licheng Gu (Northwestern University)

Writing Instruction in an Advanced-Level Chinese Course: Design, Implementation, and Outcomes

Ying Ou (Princeton University)

Table 5 AI for Skill Development

生成式人工智能在汉字教学中的应用探索

Lu Xu (Beijing Normal University)

AI生成虚拟现实环境助力提升国际中文沉浸式口语课堂学习体验

Zijun Wang (Hainan Normal University)

Table 6 Linguistic Landscape

Chinese Linguistic Landscapes in Motion: Power, Pedagogy, and AI-Enhanced Interpretation

Xinlin He, Yuhang Song, Yu Wang & Ye Tian (University of Pennsylvania)

Table 7 Digital Interaction & Online Communities

Leveraging Online Discussion Forums as Social Interaction Spaces Boosts L2 Chinese Learning Outcomes

Jianfeng Guo (University of Illinois at Urbana-Champaign)

挑戰下的應對：以學習者為中心的科技整合與項目可持續發展模式

Lisa Lin, Helen Hsu & Andie Liao (Fulbright Taiwan)

Integrating AI into Cooperative Language Learning in the IBDP Mandarin BSL Classroom

Jing Gao (DePaul College Prep)

Table 8 Vocabulary & Morphology Innovation

Applying Construction Morphology to Mandarin Chinese — Gender-Denoting Words as an Example

Xiaotian Liu (Indiana University Bloomington)

基于语料库分析的中文社交媒体新词规律研究（2023–2024）

Meilin Biao (San Francisco State University)

AR-Enhanced Vocabulary Learning: Design, Practice, and Pedagogical Insights

Yalun Zhou (Rensselaer Polytechnic Institute)

May 2 (Saturday)

Roundtable Discussions I

2:00 PM - 2:50 PM

Memorial Union Ballroom

Table 9 Media, Multimodality, and Cultural Topics

从“正确”到“得体”: 中文电视剧在初级汉语课堂中的应用与成效

Chenfeng Wang (University of California, San Diego); Mingming Liu (University of California, San Diego)

走進幕後：華語教學YouTube影片後製教學決策之多模態個案研究

Jin Fang (National Cheng Chi University)

饮食话题在中级华裔课的教学实践

Wen Zhang (Yale University)

Table 10 Multiliteracies & Visual Culture

看艺术学中文：视觉素养与语言学习

Sujane Wu (Smith College)

Rethink, Reframe, and Relearn: Enhancing Linguistic and Cultural Competencies Through a Multiliteracies Lens

Ya-Ching Hsu (Smith College)

Multimodal Input and Interdisciplinary Inquiry in Early Mandarin Immersion Literacy Instruction: A Case Study of Teaching the Character “虫” through a Vitamin C Redox Demonstration

HsingMei Dreyer (Global Ambassadors Language Academy)

Table 11 Food, Culture & Content-Based Instruction

Food as Text: Teaching and Reflection in a Content-Based Chinese Course

Minglei Lin (Harvard University)

《中国饮食与文化》课程构建—以酱为例

Xuefei Hao (Michigan State University)

Beyond the Plate: Bringing Culture to the Table Through Food, Language and Meaning

Yenchu Wang (Stewart Elementary School) & Chih-Hsuan Peng (Lycée Français de Los Angeles)

Table 12 Heritage Pedagogy

Projects Designed for Chinese Heritage Language Beginners

Min-Min Liang (Massachusetts Institute of Technology)

真實語料應用於美國大學華裔課堂之教學實踐暨反思

Cin-Hua Chen (Brown University)

Table 13 AI Integration & Policy Contexts

探討越南華語文教學中應用人工智慧（AI）的挑戰與成效之實證研究:以ChatGPT為例

Tran Thi Kim Hoan (National Dong Hwa University)

生成式人工智能在成人汉语文化课中的接受度与应用策略研究

Jiaxin He (Beijing Normal University)

Table 14 Teacher Education & Professional Identity

Building a Connected K–16 Chinese Education Ecosystem: Programs, Partnerships, and Pathways

Bin He (Harvard-Westlake School)

Transnational Chinese Language Teachers in U.S. Schools: A Narrative Study

Xiaoxuan **Li (Springside Chestnut Hill Academy)**

Cross-Cultural Teaching Self-Efficacy and Cultural Content Selection: A Cross-National Study of International Chinese Education Graduate Students

Yixian He (Beijing Normal University)

May 2 (Saturday)

Roundtable Discussions I

2:00 PM - 2:50 PM

Memorial Union Ballroom

Table 15 Curriculum & Materials Design

From Mandarin Primer to Modern Textbooks: The Hidden Curriculum of Chinese Language Pedagogy in America

Anqi Mei & Jiawen Jiang (University of Pennsylvania)

How to Make the Ideal Real? Developing Localized and Scenario-Based Chinese Learning Materials at Duke Kunshan University

Jia Yan (Duke Kunshan University)

From Textbook to Task: Designing a Project-Based Chinese Course

Ran Chen (University of North Georgia)

Table 16 Project-Based & Experiential Learning

Deconstructing Task-Based Language Teaching: A Design Framework Connecting Authentic Materials with Three-Mode Assessments

Fang Bian (Bergen County Academies)

Designing Digital Chinese Curriculum for High School Students

Xiaoling Shi (Cambridge School of Weston)

Engaging Students in a "Learning by Doing" Approach for Skill Development

Xuemei Li (Katherine Delmar Burke School)

Table 17 Community & Partnership Models

构建"课堂—社区—田野"连续体：高年级桥梁课程社会实践初探

Yinqiu Ma (Princeton University)

Maximizing the Power of Partnership: A Cross-Institutional Language Learning Project with the Local Chinese Community

Ziyi Geng (Wake Forest University)

Creating Connections: Chinese Language in Action

Jia Yan & Xiayun Zhou (Duke Kunshan University)

Table 18 Listening & Input Processing

Authentic Audiovisual Input as a Catalyst for CFL Skill Development

Xibo Henderson & Zheng George (Defense Language Institute)

AI 赋能的课前听力任务设计初探: 以美国大学初中级汉语课堂为例

Yichun Lin (University of Texas at Austin)

Table 19 Chatbot for Beginning Level Conversation

Exploring the Use of a Chatbot for Beginning Chinese Conversation Practice: Design, Implementation and Learning Outcomes

Xiwen Lu (Brandeis University), Yanlin Wang (Texas Tech University) & Hsuanyu Chen (Texas Tech University)

