The 2nd CLTA International Symposium on Chinese Language Teaching and Learning (CLTA-S2)

美國中文教師學會第二屆中文教學國際研討會

April 1-3, 2016

Stamp Student Union
University of Maryland, College Park

Web: http://clta-us.org/clta-s2/

Email: cslconference@umd.edu

主会场（学生会大楼）

周五下午教学技能工作坊

01 02 06 07 (Jimenez) 034

03 05 (St.Mary's Hall) 062

校内万豪酒店

FIRST FLOOR

First Floor

28 – Coffee Bar (1203)
29 – Multicultural Involvement & Community Advocacy (1120)
30 – Adele's (1240)
31 – Graduate Student Suite (1121)
32 – Event Services/Marketing
33 – North Court (1482)
34 – Undergraduate/Graduate Legal Aid (1235)
35 – Nanticoke Room (1238)
36 – Marketing Asst. (1236)
37 – Stamp Gallery (1220)
38 – Atrium (1107)
39 – Off Campus Housing (1110)
40 – Information Desk (1201)
41 – Prince George's Room (1210)
42 – Grand Ballroom Lounge (1209)
43 – Grand Ballroom (1206)
44 – Reading Room (1105)
45 – Office of Fraternity & Sorority Life (1110)
R – Restrooms
E – Elevator

周五
开幕式
注册

大门

02 FIRST FLOOR - PHASE 4. (NO WORK THIS LEVEL)
NTS
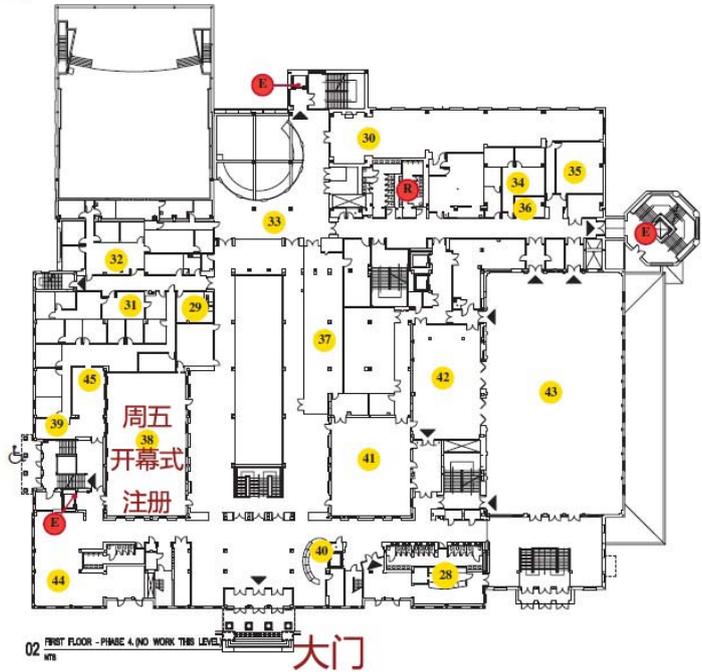
SECOND FLOOR

Second Floor

47 – Technology Services - IT Help/
    Audio Visual Services (2220)
48 – Thurgood Marshall Room (2113)
49 – Margaret Brent Room (2112) A/B
50 – Colony Ballroom (2203)
51 – Harriet Tubman (2110)
52 – Pyon Su Room (2108)
53 – Edgar Allen Poe Room
54 – Calvert Room
55 – Crossland Room
56 – Juan Ramon Jimenez Room
57 – Benjamin Banneker Room A/B
58 – Charles Carroll Room A/B
R – Restrooms
E – Elevator

电梯   电梯

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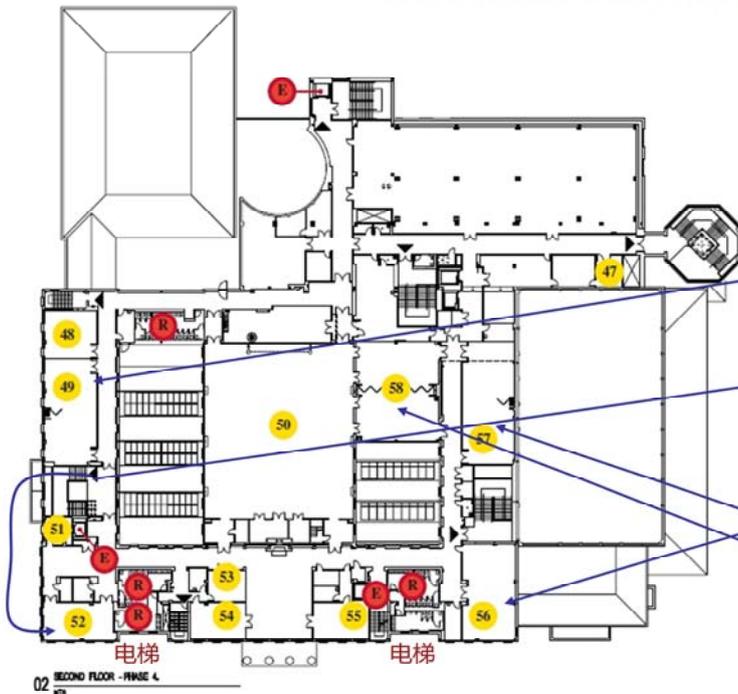| Guest wi-fi access	
Friday, April 1	username: cltais21; password: piquilahlute
Saturday, April 2	username: cltais22; password: zanzoctearbg
Sunday, April 3	username: cltais23; password: culadirdauwt

About CLTA-S2 會議簡介

The Second CLTA International Symposium on Chinese Language Teaching and Learning (CLTA-S2) organized by the Chinese Language Teachers Association, USA is to be held at the University of Maryland from April 1-3, 2016. The symposium is intended as a professional platform for Chinese language teachers and scholars from US and worldwide to share fresh views and experiences, discuss and explore theoretical and practical issues, and report new findings of researches. The symposium will have two plenary speeches by Professor Michael Long of University of Maryland and Processor Chengzhi Chu of UC Davis respectively, more than one hundred thirty paper presentations, two roundtable forums with leading scholars in each topic area as the invited panelists, about one dozen workshops, and twenty demo teaching activities. Additionally, it also features information sharing by two research centers and several professional journals, and book exhibitions by professional publishers.

美國中文教師學會第二屆中文教學國際研討會定於 2016 年 4 月 1 至 3 日在馬里蘭大學帕克分校 (University of Maryland, College Park)舉行。會議旨在為美國和世界其他地區的中文教師、學者及教學管理人員提供一個高水準的學術交流平臺，以共同探討中文教學的理論與方法，報告有關漢語教學和學習研究的新成果，分享並推廣有效的漢語教學經驗和方法。本次會議內容豐富，包括馬裡蘭大學 Michael Long 教授和加州大學戴維斯分校儲誠志教授的特邀大會報告，由特邀專家擔任主要討論人的兩個前沿問題圓桌論壇，一百三十多個論文報告，十多個教學培訓工作坊，約二十個教學活動展示，以及多家語言教學研究中心和學術期刊的資訊分享，還有專業出版社的圖書展覽。

Co-sponsorship Acknowledgements

贊助鳴謝

The School of Languages, Literatures, and Cultures (SLLC), University of Maryland

The Chinese Program, SLLC, University of Maryland

College of Arts and Humanities, University of Maryland

Multilingual Research Center, College of Education, University of Maryland

George Mason University Confucius Institute

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CET Academic Programs

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美國中文教師學會

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University of Maryland, College Park
馬里蘭大學帕克分校

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Yuxiang Wang 王玉响, University of California, Davis
Shuyi Yang 杨舒怡, University of Iowa