Table 20 Teaching Chinese Arts

Artistic Expression: Teaching Chinese Language and Culture Through Arts

Haixia Wang (Carnegie Mellon University), Gang Liu (Carnegie Mellon University), Feng Xiao (Pomona College) & Zheng Gu (Rollins College)

Table 21 AI-Enhanced Pedagogy

How to Empower AI in the Global Classroom

Chunmei Guan (Logansport High School), Zoe Jiang (Skyline High School), Jianglin Shi (Wilmington Friends School) & Yujie Mao (Oakland University)

May 2 (Saturday)

Roundtable Discussions I

2:00 PM - 2:50 PM

Memorial Union Ballroom

Table 22 Discourse & Interaction

Coordinating Gesture and Talk in Online L2 Chinese Storytelling

Hsin-Tzu Jen (University of Hawai'i) & Shu-Yu Huang (Defense Language Institute)

Self-Repair as Stance Work

Siyuan Dong (Ohio State University / Williams College)

Classifier or Measure Word: A Metalinguistic Analysis of the College-level Chinese as a Foreign Language Textbooks in the United States

Yutong Feng (Indiana University Bloomington)

Roundtable Discussions II

3:00 PM - 3:50 PM

Memorial Union Ballroom

Table 1 Orthography & Formality

L2 Chinese Reading and Writing Research: A Comparison of Literature from 1988–2019 and 2020–2024

Kevin Fedewa (University of Arizona)

认可与激励：初中级汉字学习的分层评估框架

Xiaoke Jia (Bowdoin College)

高年级书面语课堂学生轮流教学之尝试 —设计、实施与教学反思

Ling Yan (Columbia University)

Table 2 Language, Culture and Career

From Language to Culture: Reflections on Designing and Teaching Medical Chinese

Chih-jen Lee (University of Pennsylvania)

Bridging Classroom and Career: Professional Chinese Instruction and Assessment

Jou Li (University of North Georgia)

海外非汉语环境下"医学汉语"的课程定位与模块化设计初探

Dan Xu & Jie Chen (Wenzhou Medical University)

Table 3 GenAI and Canva for Chinese Teaching

An Empirical Study on the Use of GenAI in Teaching Chinese Refusal Strategies

Peng Chou (University of Rhode Island)

Teaching Chinese with Canva: Tools, Techniques and Real Classroom Examples

Ya Wen (Union Catholic High School) & Feng Yao (Hilltop Country Day School)

Table 4 Online Tutoring

A Sustainable Model for Online Tutoring: Strengthening Chinese Programs through Global Collaboration and Innovation

Zhuqin Borders & Kai Liang (Western Kentucky University)

Table 5 Usage-Based Approaches

Meaning-Oriented and Evidence-Based Approaches to Chinese Pedagogical Grammar

Yuan Lu, Huiru Chen, Yu-An Wang & Jui-Yu Liao (Indiana University Bloomington)

May 2 (Saturday)

Roundtable Discussions II

3:00 PM - 3:50 PM

Memorial Union Ballroom

Table 6 Motivation, Engagement and Career Development

How a Semi-Flipped Classroom Supports Engagement and Participation in a Block-Scheduled High School Chinese Class

Xuelian Yan (Academy of Our Lady of Mercy, CT)

體感認知教學模式提升學習動機之研究：以國際學校7~9年級之零起點華語課為例Yuhsin Chang (University of Taipei)

女性视角下的中文教师的职业发展与生活平衡

Yuanyuan Liu (University of Maryland Baltimore County)

Table 7 Performed Culture and Study Abroad

留學項目中的文化體演：從學材在地化到留學場域的語言觀察與實踐

Shu-Yu Yeh, Meng-Chieh Lin, Yu-Ting Chiu & Zhini Zeng (University of Mississippi)

Table 8 Study Abroad & Global Interdisciplinary Models

From Stories to "Neijuan"—Workshops on Sinophone Identity and Modern Phenomena

Jing Cai & Minglei Lin (Harvard University)

Expanding the Role of Foreign Language Learning through Interdisciplinary Collaboration with STEM

Yan Tong (University of Alabama)

故宮文史融入跨學科中文教學：虛實整合導覽模式的設計與實證

Helen Hsu (Fulbright Taiwan)

Table 9 Reflection on the Use of AI in Classroom

AI無往不利？從學習者角度探析中文二語課堂使用AI的感受與反思

Hsin-hung Yeh (Santa Clara University), Pei-Chia Chen (UC San Diego), Wen-Hua Du (Worcester Polytechnic Institute) & Grainger Lanneau (Western Kentucky University)

Table 10 Teaching Language and Culture

Effective Cultural Integration in Maximizing Chinese Language Proficiency

Jianglin Shi (Wilmington Friends School), Chunmei Guan (Logansport High School, IN), Xiaoqing Liu (Butler University) & Yan Huang (Friends Select School)

Table 11 Character Acquisition & Orthography

Enhancing Beginning-Level Chinese Character Acquisition: Teaching Methods and Tools

Lisha Xu (Mount Holyoke College)

Developing a Strategic Method to Support Beginning Learners' Character Recognition Learning: An Action Research

Yu Zhang (University of Colorado Boulder)

拼音输入法和象形输入法对汉字习得的影响比较

John Wang (Independent researcher)

Table 12 Proficiency-Based Teaching with AI

Proficiency-Based Chinese Teaching with AI: Unlocking New Possibilities

Xiaohui Cao (Arlington High School, MA), Ma Ya Tao (Weston High School, MA) & Shan Jiang (Scituate High School, MA)

Table 13 AI and Gamification

"一鱼多吃"—如何利用AI工具为不同水平课程设计立体型课堂活动

Haiwen Wang (Yale University)

Chatbots, Writing and Tones: Integrating AI into Advanced Chinese Teaching and Research

Xiao Dong, Yea-Fen Chen and Yawen Tsai (Indiana University Bloomington)

May 2 (Saturday)

Roundtable Discussions II

3:00 PM - 3:50 PM

Memorial Union Ballroom

Table 14 Perspectives on Chinese Pedagogy

汉语学习者对团队教学中母语教师与非母语教师的评价—来自质性资料的分析

Xi Chen (Waseda University)

Integrating Picture Books and Thinking Routines into Chinese Culture Courses: A Case Study of Transnational Transfer Students

Chia-Ling Huang (Mercyhurst University)

從語言課的規範框架到學科專業的實踐：Fulbright MEA 的教學觀察

Annie Lin (Fulbright Taiwan)

Table 15 Interdisciplinary & Innovative Models

Contemporary Perspectives on Object-Based Language Teaching

Marie Jiang (School of the Art Institute of Chicago)

论在国际汉语教学领域开创"诗画乐：综合艺术汉语"的可行性 -- 从传统中国画与现代汉语的关系谈起

Shirley Yiping Zhang (E-Bridge Cross-cultural & Comprehensive Art Studio)

Table 16 Syntax

Playful Recursion for Difficult Grammar: Preventing Syntactic Fossilization in Beginning Chinese

Fangzheng Zhang, Yimo Guo & Yue-Rung Chen (Harvard University)

Table 17 Creative and Differentiated Approaches to Teaching Chinese

激活传统叙事：武侠专题在高级华裔中文课堂中的教学设计与实践

Chen Wu (Columbia University)

Effectiveness of Using H5P Interactive Beginner Chinese Workbook

Wenying Zhou (Michigan State University)

一对一辅导中的高效与差异化教学实践

Yi-Chieh Chen (University of Mississippi)

Table 18 Equity & Classroom Culture

Everyday Equity: Small Changes That Transform Chinese Language Classrooms

Lu Yu (Smith College)

From Confidence to Autonomy: Building Motivated and Strategic Learners

Ying Yue (University of Virginia)

Play, Sing, and Share: A Task-Based Mandarin Project Connecting Language, Music, and Culture

HsingMei Dreyer (Global Ambassadors Language Academy)

Table 19 Pedagogical Strategies in K–12 Chinese Language Education

Application of Understanding by Design in Teaching Chinese as a Foreign Language

Sisi Wang (Second Street School)

Harmony Tales: Connecting Learners Through Chinese Culture – UNC–K12 Chinese Partnership

Na Fan (UNC-Chapel Hill) & Zhengjie Guo (Durham Academy, NC)

CSL Classroom Management in U.S. Contexts: What, How, and Why

Linxiang, Zhu (Elite Scholars Academy, GA)

May 2 (Saturday)

Roundtable Discussions II

3:00 PM - 3:50 PM

Memorial Union Ballroom

Table 20 Pronunciation & Speaking Development

Engaging Heritage Learners through Multimedia and Role-Play: Advancing Formal and Informal Chinese Proficiency

Xinyue Huang & Jieyun Zhu (Princeton University)

A New Multi-Media Approach for Pinyin Phonological Training for Physical and Online CFL Pronunciation Teaching and Learning

Lijuan Ye (Messiah University)

Empowering Student Voices: Supervised but Non-Corrective Target-Language Discussion in Chinese Classrooms

Hongxia Zhang (Lake Highland Preparatory School)

Table 21 Syntax, Pragmatics & Service Learning

“X 的是”话语标记的语法分析及其在汉语二语者中的习得表现

Zimin Wu (University of Connecticut)

互动语言学视角下汉语询问行为研究及对外汉语教学应用

Su Xiaoting (Beijing Normal University)

“中文+医学”在海外社区的拓展：以健康工作坊为例的服务学习模式

Qiang Hou (Wenzhou Medical University)

Table 22 Culture & Identity

飄散在空中—以余光中〈江湖上〉設計華語教學教案

朱嘉雯 (National Dong Hwa University)

任务型文化沙龙在塔夫茨大学的设计实践与效果研究—基于学习动机激发与跨文化自信培养的双维探索

Zhu Yuan (Beijing Normal University)

参观齐白石书画特别展—迈出跨学科教学第一步

Ren Li (Brockton High School, MA)

Table 23 Shou-hsin Teng Prize Roundtable Discussion

Integrating Live Action Role-Playing Criminal Mystery Activities into Foundational Chinese Instruction: A Task-Based Experiential Learning Model

Zhe Luo & Siyan Shao (Defense Language Institute)

RIACA Tea Break (sponsored by Rhode Island Association of Chinese Americans)

3:50 PM - 4:10 PM

CBLS Atrium

Invited Colloquia

4:10 PM - 5:00 PM

CBLS 100

Grow Chinese Programs through Interdisciplinary Pathways

Qiaona Yu (Wake Forest University), Yan Liu (Duke University) & Ran Zhao (University of Virginia)

CBLS 010

Centering Learners’ Voices in Developing Intercultural Communicative Competence: Insights from the Chinese Flagship Culture Initiative

Tianyu Qin (University of North Georgia), Yea-Fen Chen (Indiana University Bloomington), Sydni Lockeby Catalano (Indiana University Bloomington) & Jianhua Bai (Kenyon College)

May 2 (Saturday)

Invited Colloquia

4:10 PM - 5:00 PM

CBLS 100

Grow Chinese Programs through Interdisciplinary Pathways

Qiaona Yu (Wake Forest University), Yan Liu (Duke University) & Ran Zhao (University of Virginia)

CBLS 010

Centering Learners' Voices in Developing Intercultural Communicative Competence: Insights from the Chinese Flagship Culture Initiative

Tianyu Qin (University of North Georgia), Yea-Fen Chen (Indiana University Bloomington), Sydni Lockeby Catalano (Indiana University Bloomington) & Jianhua Bai (Kenyon College)

CBLS 152

Using Engaging Projects to Develop Linguistic and Intercultural Competence in Proficiency-Based Curriculum

Yu Wu, Jiangping Cai, Qingyu Yang & Yiping Zhang (University of Rhode Island)

CBLS 252

从初级非华裔到高级华裔班: "专题式学习"的跨年级、跨课型应用

Panpan Gao (MIT), Shasha Yang (Duke University) & Luping He (Harvard University)

Avedesian 170

Learning Beyond the Classroom: Community-Based Innovations in Advanced Chinese Instruction

Ninghui Liang, Rongzhen Li & Jingjing Ao (Yale University)

Avedesian 240

超越中文：AI时代人文学科革新背景下的中文教学路径探索

Gang Liu (Carnegie Mellon University), Shuai Li (Georgia State University) & Wenhao Diao (University of Arizona)

Avedesian 105

Demystifying Authentic Materials for Fostering Intercultural Communicative Competence

Zhiqiang Li (University of San Francisco), Tong Chen (MIT), Min Wan (Tufts University) & Jin Liu (Chaffey College)

SIG Networking, K-12 Meeting & Regional CLTA Meeting

5:00 PM - 5:30 PM

SIG networking: CBLS 100

K-12 Meeting: CBLS 010

Regional CLTA Meeting: CBLS 252

General Assembly I (dinner provided, all attendees)

5:30 PM - 8:00 PM

Memorial Union Ballroom





May 3 (Sunday)

CBLS Atrium

Registration: 7:45 AM - 11:30 AM

Exhibition: 8:00 AM - 4:00 PM

Concurrent Sessions IV

08:15AM - 9:05AM

CBLS 100

Current Status of Mandarin Immersion Programs in the U.S.