Program at a Glance 日程概覽

April 1, Friday	
1:00-6:00	**Registration 報到註冊** (Stamp Student Union Lobby)
2:00-3:00	**Workshop (WP) 教研技能培訓工作坊** (3 parallel sessions) 　　　　　　　　　WP-01　(Room: Jimenez 0103, in the basement) 　　　　　　　　　WP-02　(Room: Jimenez 1124) 　　　　　　　　　WP-03　(Room: multipurpose room, St. Mary's Hall)
3:00-3:10	Break
3:10-4:10	**Workshop 教研技能培訓工作坊** (3 parallel sessions) 　　　　　　　　　WP-05　(Room: multipurpose room, St. Mary's Hall) 　　　　　　　　　WP-06　(Room: Jimenez 1124) 　　　　　　　　　WP-07　(Room: Jimenez 0103, in the basement)
4:10-4:25	Break
4:25-4:40	**Opening Ceremony 開幕式** (Atrium 1107)
4:40-5:30	**Invited Plenary Speech 特邀大會演講 (I)** (Atrium 1107) 　　Task-Based Language Teaching: Design, implementation, evaluation, 　　and key research issues
5:30-5:40	Break
5:40-6:50	**Invited Information Sharing 特邀專業資訊分享** 　　　　5:40-6:00　National Foreign Language Resource Center, Univ. of Maryland 　　　　6:00-6:20　Center for Applied Linguistics, Washington, DC 　　　　6:20-6:30　Journal of *Teaching Chinese in the World*《世界汉语教学》 　　　　6:30-6:40　Journal of *K-12 Chinese Language Teaching*《中小学中文教学》 　　　　6:40-6:50　*Chinese as a Second Language: The Journal of the Chinese Language Teachers Association-USA*　《漢語教學研究: 美國中文教師學會學報》
7:00-8:30	**Reception 招待晚宴** 　　(Sakura Seafood Buffet, 9031 Baltimore Ave, College Park, MD 20740) 　　Walking or taking the conference chartered buses to the restaurant 　　可步行或乘会议安排的大巴前往餐馆
April 2, Saturday	
8:00-5:00	**Registration 注册** (Stamp Student Union Lobby)
8:15-10:15	**Tao-chung Ted Yao Memorial Award Presentations 姚道中紀念獎候选論文報告** 　　　　　　Pyon Su 2108 **Individual Paper (IP) Presentations 单篇论文报告** (6 parallel sessions x 4 papers) 　　　　Session IP-01　(Benjamin Banneker 2212A) 　　　　Session IP-02　(Benjamin Banneker 2212B)

	Session IP-03 (Charles Carroll 2203A)
	Session IP-04 (Charles Carroll 2203B)
	Session IP-05 (Margaret Brent 2112A)
	Session IP-06 (Margaret Brent 2112B)
10:15-10:30	Coffee Break 茶歇 (Juan Ramon Jimenez 2208)
10:30-12:00	**Roundtable Forum 圆桌论坛 (I)** (Atrium 1107) Issues on Cross-Cultural Adaptations in Teaching Chinese as a Foreign or Second Language: Curriculum, Materials, Methods, and Management 国际汉语教学中课程、教材、教法及教学管理方面的跨文化适应性问题
12: 00-1: 15	**Lunch break 午餐** Restaurants are downstairs in the conference building; lunch on your own 会场楼下有多家快餐馆，会议不供午餐，请自行安排。 **Book Exhibitions 书展** (Juan Ramon Jimenez 2208)
1:15-2:15	**Teaching activity showcase 教学活动演示 (I)** (Pyon Su 2108) **Panel Paper (PP) Presentations 组合论文报告 (I)** (6 parallel sessions X 1 panel) Session PP-01 (Benjamin Banneker 2212A) Session PP-02 (Benjamin Banneker 2212B) Session PP-03 (Charles Carroll 2203A) Session PP-04 (Charles Carroll 2203B) Session PP-05 (Margaret Brent 2112A) Session PP-06 (Margaret Brent 2112B)
2:15-2:20	Break 换场
2:20-3:20	**Teaching activity showcase 教学活动演示 (II)** (Pyon Su 2108) **Panel Papers 组合论文报告 (II)** (5 parallel sessions x 1 panel) Session PP-07 (Benjamin Banneker 2212A) Session PP-08 (Benjamin Banneker 2212B) Session PP-09 (Charles Carroll 2203A) Session PP-10 (Charles Carroll 2203B) Session PP-11 (Margaret Brent 2112A)
3:20-3:30	Coffee Break 茶歇 (Juan Ramon Jimenez 2208)
3:30-5:00	**Individual Paper Presentations 单篇论文报告** (7 parallel sessions x 3 papers) Session IP-07 (Benjamin Banneker 2212A): Session IP-08 (Benjamin Banneker 2212B) Session IP-09 (Charles Carroll 2203A) Session IP-10 (Charles Carroll 2203B) Session IP-11 (Margaret Brent 2112A) Session IP-12 (Margaret Brent 2112B) Session IP-13 (Pyon Su 2108)

5:00-5:15	Coffee Break 茶歇 (Juan Ramon Jimenez 2208)
5:15-6:00	**Invited Plenary Speech 特邀大會演講 (II)** (Atrium 1107) Issues of Teaching Culture in the Chinese Language Curriculum 汉语课程中文化教学的若干问题
6:00-7:00	**Break 自由安排** For convenient dinner, restaurants are downstairs in the conference building; costs on your own 会议不供今日晚餐；会场楼下有多家快餐馆，请自行安排。
7:00-8:00	**Workshop (WP) 教研技能培训工作坊** (2 parallel sessions) WP-07: (Room: Margaret Brent 2112A) WP-08: (Room: Margaret Brent 2112B)
April 3, Sunday	
8:00-3:00	**Registration 注册** (Stamp Student Union Lobby)
8:10-10:10	**Individual Papers 单篇论文报告** (7 parallel sessions x 4 papers) Session IP-14 (Benjamin Banneker 2212A): Session IP-15 (Benjamin Banneker 2212B): Session IP-16 (Charles Carroll 2203A): Session IP-17 (Charles Carroll 2203B): Session IP-18 (Margaret Brent 2112A): Session IP-19 (Margaret Brent 2112B): Session IP-20 (Pyon Su 2108):
10:10-10:25	Coffee Break 茶歇 (Juan Ramon Jimenez 2208)
10:25-12:25	**Individual Papers 单篇论文报告** (7 parallel sessions x 4 papers) Session IP-21 (Benjamin Banneker 2212A): Session IP-22 (Benjamin Banneker 2212B): Session IP-23 (Charles Carroll 2203A): Session IP-24 (Charles Carroll 2203B): Session IP-25 (Margaret Brent 2112A): Session IP-26 (Margaret Brent 2112B): Session IP-27 (Pyon Su 2108):
12:25-1:30	**Lunch break 午餐** Restaurants are downstairs in the conference building; lunch on your own 会场楼下有多家快餐馆，会议不供午餐，请自行安排。 **Book Exhibitions 书展** (Juan Ramon Jimenez 2208)
1:30-3:00	**Routable Forum 圆桌论坛 (II)** (Charles Carroll 2203A/B) Reflections on Empirical Studies in Teaching Chinese as a Second Language 对中文作为第二语言教学实证性研究的检视与反思
3:00-3:30	**Award Presentation & Closing Ceremony** 颁奖，闭幕式 (Charles Carroll 2203A/B)
3:30	**Adjourn 会议结束**

Detailed Schedule 詳細日程

April 1, Friday	
1:00-6:00	**Registration** 報到註冊 (Stamp Student Union Lobby)

2:00-3:00	**Workshop** 教研技能培訓工作坊 **(3 parallel sessions)**
	
	    WP-01: (Room: Jimenez 0103, in the basement)
	      Technologies you can leverage to design and implement a flipped class
	      Ran Zhao, University of Virginia
	    WP-02: (Room: Jimenez 1124)
	      Responsive Classroom: Classroom Interaction for active learning
	      Min-Min Liang, Massachusetts Institute of Technology
	    WP-03: (Room: multipurpose room, St. Mary's Hall)
	      Revamping teaching and assessment in advanced Chinese courses
	      Hsin-hsin Liang, The University of Virginia