Jiahang Li (Michigan State University)

Diversifying Third-Turn Repertoires to Co-Construct Intersubjectivity in Chinese-as-a-Foreign-Language Interaction

Ai-Ling Lu (Ohio State University)

(2025 Jiede Empirical Research Grant)

1对1中高级口语辅导中的段落表达训练: 面向新手教师的"三步推进法"教学设计分享

Ruyu Xu (Western Kentucky University)

CBLS 010

Leveraging Proficiency Assessments to Drive Instructional Innovation and Global Engagement

Zhongbei Wu (Alfred University), Wen Guo (East Voyager Academy of Charlotte), Doris Lin (Alfred University), Anthony Casseri (University at Buffalo) & Max Rasilla (Alfred University)

CBLS 152

Human–AI Collaboration in CSL Instruction: Approaches to Reading, Writing and Materials Design

Yongfang Zhang (Wofford College), Yawei Li (Case Western Reserve University) & Ruiqi Li (Wofford College)

Empowering Creativity: Using AI and Canva to Create Simple, Engaging Chinese Storybooks for Young Learners

Kefu Dorion (St. Catherine's School)

CBLS 252

Integrating Ink and Keyboard: A Cohesive K-16 Framework for Chinese Character Learning

Jia Zhu (University of Central Arkansas), Alice Shin-Yi Kao (Mount Holyoke College), Yun Zhu (St. Catherine's School) & Jing Dai (Meade High School)

Avedesian 170

From Multimodal Input to Advanced Output: Engaging Intermediate and Advanced Chinese Learners with Contemporary Issues

ShuPei Wang (Brigham Young University), Qiang Zhang (University of Pennsylvania) & Yina Patterson (Brigham Young University)

Avedesian 105

Film-Based Pedagogies in Advanced Chinese Instruction

Ying-Ju Chen (North Carolina State University), Shih-Han Weng (University of Mississippi) & Hui-Min Lu (University of North Carolina Chapel Hill)

Teaching Spoken Chinese for "No Specific Purpose": The Case for Casual Conversation

Jianfei Chen (George Mason University)

Avedesian 240

Beyond the Classroom: Connecting Chinese Language Learning with the Community

Li Xiang (Western Michigan University) & Pei-Ying Gosselin (Archer School for Girls)

Comparing Dynamic and Static Assessment in Developing Pragmatic Competence for Business Chinese

Yan Liu (Beijing Language and Culture University)

RIACA Tea Break (sponsored by Rhode Island Association of Chinese Americans)

9:05 AM - 9:30 AM

CBLS Atrium

May 3 (Sunday)

Concurrent Sessions V
9:30 AM -10:20 AM

CBLS 100

Reimagining Heritage Language Education: Intergenerational Transmission, Identity Formation, and Multiliteracies in Chinese Heritage Learning

Jingjing Ji (Northwestern University), Grace Wu (University of Pennsylvania), Jing Gao (DePaul College Prep) & Duosi Meng (University of Illinois at Chicago)

CBLS 010

古文字及书法在中文及文化教学的应用

Huiwen Li (Bard College), Zhensan Fang (Alabama A&M University) & Ren Li (Brockton High School, MA)

CBLS 152

Approaches to Teaching Chinese Food Culture in U.S. College Classrooms

Yunjuan He (University of North Georgia) & Guangyan Chen (Texas Christian University)

Teaching Chinese with a Global Lens: A Cross-Linguistic Collaboration with Spanish through Food and Culture

Hiu Ki Tse (Greene School, FL)

CBLS 252

Integrating AI Tools for Language and Content Instruction in Advanced Chinese Content Courses

Zheng Gu (Rollins College), Zhen Liang (Sweet Briar College) & Qing Xu (Oxford College of Emory University)

Avedesian 170

From Theory to Standards: Intercultural Communicative Competence (ICC) in Global and Chinese Language Education

Jiayu Liu, Yuewen Fang & Danting Fei (University of Pennsylvania)

Avedesian 105

Task Complexity, Foreign Language Anxiety, and Oral Performance in Chinese as a Foreign Language

Zhupeng Li (University of Connecticut)

Building a Sustainable K–16 Chinese Language Pipeline: A Dual-Channel Internship Model Linking Universities and Local Schools

De He (Utah Tech University)

Staging Real-World Experiences: Applying Environmental Theater in the Chinese Language Classroom

Yawei Li (Case Western Reserve University)

Avedesian 240

Contextualizing College-Level Chinese Instruction with Generative AI: Authenticity and Adaptability

Xiao Zeng (Ohio State University)

Evaluating Teacher and AI-Generated Feedback Practices in L2 Chinese Learners' Writing

Heng Zhang (University of Connecticut)

Designing and Validating an Automated Tone Feedback System for CSL Learners

Yujie Mao (Oakland University & Guizhou Normal University)





May 3 (Sunday)

Concurrent Sessions VI

10:40 AM -11:30 AM

CBLS 100

中美中文教育教育标准对接研究

Jianhua Bai (Kenyon College), Xianwen Cao (Nanjing University) & Yu Wu (University of Rhode Island)

CBLS 010

Open Pedagogy through Cross-institutional Implementation of Open Educational Resources

Hong Zhan (Embry-Riddle Aeronautical University), Dali Tan (Northern Virginia Community College) & Shijuan Liu (Indiana University of Pennsylvania)

CBLS 152

试论华裔班教学的快与慢

Liwei Jiao (Brown University)

通过项目式语言学习赋能华裔学生：针对初级、中级与高级课程的比较研究

Fan Liu (Yale University)

华裔和非华裔学生在声调习得方面的差异对声调训练的启发

Kening Li (University of Michigan)

CBLS 252

口头报告之外的可能：语言课堂总结性评估的多元探索

Zhini Zeng, Tianwen Han & Mengjie Lin (University of Mississippi)

Avedesian 170

Beyond Typing: How Character Writing Shapes Motivation and Proficiency for Heritage and Non-Heritage Learners

Fang Yan (Princeton University)

Cultural Instruction for Heritage Language Learners: Why, What and How

Han Luo (Lafayette College)

Chinese Language Textbooks in the Lens of Asian American Experience

Chenqing Song & Qifei Kao (Binghamton University)

Avedesian 105

Bridging Semantic Gaps: A Translanguaging-Based Experimental Study on Learning Chinese Classifiers

Chenguang Kong (University of Pennsylvania)

Language Dominance Reversal and Bilingual Control: Behavioral, Acoustic and Eye-Tracking Evidence from Korean–Chinese Bilinguals

Jianhan Lei, Jin Fang & Xingshuo Zhou (Shanghai Jiao Tong University)

Enriching Middle School Chinese Learning through Online Communities and Multimodal Composition

Chenyi Zhou (Poly Prep Country Day School) & Qianqian Ma (SUNY Buffalo)

Avedesian 240

商业中文课需要宏观经济教学吗?

Mien-hwa Chiang (University of Pennsylvania)

"I want to, but..." -- Investigating Student Motivation in Upper-Level Chinese Courses at a Joint-Venture University in China

Xiaofei Pan, Liying Feng (Duke Kunshan University) & Yan Liu (Duke University)

Enhancing Business Language Education through Domain Analysis

Xiaorong Wang (University of Chicago) **(Cheng & Tsui Professional Development Grant)**

Boxed Lunch Pickup

11:30 AM -12:00 PM

CBLS Atrium

May 3 (Sunday)

General Assembly II & Keynote Talk II

12:00 PM - 1:20 PM

CBLS 100

Assessing Chinese as a Second Language: Taking Stock and Exploring Future Directions

Xun Yan, University of Illinois Urbana-Champaign

Concurrent Sessions VII

1:30 PM -2:20 PM

CBLS 100

Do Smartphone Apps Improve Chinese Character Writing Accuracy? A Mixed Methods Study in University Chinese Courses

Bo Liu (Texas A&M University)

Using VoiceThread Microlectures as Out-of-Class Support for Character Teaching and Learning in Flipped Chinese Language Classrooms

Mengtian Chen (Duke Kunshan University)

(Cheng & Tsui Professional Development Grant)

Bridging Chinese Language Teachers' 'Imagination' and 'Ideal' of GenAI in Teaching Through Cyclical Dialogic Interactions: A Collective Case Study

Ziyi Geng (Wake Forest University)

CBLS 010

A Comparative Study of Retrieval-Practice-Based Learning and Traditional Copying

Yike Li (Columbia University)

A Learner Corpus-Based Error Analysis on Japanese CSL Learners' Usage of Mandarin Aspect Marker 'le'

Anwei Yu (Indiana University Bloomington)

优化初级中文语法与词汇的习得路径：基于间隔、交错与元认知的行动研究

Mo Wu (Yale University)

CBLS 152

Cultivating Intercultural Communicative Competence Through Authentic "Magical Moments" in a Year-long Mandarin Curriculum

Yi-Wen Liu (Ravenscroft School)

Beyond Frequency: Building Systematic Scaffolds for Intermediate Chinese Characters and Vocabulary

Ran An (Chandler Unified School District)

Beyond Monolingual Immersion: Translanguaging, Equity and Agency in CFL Classrooms at a Public University in China

Yanyan Bao (Ningbo University of Technology)

CBLS 252

AI 赋能教师：打造个性化中文教学生态系统

Yuyun Lei, Zhuqin Borders & Ke Peng (Western Kentucky University)

Avedesian 170

国际中文教育标准体系建设及应用研究

Xianwen Cao (Nanjing University), Wei He (Center for Language Education and Cooperation), Anqi Ding (East China Normal University), Zhongwei Wu (Fudan University) & Yipeng Shao (Nanjing University)

Avedesian 105

当代文学作品"金句"研究：语言形式分析及中文教学应用初探

Ni-Qi Jiang (University of Rhode Island)

Challenges in Acquiring Chinese Conventional Expressions: Perspectives of L1 English Learners

Hsin-Yu Yeh (Indiana University Bloomington)

Making Language Ideology Visible: Integrating Sociolinguistic Micro-Lessons into Chinese Language Instruction

Yi Wang (SUNY Stony Brook)

May 3 (Sunday)

Concurrent Sessions VII

1:30 PM -2:20 PM

Avedesian 240

Innovative Approaches to Supporting Linguistic and Personal Development in Heritage and Non-Heritage Chinese Learners

Shuishui Long, Na Fan, Lini Ge (University of North Carolina at Chapel Hill)
& Pengfei Li (Vanderbilt University)

Concurrent Sessions VIII

2:30 PM -3:20 PM

CBLS 010

Integrating ASR Technology into Chinese Instruction: Evaluating the Effectiveness of iSpraak for Second Language (L2) Pronunciation Teaching

Chunsheng Yang, Nan Meng, Zhupeng Li & Heng Zhang (University of Connecticut)

CBLS 100

汉语中高级教材的选题与撰写: 共产党、中国形象及社会变迁

Jincheng Liu (University of Notre Dame), Chih-p'ing Chou (Princeton University) & Xin Zou (NYU Shanghai)

CBLS 152

谈培养中文叙事能力的整体教学设计——从学生OPI表现到课堂实践

Yang Wang (Brown University)

从教材到平台: 初级汉语课程数字化融合模式的实践探索

Mingquan Wang (Tufts University)

传统中国文学课的教学新探索

Xizhen Qin (University of South Florida)

CBLS 252

Innovations in Digital Tools and Electronic Writing Pedagogy for L2 Chinese Instruction

Zhijun Wang (University of Massachusetts Amherst), Chengzhi Chu (University of California, Davis) & Jingjing Ao (Yale University)

Avedesian 170

Narrative-Driven Proficiency: Integrating Story-Based Reading Across the Three Modes of Communication in CFL

Tong Chen (MIT), Min Wan (Tufts University), Shucheng Zhang (Dartmouth College) & Wen Guo (East Voyager Academy of Charlotte)

Avedesian 105

Exploration of Using TalkPal and Other AI Tools for Speaking Practice

Shijuan Liu (Indiana University of Pennsylvania)

A Self-Determination Theory Approach to Finding a Balance Between Motivation and Over-Reliance in AI-Assisted Chinese learning

Thi Hong Hoa Vo (National Dong Hwa University)

Avedesian 240

Cooking Up Enrollment: How an English-Taught Chinese Cuisine Course Attracts and Retains Students

Lu Yin (University of Wisconsin Milwaukee) & Xiaorong Wang (University of Chicago)

(Cheng & Tsui Professional Development Grant)

Beyond the Model Minority: Addressing Race, Belonging, and Representation in Advanced Chinese

Hongyun Sun (Boston University)

Designing United Nations SDG-Aligned Chinese Curriculum Through Backward Design: A Practical Model for Global Citizenship Education

Ya Wen (Union Catholic High School)

Closing Reception

3:30 PM - 4:00 PM

CBLS Atrium





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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 and mid-career 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.