3:00-3:10	Break

3:10-4:10	**Workshop** 教研技能培訓工作坊 **(3 parallel sessions)**
	
	    WP-05: (Room: multipurpose room, St. Mary's Hall)
	      Learning Chinese Pronunciation: What makes it hard and how best to facilitate it
	      Cecilia Chang, Williams College
	    WP-06: (Room: Jimenez 1124)
	      Using text-focused rhymes to improve Chines learning
	      Tianxu Zhou, University of Massachusetts Dartmouth
	    WP-07: (Room: Jimenez 0103, in the basement)
	      利用网络工具强化语言文化教学
	      Phyllis Ni Zhang, The George Washington University in Washington DC, U.S.A

4:10-4:25	Break
4:25-4:40	**Opening Ceremony** 開幕式 (Atrium 1107)

4:40-5:30	**Invited Plenary Speech** 特邀大會演講 **(I)** (Atrium 1107)
	  Task-Based Language Teaching: Design, implementation, evaluation,
	  and key research issues
	  Speaker: *Michael Long, University of Maryland*
	  Chair: *Minglang Zhou, University of Maryland*

5:30-5:40	**Break**

5:40-6:50	**Invited Information Sharing** 特邀專業資訊分享 (Atrium 1107)
	
	    5:40-6:00 National Foreign Language Resource Center, Univ. of Maryland
	    6:00-6:20 Center for Applied Linguistics, Washington, DC
	    6:20-6:30 Journal of *Teaching Chinese in the World*《世界汉语教学》
	    6:30-6:40 Journal of *K-12 Chinese Language Teaching*《中小学中文教学》
	    6:40-6:50 *Chinese as a Second Language: The Journal of the Chinese*

	Language Teachers Association-USA 《漢語教學研究: 美國中文教師學會學報》
7:00-8:30	**Reception** 招待晚宴 (Sakura Seafood Buffet, 9031 Baltimore Ave, College Park, MD 20740) Walking or taking the conference chartered buses to the restaurant 可步行或乘会议安排的大巴前往餐馆

April 2, Saturday

8:00-5:00	**Registration** 注册 (Stamp Student Union Lobby)
8:15-10:15	**Tao-chung Ted Yao Memorial Award Presentations** 姚道中纪念奖候选人论文报告 (Pyon Su 2108) Chair: *Yi Xu, University of Pittsburgh* 8:15-8:45　Chinese second language learners' acquisition of near-synonyms: A corpus-based study. 　　　　　　*Ben Pin-Yun Wang, The Pennsylvania State University* 8:45-9:15　Ready for the Coming Era of Teaching and Learning Chinese? A case study of K-12 schools. 　　　　　　*Hsuan-Ying Liu，University of Arizona* 9:15-9:45　50 Years' Research of Reading Chinese as a Second Language: A Scoping Review. 　　　　　　*Sihui Ke，Carnegie Mellon University* 9:45-10:15 What makes hearing Mandarin tones difficult for second language learners? Evidence from psycholinguistic research 　　　　　　*Eric Pelzl，University of Maryland, College Park* **Individual Paper (IP) Presentations** 单篇论文报告 (6 parallel sessions x 4 papers) Session IP-01 (Benjamin Banneker 2212A): Chair:　*Hongyuan Dong, George Washington University* 8:15-8:45　认知复杂度与高级水平的英语母语者汉语口语表达的关系 　　　　　　*Yu Wang, Beijing Language and Culture University* 8:45-9:15　From face-to-face to the online environment: How did CSL teachers adjust their teaching? 　　　　　　*Binbin Zheng, Jiahang Li & Nancy Romig, Michigan State University* 9:15-9:45　What Chinese heritage Learner's new digital practices can teach us about Chinese as foreign language (CFL) learning? 　　　　　　*Ting Huang，University of Rochester* 9:45-10:15　Aspectual particles in Mandarin Chinese: pedagogical and theoretical issues. 　　　　　　*I-hao V Woo, The Citadel Military College of South Carolina*

Session IP-02 (Benjamin Banneker 2212B):

Chair: *Xin Jiang, Beijing Language and Culture University*

8:15-8:45   Frequency, Probability and Online Processing of Multiword Sequences:
             An Eye Tracking Study
                 Wei Yi, University of Maryland, College Par; Shiyi Lu, Yucheng Liu,
                 Peking University; Guojie Ma, Chinese Academy of Sciences

8:45-9:15   Individual Differences and Complexity Of Chinese Online Writing Tasks
                 Yang Xiao-Desai, San Francisco State University

9:15-9:45   How CFL students use connective devices: The Pear Story
                 Lan Zhang，University of Memphis

9:45-10:15 Using Field Performance Tasks in Chinese Study Abroad Contexts
                 Donglin Chai, Bing Mu, The Ohio State University

Session IP-03 (Charles Carroll 2203A):

Chair: *Song Jiang, University of Hawaii at Manoa*

8:15-8:45   How can lexical bundles in spoken Chinese be relevant to Chinese
             teaching and learning?
                 Chan-Chia Hsu, National Taiwan University

8:45-9:15   An Investigation of Switching Cost between Chinese and English
                 Qian Zhou, Nan Jiang， University of Maryland

9:15-9:45   The role of prior knowledge in learning Chinese classifiers
                 Jing Paul，Agnes Scott College

Session IP-04 (Charles Carroll 2203B):

Chair: *Hang Zhang，George Washington University*

8:15-8:45   基于汉语词汇特征的二语词汇教学实证研究
                 张博，北京语言大学

8:45-9:15   Effective Chinese Word Acquisition Sequence from the Perspective of
             Cognitive Linguistics
                 Yi Zhong，Rongrong Zhang，Sichuan Normal University

9:15-9:45   Assessing Vocabulary Depth in Chinese as a Second Language:
             From Theory to Practice
                 Xuexue Yang，Dongbo Zhang，Michigan State University

9:45-10:15 间隔重复记忆法在汉字记忆中的应用研究.
                 Liping Feng, 北京师范大学

Session IP-05 (Margaret Brent 2112A):

Chair: *David Rosenstein，Ben Gurion University*

8:15-8:45   Cultural Representations in Chinese Language Textbooks: Re-defining
             Cultural Literacy in Chines Language Teaching
                 Ying Li, The University of Texas at San Antonio

	8:45-9:15 華語請求之語用搭配策略分析—以[不好意思]、[麻煩你]、
	         [謝謝]為例.
	        Hao-Yin Cheng, National Chengchi University
	9:15-9:45 One speaking sample, two assessment guidelines
	        Weiping Wu，The Chinese University of Hong Kong
	
	Session IP-06 (Margaret Brent 2112B):
	Chair: *Lianyi Song，University of London*
	8:15-8:45 Flipped classroom and beyond: an enriched four-stage model
	        Miao-fen Tseng, University of Virginia
	8:45-9:15 Motivate CSL learners through creating mental imagery: a perspective of
	        L2 motivational self system.
	        Yao Liu, University of South Florida
	9:15-9:45 論越南漢越詞在漢語學習中的語言遷移現象
	        Doan Khac Kien Cuong，Yuan Ze University
	9:45-10:15 Content-based Instruction through Documentary Films: Cross-Cultural Peer
	        Learning in Advanced CFL Classroom
	        Gang Liu, Carnegie Mellon University

10:15-10:30	Coffee Break 茶歇 (Juan Ramon Jimenez 2208)

10:30-12:00	**Roundtable Forum 圆桌论坛 (I) (Atrium 1107)**
	Issues on Cross-Cultural Adaptations in Teaching Chinese as a Foreign or Second
	Language: Curriculum, Materials, Methods, and Management
	国际汉语教学中课程、教材、教法及教学管理方面的跨文化适应性问题
	Moderator: *John Jing-hua Yin, University of Vermont*
	Invited Speakers:
	       Jianhua Bai, Kenyon College & The Chinese Summer School
	         at Middlebury College
	       Cecilia Chang, Williams College
	       Yea-fen Chen, Indiana University
	       Shi-chang Hsin, National Taiwan Normal University
	       Ju Eok Meng (孟柱亿), Hankuk University of Foreign Studies
	       Lianyi Song, University of London
	       Weiping Wu, Chinese University of Hong Kong
	       Liping Feng, Beijing Normal University

12: 00-1: 15	**Lunch break 午餐**
	  Restaurants are downstairs in the conference building; lunch on your own
	  会场楼下有多家快餐馆，会议不供午餐，请自行安排。
	Book Exhibitions 书展 (Juan Ramon Jimenez 2208)

1:15-2:15	**Teaching activity showcase 教学活动演示 (I)** (Pyon Su 2108) Chair: *Yea-Fen Chen, Indiana University;*

Zhuo Jing-Schmidt, University of Oregon

1:10-1:20   Interactive Listening Comprehension Exercise
        Yalun Zhou, Rensselaer Polytechnic Institute

1:21-1:26   Flow chart in developing students' interactional competence
        Xue Xia, University of Hawaii at Manoa

1:27-1:32   Speed Dating: Finding your best-match language buddy
        Miaochun Wei, The George Washington University

1:33-1:38   Don't trick me 别害我
        Lu Lu, Luther college

1:39-1:44   Conversing "boy/girlfriend" in the Chinese culture
        Donglin Chai, The Ohio State University

1:45-1:50   Which character is the old maid?
        Ben Pin-Yun Wang, The Pennsylvania State University

1:51-1:56   Let's "eat"!
        Bertina Hsu-Miller, Germantown Academy Fort

1:57-2:02   Teaching the BA-construction with a Cooking Lesson
        Pengfei Li, Boston University

2:03-2:08   古诗词吟诵在声调教学中的使用
        Leixin Su, Nankai University

2:09-3:04   A Spiral Model of Interactive Reading Activities
        DanLu Wu, International School of Beijing

Panel Paper (PP) Presentations 组合论文报告 **(I)**   (6 parallel sessions X 1 panel)

Session PP-01 (Benjamin Banneker 2212A):
    From knowing to doing: How teachers' awareness and techniques of corrective
    feedback facilitate learners' knowledge consolidation
        Jianhua Bai, Kenyon College, Hsin-hung Yeh, Stanford University,
        Yu Wu, University of Massachusetts Boston, Yusheng Yang, Georgetown
        University

Session PP-02 (Benjamin Banneker 2212B):
    Using Learning Tools and Activities to Facilitate the Development of Chinese L2
    Reading Skill
        Shuyi Yang, The University of Iowa, Shan He, Beijing Normal University,
        Yu Li, The University of Iowa

Session PP-03 (Charles Carroll 2203A):
    中文课程新设置、实行与调查研究
        Chi-ying Alice, Purdue University, Ying Wang, Lake Forest College,
        Lei Jin Wu, College of Charleston

Session PP-04 (Charles Carroll 2203B):
    古文教學的新動向
        Fang-yi Chao, Huei-Fen Chao, United States Military Academy,

	Hao-Ling Chang, Huimei Chen, Overseas Chinese University
	Session PP-05 (Margaret Brent 2112A):
	    Narrow Reading: Character Acquisition and CFL Literacy
	      Grace Wu, Shuyuan Chen, Yi Li, University of Pennsylvania
	Session PP-06 (Margaret Brent 2112B):
	    中国戏曲教与学: 结合内容式教学(CBI) 与科技应用(CALL)
	      Sue-mei Wu , Carnegie Mellon University;
	      Yue Gao, Shengyi Zheng, Mengpin Xu, Yu Wang, Yanying Wang, Yuxing Wang,
	       University of Pittsburgh

2:15-2:20	Break 换场

2:20-3:20	**Teaching activity showcase 教学活动演示 (II)** (Pyon Su 2108)
	    Chair: *Cecilia Chang, Williams College;*
	      Dali Tan, Northern Virginia Community College
	    2:20-2:25 "电影与戏剧化教学法在汉语作为第二语言教学中的运用"
	        Modesto CorderiNovoa, The George Washington University
	    2:26-2:31 Teaching activity showcase: I Know How to Get There (tell directions)
	        我知道怎么走(指路)
	        Liping Meng, Montville Township High School
	    2:32-2:37 Word Association for Vocabulary Learning
	        Min-Min Liang, Massachusetts Institute of Technology
	    2:38-2:43 利用美国手语手势教《五只小猴蹦蹦跳》
	        Ruihua Liu, International Leadership of Texas
	    2:44-2:49 Color-by-Tone (and other activities)
	        Eric Pelzl, University of Maryland, College Park
	    2:50-2:55 Video-based Advanced Literacy (Reading and Writing) Activity
	        Ting Huang University of Rochester,
	    2:56-3:01 为什么要反复(Repetition)说两/三次
	        Peiting Tsai, Rice University
	    3:02-3:07 劇作家
	        Wei Lai, City University of New York
	    3:08-3:13 Conversation circle for the sentence structure "怎么没有"
	        Jinghua Pei, University of New Mexico
	    3:14-3:19 团队句子接龙
	        Jie Peng, Trinity High School &Wheatmore High School
	
	Panel Papers 组合论文报告 (II) (5 parallel sessions x1 panel)
	Session PP-07 (Benjamin Banneker 2212A):
	    New Use of Old Methods: Developing Advanced Chinese Proficiency through
	      Literary Texts
	      Zhini Zeng, University of Mississippi , Xin Zhang/ Cong Li/ Jessie
	      (Junqing) Jia, The Ohio State University

	Session PP-08 (Benjamin Banneker 2212B):
	Usage-based constructionist theory and task-based Chinese language teaching
	Zhuo Jing-Schmidt/ Xinjia Peng/ Lin Zhu/Hui Shi, University of Oregon
	Session PP-09 (Charles Carroll 2203A):
	中高年级词汇教学现存问题及解决策略
	Hai Liu, University of Minnesota-Twin Cities , Chen Wu, Columbia University,
	Ruobing Wei, New York University
	Session PP-10 (Charles Carroll 2203B):
	Creating a virtual learning community andPromoting learner autonomy with Social
	Apps
	Yi Tzu Huang, Foreign Language Institute U.S. Department of State,
	Xiaofeng Wang/Lei Zeng, Foreign Service Institute
	Session PP-11 (Margaret Brent 2112A):
	Assessment in Learning Chinese as a Second Language
	Liu Li, Ball State University , Xiaoxi Sun, Singapore Centre for Chinese,
	Dan Wang, Language Ducke University
3:20-3:30	Coffee Break 茶歇 (Juan Ramon Jimenez 2208)
3:30-5:00	**Individual Paper Presentations 单篇论文报告** (7 parallel sessions x 3 papers)
	Session IP-07 (Benjamin Banneker 2212A):
	Chair: *Karl Kuan Zhang，George Mason University*
	3:30-4:00 Medium-of-Instruction Policies and Practices in CSL Classrooms
	Danping Wang, Technological and Higher Education Institute of
	Hong Kong
	4:00-4:30 汉语母语者和高水平汉语二语者句法规则加工实验研究
	冯浩，冯丽萍，北京师范大学
	4:30-5:00 Pedagogy of Teaching Culture in Chinese Reading Classes from
	ILR Levels 0+ to 2+
	Ying Liu, Defense Language Institute Foreign Language Center
	Session IP-08 (Benjamin Banneker 2212B):
	Chair: *Jianhua Bai, Kenyon College*
	3:30-4:00 Prosodic features, self-monitoring and perception of oral disfluency
	Bei Yang, University of Wisconsin -- Madison
	4:00-4:30 Lexical Focus-on-Form and Focus-on-FormS in Second
	Language Chinese Vocabulary Learning
	Yuan-Yuan Meng, Columbia University
	4:30-5:00 Literacy Building for Learners of Chinese as a Second Language:
	A Qualitative Assessment of Online Instruction on Advanced
	Reading and Writing
	Song Jiang, University of Hawaii at Manoa