CHENG & TSUI

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 in the year they receive the grant or in the year following the award.

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.



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Cheng & Tsui Professional Development Grant

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This grant is to support the attendance of pre-collegiate and collegiate teachers, especially teachers new to the field, 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.

Please find details on https://www.clta-us.org/awards/ April, 2026

ADDITIONAL INFORMATION

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感谢各位的支持！我们相约明年，期待再聚！

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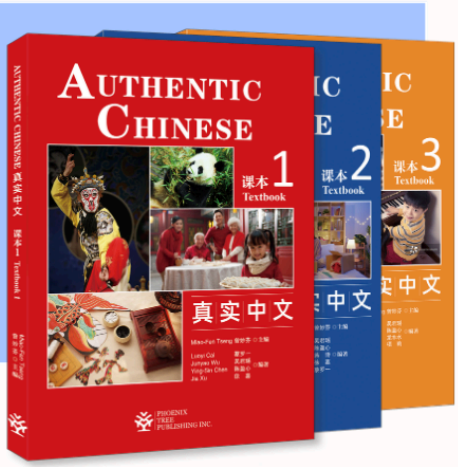



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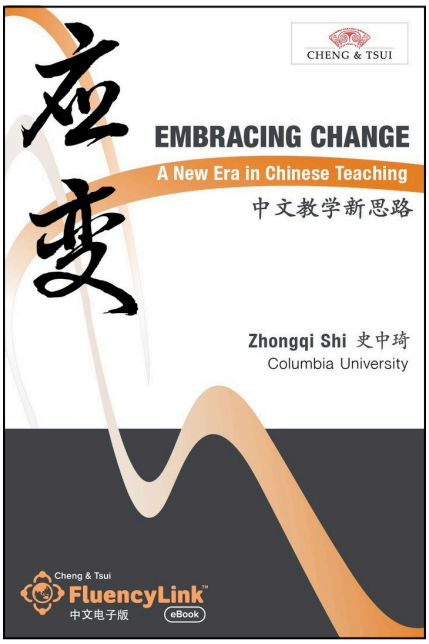

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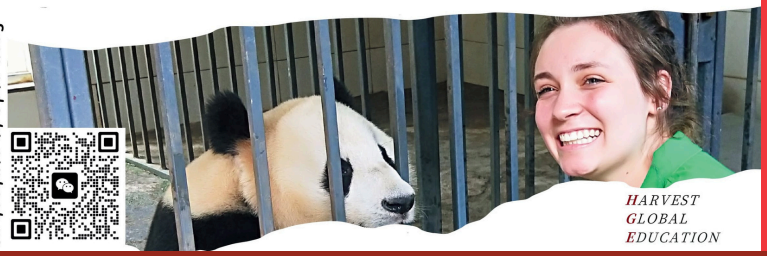

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- COMMUNICATE WITH LOCAL STUDENTS
- KINDERGARTEN COMMUNITY SERVICE
- ENJOY LOCAL SPECIALTY CUISINE
- EXPERIENCE TAIWAN LOCAL CULTURE
- EXPERIENCE TRADITIONAL HANDICRAFTS

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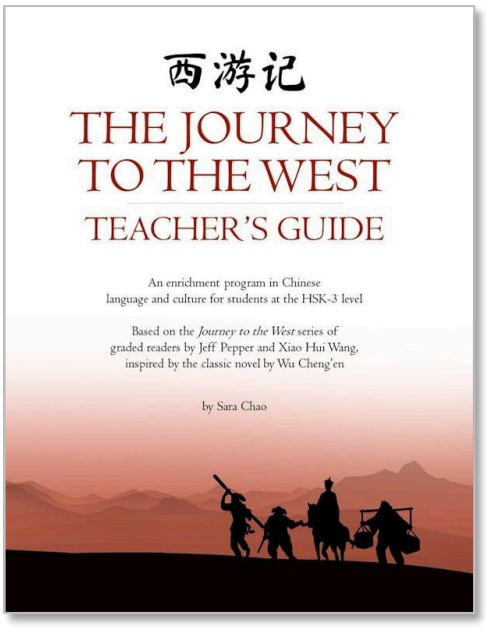
JUST RELEASED:
The JourneytotheWestTeacher's Guide

Imagin8 Press is delighted to announce the publication of *The Journey to the West Teacher's Guide*, a wonderful new way to introduce your students to one of China's most beloved literary works, and help them unlock the rich world of Chinese language and culture!

Two years in development, this new book draws on the first 7 chapters of 西游记 as retold in easy Chinese in the graded readers *The Rise of the Monkey King, Trouble in Heaven,* and *The Immortal Peaches*.



This Teacher's Guide provides 59 classroom lessons that combine language and cultural learning. It includes detailed explanations of key vocabulary, grammar points, and idiomatic expressions, plus a variety of activities encouraging critical thinking and language practice.

Through the classic adventures of the monk Tangseng, the troublemaking monkey Sun Wukong and their traveling companions, your students will explore ancient Chinese mythology, philosophy, and traditions while sharpening their language skills.

If you are teaching intermediate or advanced Chinese, this guide helps bring the magic of Journey to the West into your classroom. It's perfect for both experienced teachers and those new to Chinese language instruction.

This book is for teacher use, with exercises that can be freely photocopied for classroom work and homework assignments.

Students should use *Journey to the West, Books 1, 2 and 3* which contains the complete text of all three graded readers listed above. This is written in Simplified Chinese using the 600-word vocabulary of HSK-3, and includes pinyin, English, and a complete glossary.

The seven chapters of 西游记are available for free on YouTube, so students can listen to the story as well as read it.