Session IP-09 (Charles Carroll 2203A):

    Chair: *Liping Feng, 北京师范大学*

    3:30-4:00   Technology Supported Chinese Teaching: What Are the Barriers?
         Haixia Liu,Chin-hsi Lin,Dongbo Zhang,Binbin Zheng
         Michigan State University

    4:00-4:30   Teacher's feedback on students' writing as a socialization practice
         in an advanced CFL class
         Yingling Bao, Indiana University Bloomington

    4:30-5:00   A case study of Chinese heritage learner in public school
         Nan Zhang, Purdue University

Session IP-10 (Charles Carroll 2203B):

    Chair: *Hsin-hsin Liang, University of Virginia*

    3:30-4:00   A Case Study of Teaching Intermediate Conversational Chinese
         through Internet Reading
         Jinghua Pei, University of New Mexico

    4:00-4:30   A new look at the acquisition of Chinese relative clause
         Wenhua Jin，Kennesaw State University

    4:30-5:00   形-义-用：探索结构与功能结合的语法教学
         Phyllis Ni Zhang，The George Washington University

Session IP-11 (Margaret Brent 2112A):

    Chair: *Tong Chen，Massachusetts Institute of Technology*

    3:30-4:00   Mandarin Language Instruction for Heritage Speakers of Cantonese:
         A Heritage Speaker's Perspective
         Christopher K. Tong，Washington University in St. Louis

    4:00-4:30   越南同奈省華人的漢語方言與華文教育實況分析
         Lai Kiu Poc，Yuan Ze University

    4:30-5:00   Current Trends in Research on Second Language Acquisition of
         Chinese Sound System
         Hang Zhang，George Washington University

Session IP-12 (Margaret Brent 2112B):

    Chair: *David Rosenstein，Ben Gurion University*

    3:30-4:00   Responding to Compliments by Learners of Chinese as a
         Foreign Language
         Jing Zhou，University of Hawaii at Manoa

    4:00-4:30   The differential role of perception and production practice
         in L2 Mandarin tone-word learning
         Man Li Robert DeKeyser，University of Maryland, College Park

    4:30-5:00   Discussions of learning motivational features among Chinese
         heritage learners in college
         Pei-Shan Yu，Georgetown University

	Session IP-13 (Pyon Su 2108):
	Chair: *Sue-mei Wu, Carnegie Mellon University*
	3:30-4:00 Task Complexity, Text Type and Speaking Proficiency
	Yu Liu, Brigham Young University
	4:00-4:30 接触频率和接触方式对汉语第二语言学习者词语搭配学习的作用
	Xin Jiang, Lili Zhang, Beijing Language and Culture University
	4:30-5:00 Bring the Text to Life: Learning Dialogue Script in Chinese Textbook
	Lulei Su, College of the Holy Cross
5:00-5:15	Coffee Break 茶歇 (Juan Ramon Jimenez 2208)
5:15-6:00	**Invited Plenary Speech 特邀大會演講 (II)** (Atrium 1107)
	汉语课程中文化教学的若干问题
	Issues of Teaching Culture in the Chinese Language Curriculum
	Chengzhi Chu, University of California, Davis
	Chair: *Nan Jiang, University of Maryland*
6:00-7:00	Break 自由安排
	For convenient dinner, restaurants are downstairs in the conference building;
	costs on your own 会议不供今日晚餐; 会场楼下有多家快餐馆，请自行安排。
7:00-8:00	**Workshop (WP) 教研技能培训工作坊** (2 parallel sessions)
	WP-07 (Charles Carroll 2203A):
	Development of Reading Skills in Novice Learners Without Preteaching of
	Characters
	Terry Waltz, Albany Chinese and Spanish
	WP-08 (Charles Carroll 2203B):
	Where Sitting is the Exception: Transforming Classrooms to Move Towards
	Proficiency
	Darcy Rogers, Southern Oregon University, Organic World Language

April 3, Sunday

8:00-3:00	Registration 注册 (Stamp Student Union Lobby)
8:10-10:10	**Individual Papers 单篇论文报告** (7 parallel sessions x 4 papers)
	Session IP-14 (Benjamin Banneker 2212A):
	Chair: *Yan Shen, University of California, Los Angles*
	8:10-8:40 语气副词"难道"跟疑问形式的搭配的不对称
	Dang Ngoc Pham, Xuan Khai Tran, Ho Chi Minh City University
	of Education, Viet Nam
	8:40-9:20 美国大学生汉语学习策略与学习成绩的相关性研究
	Fang Liu, CET Academic Programs

9:20-9:50   An Investigation of Chinese listening strategies used by
English-speaking CFL learners across different proficiency levels
Guanlan Xu, University of Pittsburgh

9:50-10:20   The Role of Depth of Vocabulary Knowledge in Reading
Comprehension in Chinese among School-age Learners in an
Immersion Program
Chan Lu，   Loyola Marymount University,

Session IP-15 (Benjamin Banneker 2212B):
Chair: *Miao-fen Tseng, University of Virginia*

8:10-8:40   Incorporating Truncation into Chinese Language Pedagogy
Michael Opper，University of Michigan

8:40-9:20 日本明治时代初级汉语教科书《Kyusyuhen（急就篇）》
对现代汉语初级教材编写的启示
Tiezheng Yang, Tokyo Gakugei University

9:20-9:50   The Pedagogical Treatment of Colloquialisms in Advanced-level
Chinese Textbooks
Jia Yang, University of Dayton

9:50-10:20   NOVA STARTALK e-Tower—an OER To Help Learners Reaching
Higher Chinese Language and Culture Proficiency
Dali Tan, Northern Virginia Community College

Session IP-16 (Charles Carroll 2203A):
Chair: *Fang-yi Chao, United States Military Academy/Overseas Chinese University*

8:10-8:40 華語文教學中的會話課程設計
李鍑倫, 國立華僑高級中等學校華語文教學中心

8:40-9:20 远程授课中的个性化教学策略
Lily Han，Foreign Service Institute

9:20-9:50   Pedagogy of Classical Chinese Poetry Allusions in Intercultural
Teaching Contexts
Rui Zhou，Southwest University (Mainland China)，
Yike Yang，The Hong Kong Polytechnic University

Session IP-17 (Charles Carroll 2203B):
Chair: *Zheng-sheng Zhang, San Diego State University*

8:10-8:40   The acquisition of Chinese dative constructions by L2 and
heritage learners
Chunsheng Yang，The University of Connecticut

8:40-9:20 关于印度医学留学生汉语学习动机低下原因的研究
——通过质性研究方法
Yan Qin，Suchow university

9:20-9:50   Gender and Racial Issues in the CFL Textbooks, A Postcolonial

Perspective

        Karl Kuan Zhang，George Mason University

Session IP-18 (Margaret Brent 2112A):

    Chair: *Jia Heng Li, National Chengchi University*

    8:10-8:40   表強度程度副詞「很」與「滿」的用法辨析

        Jia Heng Li，National Chengchi University

    8:40-9:20 以培养跨文化交际能力为目的的中国文化课

        孟柱亿，韩国外国语大学

    9:20-9:50   Analysis of Errors in Reading and Writing and Pedagogical Strategies

        Tong Chen，Massachusetts Institute of Technology

    9:50-10:20 Using synchronous collaborative writing on Chinese as a foreign language writing

        Wenfeng Qin，South China University of Technology

Session IP-19 (Margaret Brent 2112B):

    Chair: *Yu Liu, Brigham Young University*

    8:10-8:40   缩写练习形式及其评判标准刍议

        Lianyi Song，University of London

    8:40-9:20   Why Does Chinese Seem So Hard to Learn for English-Speaking Students?

        David Rosenstein，Ben Gurion University

    9:20-9:50   论答题技巧对新 HSK（五级）成绩的影响及对教学的启示

        Jie Peng，Wheatmore High School and Trinity High School

    9:50-10:20   Lessons Learned from a Partially Flipped CFL Classroom

        Yalun Zhou，Rensselaer Polytechnic Institute

Session IP-20 (Pyon Su 2108):

    Chair: *Dongbo Zhang, Michigan State University*

    8:10-8:40   Newcomer Teacher Onboarding Training and Professional Development: What, How, and Why?

        Pen-Pen Chen，New York City Department of Education，

        Xiaohong Hou，New York University

        Chunhong Xie, UC Berkeley

    8:40-9:20   韩国汉语学习者汉语是非问句句调与声调感知及其相互影响

        Qiuchen Wang, The Chinese University of Hong Kong

    9:20-9:50   试论主题式教学理念在高年级教材编写中的应用

        Jianhua Bai, Kenyon College, Yang Wang, Brown University

    9:50-10:20   Teaching Chinese Language through Modern Chinese Literature

        Shih-Chang Hsin, National Taiwan Normal University

        Claire Chen，St. Mary College of Maryland

10:10-10:25	Coffee Break 茶歇 (Juan Ramon Jimenez 2208)
10:25-12:25	**Individual Papers 单篇论文报告** (7 parallel sessions x 4 papers) Session IP-21 (Benjamin Banneker 2212A): 　Chair: *Hao-Yin Cheng, National Chengchi University* 　10:25-10:55　Technology use in Mandarin language learning and teaching: 　　　　　　　　Results from a case study in British secondary school 　　　　　　　　*Chia-Chi Lin, The John Lyon School, UK* 　10:55-11:25　A Pedagogical Study of Collaborative Reading Strategies 　　　　　　　　*Hongyuan Dong, George Washington University* 　11:25-11:55　对设立智能手机汉语辅助学习环节的思考 　　　　　　　　*由 田，俄罗斯叶赛宁梁赞国立大学，中国长春大学* Session IP-22 (Benjamin Banneker 2212B): 　Chair: *Helen Shen, University of Iowa* 　10:25-10:55　探讨二语习得中第一语言迁移的条件 　　　　　　　　*Boping Yuan，University of Cambridge* 　10:55-11:25　领航架构下的高级汉语课程设计 　　　　　　　　*Yea-Fen CHEN, Indiana University* 　11:25-11:55　漢字部件的歷史理據性研究對漢字教學的借鑑意義 　　　　　　　　*Xiao Ning Shi，York University, Toronto, Ontario* 　11:55-12:25　 Chinese as a Foreign Language Teacher Education: 　　　　　　　　A Study of Chinese Fulbright TAs in the U.S. 　　　　　　　　*Han Luo, Lafayette College* Session IP-23 (Charles Carroll 2203A): 　Chair: *Chunsheng Yang，The University of Connecticut* 　10:25-10:55　Syntactic Complexity measures in L2 Chinese learners' written 　　　　　　　　productions 　　　　　　　　*Zhongqi Shi, Columbia University, Hanyu Xiao, New York 　　　　　　　　University, Danchen Yang, Columbia University* 　10:55-11:25　基于中介语语料库的汉语学习者篇章信息结构习得模式与 　　　　　　　　特点研究——以母语为英语、韩语、日语的留学生为考察中心 　　　　　　　　*Yingbao Zhang，Guangzhou University* 　11:25-11:55 Lexical Inferencing Ability among Chinese Heritage Language 　　　　　　　　Learners 　　　　　　　　*Yan Liu，Duke University* 　11:55-12:25　 Exploring students' perceptions and satisfaction towards an advanced 　　　　　　　　hybrid business Chinese course 　　　　　　　　*Xue Xia, University of Hawaii at Manoa*

Session IP-24 (Charles Carroll 2203B):

   Chair: *Fang Liu, CET Academic Programs*

    10:25-10:55   汉语作为第二语言与文化教学中的成语

          Jinghua Fan，Nanyang Technological University

    10:55-11:25   Beating the Learning Curve: Teaching the Recognition of Chinese

          Characters to Beginning Students

          SuiWah Chan，University of Michigan，

          Stephen Boyce，Pioneer High School

    11:25-11:55   浅析电影与戏剧化教学法 在汉语作为第二语言教学 *中的运用*

          Modesto Corderi Novoa, The George Washington University

    11:55-12:25   The Role of Segmental and Tonal Information in Visual Word

          Recognition w ith Learners of Chinese

          Chuchu Li, Joshua Davis,

          Min Wang，University of California, San Diego

Session IP-25 (Margaret Brent 2112A):

   Chair: *Yi Zhong, Sichuan Normal University*

    10:25-10:55   The necessity of tone: A case against focusing on tone in the

          teaching of L2 Mandarin

          James T McAlister，Ball State University

    10:55-11:25   浅谈写作中词语搭配衔接的技能训练

          Yan Shen, University of California at Los Angles

    11:25-11:55   Understanding the use of structure strategy in reading Chinese

          as a second language

          Jia Yu & Bonnie Meyer，Pennsylvania State University

    11:55-12:25   Study of Yi... Jiu... in teaching Chinese as a second language

          Yang Zhou, Beijing Normal University

Session IP-26 (Margaret Brent 2112B):

   Chair: *Chan-Chia Hsu, National Taiwan University*

    10:25-10:55   Native-language Phonological Interference in Simultaneous Hakka

          Chinese-Mandarin Bilingual's Mandarin Word Reading: Evidence

          from Semantic Relatedness Judgment Task

          Shiyu Wu，Shanghai Jiao Tong University，

          Zheng Ma，Shanghai Maritime University

    10:55-11:25   YCT 词汇大纲考察与分析——兼议中小学汉语教材的词汇处理

          Wenlong Wang，Beijing Chinese Language and Culture College

Session IP-27 (Pyon Su 2108):

   Chair: *Chan Lu, Loyola Marymount University*

    10:25-10:55   *Teaching dialect variation: The case of aspectual you in southern*

          Mandarin varieties

	Chun-Yi Peng, City University of New York 10:55-11:25 基于 HSK 动态作文语料库的"是...的"句偏误研究 *Yuling Yang, Capital Normal University* 11:25-11:55 Factor Structure of Analytic Rating Scales for Assessing U.S. College Students' L2 Chinese Oral Performance *Guangyan Chen，Texas Christian University*
12:25-1:30	**Lunch break 午餐** Restaurants are downstairs in the conference building; lunch on your own 会场楼下有多家快餐馆，会议不供午餐，请自行安排。 **Book Exhibitions 书展** (Juan Ramon Jimenez 2208)
1:30-3:00	**Routable Forum 圆桌论坛 (II)** (Charles Carroll 2203A/B) Reflections on Empirical Studies in Teaching Chinese as a Second Language 对中文作为第二语言教学实证性研究的检视与反思 Moderator: *Chengzhi Chu, University of California, Davis* Invited Speakers: *Chi'h-ping Chou, Princeton University* *Zhao Hong Han , Columbia University* *Nan Jiang, University of Maryland* *Lening Liu, Columbia University* *Chaofen Sun, Stanford University* *Yang Xiao-Desai, San Francisco State University* *Boping Yuan, Cambridge University* *Bo Zhang (张博), Beijing Language and Culture University*
3:00-3:30	**Award Presentation& Closing Ceremony 颁奖, 闭幕式** (Charles Carroll 2203A/B)
3:30	**Adjourn 会议结束**

Brief Presentation Abstracts

報告簡短摘要

Invited Plenary Speeches 特邀大會演講

1. Task-Based Language Teaching: Design, implementation, evaluation, and key research issues

Mike Long
University of Maryland
mlong5@umd.edu

We will review the rationale for genuine task-*based* (not task-*supported*) language teaching (TBLT) and illustrate the six main steps and components of TBLT program design, implementation and evaluation: (i) needs analysis, (ii) syllabus design, (iii) materials writing, (iv) methodological principles and pedagogic procedures, (v) task-based, criterion-referenced assessment, and (vi) formative and summative program evaluation. What are TBLT's strengths and weaknesses? What do research findings and program evaluations show about its effectiveness? What are key remaining research issues? Which contexts and conditions are optimal and less than optimal for TBLT? What is its potential for the teaching of Chinese as a second or foreign language?