TO LEARN MORE:
Visit the Imagin8 Press exhibit booth | Go to www.imagin8press.com Email info@imagin8press.com | Call or text 412-979-9141

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地道中文

因材施教

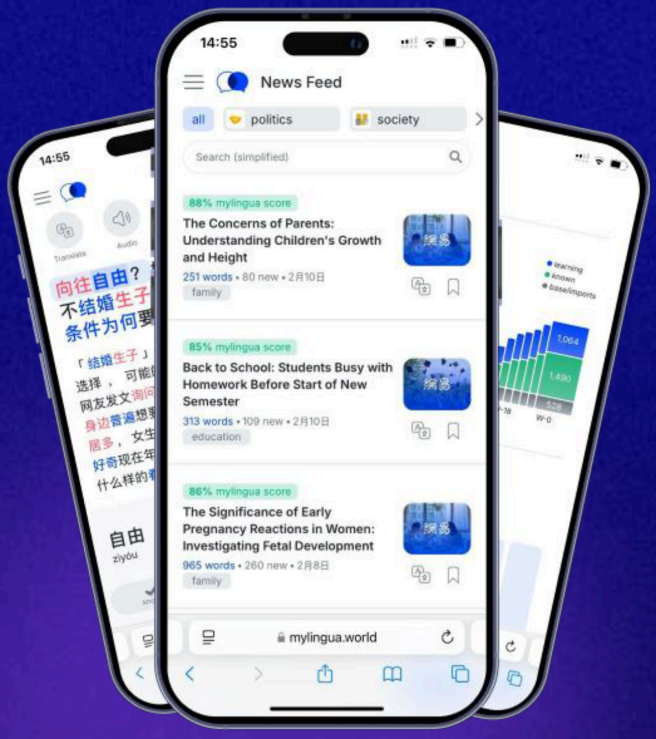
mylingua



中文教师面临的困境：

学生差异性大，统一教材往往难以兼顾。

在中高级汉语课堂中，找到既让学生喜欢、难度又适中的材料，对教师来说常常耗时耗力：有的学生被高难度文本挡住脚步，有的学生则因内容过于简单或缺乏实用性而失去兴趣。



规模化的差异教学

实际应用效果如何

mylingua 每日从中国大陆与台湾精选并整理数千篇真实语料，涵盖 60+ 主题，包括新闻、评论与深度报道等等。

平台基于 AI 个性化技术，根据学生的词汇水平与兴趣，为每位学生精准匹配最合适的阅读文本。

随着学生能力不断提升，系统持续动态调整内容难度，确保材料的挑战性始终恰到好处

教师为什么选择 mylingua

规模化的差异教学 —— 零备课压力

每日自动更新真实中文语料，根据每个学生的语言水平与兴趣进行精准匹配，轻松实现个性化教学。

把时间留给真实的互动

将机械重复的备课工作交给mylingua，把宝贵的课堂时间用于讨论、思考与协作等真实的互动。

支持翻转课堂与自主学习

内置动态词典、音频、文本导入与学习进度追踪功能，帮助学生独立使用真实语料学习，为课堂做好充分准备。

mylingua 适用于哪些教学场景

- 三年级及以上课程
- 华裔学习者、非华裔学习者及混合班级
- 内容型与项目型课程（比如：媒体、时事、当代中国与台湾等主题课程）

补充型教材，也可为以学生为中心的课程提供核心内容

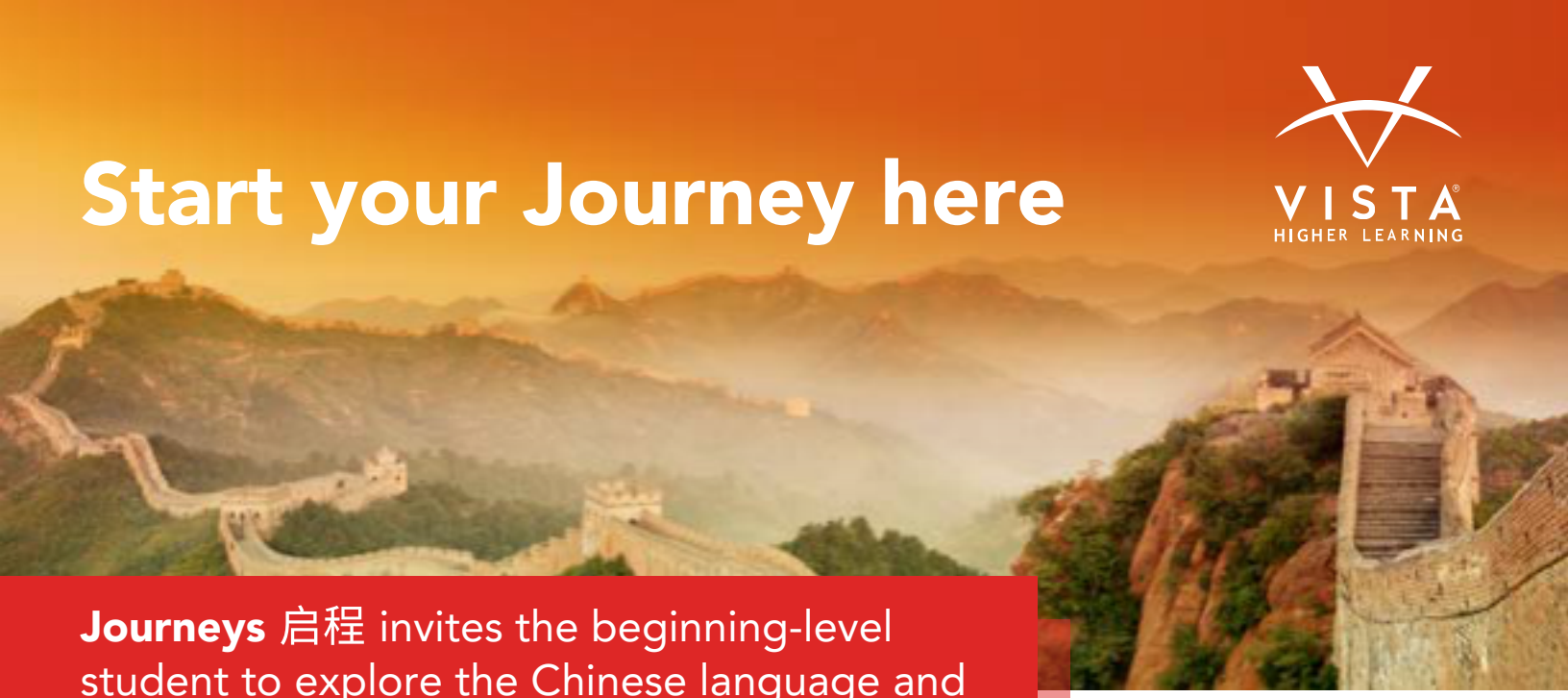
多所高校与语言中心的信任

来自欧洲及美国 30+ 汉语教学项目的教师正在使用 mylingua，在中高级汉语课堂中高效实现差异教学。

想了解如何在课程中应用 mylingua?