Mike Long is Professor of SLA at the University of Maryland, College Park, where he teaches courses and seminars in the Advanced Graduate Certificate, MA and Ph.D. Programs in SLA. Mike serves or has served on the Editorial Boards of Studies in Second Language Acquisition, TESOL Quarterly, Language Teaching Research, JACET Bulletin, Porta Linguarium, Estudios de Linguistica Aplicada,Revista Nebrija de Linguistica Aplicada a la Ensenanza de las Lenguas, Linguistic Approaches to Bilingualism, and Brill Research Perspectives on Multilingualism and Second Language Acquisition, and was co-editor of the Cambridge Applied Linguistics Series for its first 20 years. Recent publications include The Handbook of Second Language Acquisition, co-edited with Catherine Doughty (Blackwell, 2003), Second Language Needs Analysis (Cambridge, 2005), Problems in SLA (Lawrence Erlbaum, 2007), The Handbook of Language Teaching, co-edited with Catherine Doughty (Wiley Blackwell, 2009), Sensitive periods, language aptitude, and L2 ultimate attainment, co-edited with Gisela Granena (John Benjamins, 2013), and Second language acquisition and Task-Based Language Teaching (Wiley Blackwell, 2015). In 2009, he was awarded a doctorate honoris causa by Stockholm University for his services to the field of second language acquisition.

2. 汉语课程中文化教学的若干问题
Issues of Teaching Culture in the Chinese Language Curriculum

储诚志 (Chengzhi Chu)
University of California, Davis

本报告将分析国际汉语教育中文化教学的一些根本问题，论证语言教学中文化教学的主体内容应该是"语言文化"，其具体项目的甄别选择要扣紧语言学习的主要目的和基本阶程，教学方法的制定与采用则应以培养跨文化交际能力的实际效率和教学对象的"学习文化"特征为主要考量。结合教学的实际情况，报告提出一个国际汉语教学中甄别选择文化教学内容的分析框架，阐释将文化内容融入语言教学的基本思路与方法，并就国际汉语教师所应具备的跨文化素养和文化教学能力作出讨论。

Chengzhi Chu is Associate Professor and Coordinator of the Chinese Language Program at the University of California, Davis, where he also serves on the Graduate Faculty of Linguistics. He is the immediate past president of the Chinese Language Teachers Association, USA. He also serves as Guest Professor, Academic Advisor, or Director of the Board for quite a few universities in China and USA. He has published widely in Chinese linguistics (grammar, lexicon, writing system, and dialect), cognitive semantics, corpus linguistics, Chinese L2 pedagogy, and application of technology in Chinese teaching. He is the PI of the Corpus of Chinese Interlanguage (1995, Beijing Language and Culture University) and ChineseTA (2004, Stanford University), and the designer and primary author of the large Chinese Breeze graded reader series (2007--, Peking University Press). He is a frequent speaker on Chinese language and pedagogy at national and international conferences and teacher training workshops.

Roundtable Forums 圆桌论坛

CLTA-S2 设立两个圆桌论坛， 邀请美国和其他国家与地区的专家、学者、 相关专业学会负责人和大学中文教育部门主管，就学界当前特别关切的两个论题进行讨论。 圆桌论坛重在互动交流，受邀专家与论坛听众共同审视现状，反思问题，发表观点，讨论对策。圆桌论坛时长 90 分钟，主持人介绍性发言之后，特邀专家每人发言 5 分钟，特邀专家及听众自由发言并互动讨论约 45 分钟（每人次发言时间限 2 分钟）。

论坛一： 国际汉语教学中课程、教材、教法及教学管理方面的跨文化适应性问题
　　　　　 Issues on Cross-Cultural Adaptations in Teaching Chinese as a Foreign or Second Language: Curriculum, Materials, Methods, and Management
　　　　分论题：
　　　　 1. 外国学生到中国大陆或台湾留学所带来的课程、教材、教法及教学
　　　　　　 管理方面的适应性问题及其所在学校与教师的应有对策
　　　　 2. 中国大陆或台湾出版的中文教材和派出教师在其他国家教学中的适应
　　　　　　 性问 题及其对策
　　　　　 主持人: *John Jing-hua Yin, University of Vermont*
　　　　　 特邀专家: *Jianhua Bai, Kenyon College & Middlebury College*
　　　　　　　　　　 Cecilia Chang, Williams College
　　　　　　　　　　 Yea-fen Chen, Indiana University
　　　　　　　　　　 Shi-chang Hsin, National Taiwan Normal University
　　　　　　　　　　 Ju Eok Meng (孟柱亿), Hankuk University of Foreign Studies
　　　　　　　　　　 Lianyi Song, University of London
　　　　　　　　　　 Weiping Wu, Chinese University of Hong Kong

论坛二： 对中文作为第二语言教学实证性研究的检视与反思
　　　　 Reflections on Empirical Studies in Teaching Chinese as a Second Language
　　　　分论题：
　　　　 1．实证性研究与中文教学实践的关系
　　　　 2．汉语作为第二语言实证研究的现状与前瞻
　　　　 主持人: *Chengzhi Chu, University of California, Davis*
　　　　 特邀专家: *Chi'h-ping Chou, Princeton University*
　　　　　　　　　　 Zhao Hong Han , Columbia University
　　　　　　　　　　 Nan Jiang, University of Maryland
　　　　　　　　　　 Lening Liu, Columbia University
　　　　　　　　　　 Chaofen Sun, Stanford University
　　　　　　　　　　 Yang Xiao-Desai, San Francisco State University
　　　　　　　　　　 Boping Yuan, Cambridge University
　　　　　　　　　　 Bo Zhang (张博), Beijing Language and Culture University

Chinese Teaching Workshop 教學技能工作坊
(In alphabetical order of the presenters' names)

Learning Chinese Pronunciation: What makes it hard and how best to facilitate it
Cecilia Chang, Williams College

What makes learning Chinese pronunciation difficult? What are some of the typical errors English-speaking learners of Chinese make in initials, finals and tones? What instructional strategies can we implement to help our students gain strong mastery of Chinese pronunciation? Join your colleagues in this workshop to gain insights into the cognitive, psychological and affective factors that influence students' approach to learning Chinese pronunciation and to learn concrete and innovative strategies to facilitate the acquisition process. Appropriate for all language educators who wish to explore ways to enhance their skills in teaching Chinese pronunciation.

Revamping teaching and assessment in advanced Chinese courses
Hsin-hsin Liang, The University of Virginia

The organizer of this workshop intends to demonstrate how advanced Chinese courses can be designed and taught in innovative ways. The presenter will approach the issue from three directions. First, by redesigning the course and sharing the responsibility for creating the curriculum with the instructor, students can be transformed from passive to active learners. Second, the instructor can maximize collaborative learning by effectively using technology. Lastly, the instructor can design innovative tests to assess students' proficiency. Concrete samples and examples will be shared in the workshop to illustrate the organizer's points.

Responsive Classroom: Classroom Interaction for active learning
Min-Min Liang, Massachusetts Institute of Technology

Responsive Classroom Approach is a systematic way to help instructor to promote and maximize classroom interactions effectively among students. It is a research- and evidence-based approach to US elementary education (K-8) and supported by scholars such as Sara Rimm-Kaufman. However, the approach consists of practical strategies, such as effective modeling, scaffolding instruction, using declarative sentences and community building, that apply very well to teaching Chinese as a second language to both high school and college students and for both non-heritage and heritage learners. The presenter will provide a live demonstration and hands-on experience for the participants

Where Sitting is the Exception: Transforming Classrooms to Move towards Proficiency
Darcy Rogers, Southern Oregon University & Organic World Language

Would you like to use more target language in class? See students produce consistent levels of proficiency? Have higher student engagement and incorporate more techniques that are student-centered? Come see how movement, play, and a cohesive community are key elements in creating a 90%+ environment where students are learning at their own level and being naturally pushed to the next level of acquisition. In this interactive and transformational session,

participants will experience a sustainable and inspiring way to apply research to practice by individualizing learning and creating a student-generated curriculum.