我们为教师提供一个学期的免费试用，班级规模不限。欢迎联系联合创始人 Robert Huber（robert@mylingua.world）扫描二维码获得：

Start your Journey here



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

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- Program design **presents vocabulary and grammar in smaller, more comprehensible chunks.**
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- 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.**

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Journeys
to Chinese Proficiency

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Journeys
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Learning Mandarin in Taiwan



▸▸▸ Training for Overseas Mandarin Chinese Teachers

The MOE provides subsidies of NT$2,000 per person per day for groups of overseas teachers of Mandarin Chinese to come to Taiwan for up to two weeks, for further professional training.

▸▸▸ Foreign Student Short–term Mandarin Chinese Study Groups

The MOE provides subsidies of NT$6,000 per person per week for groups of foreign students to study Mandarin Chinese in Taiwan for 2–4 weeks.

▸▸▸ Huayu Enrichment Scholarships:

for foreign students to learn Mandarin in Taiwan

- Monthly stipend: NT$28,000.
- Duration: 2, 3, 6, 9 or 12 months.
- Eligibility: Foreign students at least 18 years old who have graduated from secondary school, have excellent recent academic results, and are of good character.

Taiwan Mandarin Educational Resources Center

The Taiwan Mandarin Educational Resources Center website gives easy access to Taiwan's enormous range of resources for learning Mandarin Chinese and helps people find a program that's just right for them.

On–line Learning

Flexible, convenient, free resources for independent language learning.

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DAHUA AI

老师的得力助手学生开口的动力

只要10分钟，快速生成针对学生的程度、母语、学习目标与兴趣内容，生成教材、胰整教學簡報、學習講義，練習活动、考試題庫、与线上發音及口語對話练习。



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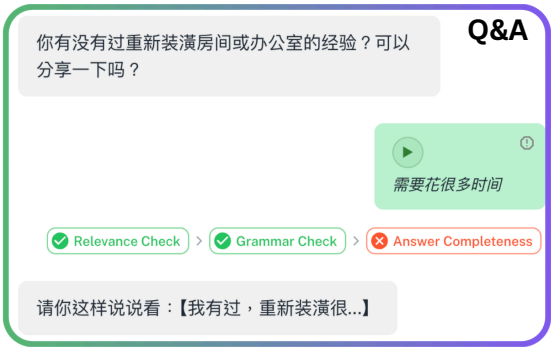
通过跟读 **(Mirroring)**与互动问答 **(Q&A)**，精准纠正发音与声调，在真实语境中磨炼语感。配合即时生成的转写与释义，为自主学习提供全方位支持，确保学生不掉队，并实现真正个性化的练习体验。



AI 教学助手

快速生成大纲及投影片，告别繁琐备课；AI 自动化评测，助您专注启发教学。通过实时数据洞察，瞬间掌握全班状态并精准识别学生需求。让智能科技释放教师精力，全力投入更具创造性的表达。

快速设计线上线下练习

有效率生成线上线下多元分级练习。无论是线下学习单、标准考卷，还是可直接导入常用平台的线上互动题，均能 一键输出。DAHUA AI打通了从内容创作到分发的壁垒， 实现线上线下资源无缝对接，化繁为简，助您倍增备课效率



全美 6 所知名学校的共同选择

- 支持AP, IB、ACTFL 等教育体系，以有趣的话题、贴近生活的情境激发学生对知识的渴望。
- 教师可以用同一个主题，为不同程度的学生提供对应的学习材料，大幅提升课堂管理与教学成效。
- 快速生成简报与讲义，将繁琐的排版工作交给 DAHUA AI，成为课堂的导演，让 AI 成为你最专业的助手。

了解更多，预约试用

Contact: Caroline Lin & DAHUA AI Team
caroline@dahua.ai / service@dahua.ai

Visit us https://dahua.ai

The Chairman's Bao

READ NEWS, LEARN CHINESE

EST. 2014



Who Are We?

"The most comprehensive online news-based graded reader for students of Chinese, forming a part of teaching in over 400 global Mandarin teaching Institutions."

QUALITY

All lessons are created by experienced native writers with teaching backgrounds. Each lesson goes through a rigorous 7-point editorial process and is matched to global curricula including AP, IB, ACTFL, HSK, GCSE, and more.

QUANTITY

Over 10,000 lessons and growing, with new lessons added daily across 15 categories. Plus, also access exclusive content like Chinese Legends, Beginner Video Series and Podcast episodes to keep students engaged at every level.

PROGRESS

Encourage consistent bite-sized language learning that adds up. TCB allows trackable student progress with auto-graded assignments, cross platform access and engaging level-appropriate content that builds fluency over time.



Key Platform Features

- 10,000+ Lessons Across 15 Categories
- Native-Speaker Audio Graded by Level
- Auto-Graded Assignments
- Student Progress Tracking Through Teacher Portal
- Flexible Reading, Listening and Writing Assignments
- Curriculum-Aligned Content
- Simplified and Traditional
- LMS Integration
- Advanced Learner Support
- Interactive Live Dictionary
- Stroke Order and Character Writing
- Grammatical Explanations
- Learning Hub for Vocab Study
- Cross-Device Access

The Chairman's Bao, with its collection of current and timely articles based on Chinese media content, is an excellent source of input for all levels of language learners. Students can read the articles on their own, using the site's ample resources to facilitate comprehension and learning. In the classroom, teacher and students can follow on by doing graded activities to deepen comprehension and gain greater familiarity with new vocabulary and sentence formats. The platform is an excellent entryway into the real world of Chinese news.

– Cyndy Ning, Confucius Institute, University of Hawai'i at Manoa

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.

國家華語測驗推動工作委員會
Steering Committee for the Test Of Proficiency-Huayu
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在海外学习语言，除了重视课堂训练外，应该充分利用当地的语言环境。CET 项目，尽最大可能做到语言与实践相结合，创造各种机会，让学生 在社会实践中使用所学的语言，参观中国公司、采访中国老人、与大学生座谈……。在练习语言的同时，了解中国文化和社会。







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Did you know? CET offers one-on-one virtual language training for students, alumni, and professionals. Participants work with CET language instructors in China to establish their learning goals, pace of lessons, and content for instruction. With open enrollment and affordable pricing, this option is a flexible alternative for those looking for targeted instruction while based in the US. Learn more at cetacademicprograms.com/virtual.

COMPREHENSIVE PROGRAM FEES

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CET iscommitted to making study abroad affordable and accessible to all students. Our program fees are comprehensive, thereby minimizing the out-of-pocket costs students encounter on-site. We also offer over $400,000 in scholarships annually.

- **Local Roommates**
- **Course Materials & CET Transcript**
- **Activities & Excursions**
- **Housing**
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