Development of Reading Skills in Novice Learners without Preteaching of Characters
Terry Waltz, Albany Chinese and Spanish

Much time and effort is typically spent in Chinese classrooms on pre-teaching and assessing recognition of individual characters prior to students reading connected texts. Our experiments over the past five years in classrooms with highly comprehensible input have shown that students are capable of reading previously unseen Chinese texts in characters without any pre-teaching of Pinyin or Hanzi, based on their acquisition of the vocabulary and structures in the passage. This workshop will demonstrate the method by which zero-Chinese beginners read and comprehend a text containing 29 unique Hanzi in under 2 hours of total instruction.

利用网络工具强化语言文化教学
Phyllis Ni Zhang
The George Washington University in Washington DC, U.S.A

利用网络提供的各种免费资源，可使教师在学练活动和技能评估的设计上有更多选择。本培训班介绍几种"短频快"的常用工具，包括汉字动画，语音收件，线上布告栏，屏幕录像（制作 MP4 视频）。这些工具不仅适用于语言学练和能力评测活动，也可用于丰富文化知识。

Technologies you can leverage to design and implement a flipped class
Ran Zhao, University of Virginia

This workshop aims to help participants understand the pedagogies and technologies involved in flipping a class. It starts with introduction or review of the history and concept of "flipped classroom" and its application in our field and then move on to have some hands-on exercises to actually flip one lesson of a course you are/will be teaching. Participants will learn how to use various tools of creating online tutorials, training programs and assessments. Featured technologies include Comtasia for screencast, SpeakGoodChinese for training tones, Wordpress and Padlet for course portfolios.

Using text-focused rhymes to improve Chines learning
Tianxu Zhou, University of Massachusetts Dartmouth

This workshop is designed to explore the effectiveness of text-focused rhymes in Chinese teaching. The presenter will model writing simple and effective rhymes using target vocabulary from each specific text. Participants will also have an opportunity to work collaboratively on writing rhymes, and sharing ideas from standard Chinese textbooks. This will provide students a unique yet practical tool to study vocabulary in context, better understand the rhythmic pattern of modern Chinese language and perfect authentic pronunciation through rhyme structure. Furthermore, through the chanting and memorization of the rhymes, students can break the barrier of overthinking in their speaking process.

Abstracts of Individual Papers 單篇論文摘要
(In alphabetical order of the presenters' names)

试论主题式教学理念在高年级教材编写中的应用
Jianhua Bai[1]，Yang Wang[2]
Kenyon College[1]，Brown University[2]

本文探讨如何根据学生的专业学习需求设定教学主题；如何有机结合试听、阅读真实语料，多角度多层面展示主题内容；如何参照 ACTFL《水平标准指南》"高级中"到"优级"的标准制定学习目标及设计教学活动；课后练习如何做到语言操练、专题研究和抽象思维的培养三者兼顾；如何从课文中提炼典型的高级语篇结构，进行例示说明。

Teacher's feedback on students' writing as a socialization practice in an advanced CFL class
Yingling Bao, Indiana University Bloomington

Initiation-Response-Feedback is a common interaction sequence in classroom discourse. Drawing on language socialization, this study explored the types of feedback the teacher provided on students' writing and the ideologies that students were socialized into. Three major types of feedback emerged: elaborated evaluation, follow-up questions, and reformulation. Students were socialized into the practices of mechanically using sentence patterns and rhetorical structures.

Using Field Performance Tasks in Chinese Study Abroad Contexts
Donglin Chai & Bing Mu, The Ohio State University

The paper examines the study abroad literature, reviews the development process of Chinese study abroad students learning in the local community, and shows that consistently doing "Field Performance" tasks is a meaningful contribution towards linking classroom learning with language contact in the community.

Beating the Learning Curve: Teaching the Recognition of Chinese Characters to Beginning Students
SuiWah Chan[1]，Stephen Boyce [2]
University of Michigan[1]，Pioneer High School[2]

A new curriculum for teaching Chinese characters based on etymology pedagogy was recently tested at Pioneer High School in Ann Arbor, Michigan. The results show that this curriculum had enormous potential to "beat the learning curve" by enabling beginning students to quickly and accurately identify characters. Participants will participate in experiencing this method.

领航架构下的高级汉语课程设计
Yea-Fen CHEN, Indiana University

本论文探讨如何在现有的语言领航的框架下，以逆向设计、外语学习标准及以学生为中心的课程设计原则帮助学生达到参加最后一年海外留学及实习（capstone year）之前需要的美国外语教师协会订定的高级语言水平。

Factor Structure of Analytic Rating Scales for Assessing U.S. College Students' L2 Chinese Oral Performance

Guangyan Chen, Texas Christian University

This study employed an Exploratory Factor Analysis to explore a model of analytic rating scales in assessing U.S. college students' L2 Chinese oral performance using one dataset and performed a Confirmative Factor Analysis to test the model fit with another dataset. The results indicated a four-factor model of analytic rating scales with high correlations between these scales.

Newcomer Teacher Onboarding Training and Professional Development: What, How, and Why?

Pen-Pen Chen[1], Xiaohong Hou[2]
New York City Department of Education[1], New York University[2]

We discuss current challenges experienced, resources used, and systematic suggestions for how best to optimize training content, curriculum and methods to best support newcomer teacher training.

Analysis of Errors in Reading and Writing and Pedagogical Strategies

Tong Chen, Massachusetts Institute of Technology

My presentation will primarily focus on some of the errors that beginners in learning Chinese often tend to make in reading and writing; in addition, the presentation will also conceptualize some teaching strategies that we can use for helping students to avoid such errors.

華語請求之語用搭配策略分析—以[不好意思]、[麻煩你]、[謝謝]為例

Hao-Yin Cheng, National Chengchi University

本研究旨在分析華語為母語之人士在請求他人時如何影響禮貌用語之搭配策略。結果發現，當需要請求他人幫助時，在請求的句式當中會出現多達一個以上的禮貌用語，其中又以「不好意思」、「麻煩你」、「謝謝」等三者的共現率為高，另外，針對關係較遠的長輩和晚輩，所搭配的禮貌用語愈多，顯示親疏關係的遠近與中國的儒家文化與思想有著密不可分的關係。

論越南漢越詞在漢語學習中的語言遷移現象

Doan Khac Kien Cuong, Yuan Ze University

本論文探討越南人利用漢越詞學習中文的語言遷移現象，包括利用漢越詞的語音、結構或語義所帶來的正遷移現象，以及漢越詞結構與意思改變所造成的負遷移現象。透過本文的討論，對越南漢越詞在漢語學習中的語言遷移現象有進一步了解，並且讓漢語學習者可以利用漢越詞來增進其學習效果。

A Pedagogical Study of Collaborative Reading Strategies

Hongyuan Dong, George Washington University

This study presents quantitative and qualitative survey data collected during one semester of an advanced reading class. I argue that collaborative reading strategies, realized via multi-user cloud technology, are more engaging, effective and efficient. Therefore a combination of both collaborative and independent reading strategies can be very useful in advanced reading classes.

汉语作为第二语言与文化教学中的成语

Jinghua Fan, Nanyang Technological University

本文探讨成语在汉语作为第二语言文化教学中的意义。在讨论成语教学的常见误识后，本文从故事化、输入强化、语块化等教学策略的角度，探讨如何将成语纳入汉语语言文化教学的规划中。

汉语母语者和高水平汉语二语者句法规则加工实验研究

冯浩，冯丽萍　北京师范大学

采用行为和 ERP 实验手段，通过内隐的句法启动范式，考察汉语母语者和高水平汉语二语者加工由递归规则组成的层级结构和由嵌入规则组成的层级结构的不同，以探讨被试加工两种规则使用的不同认知资源。

间隔重复记忆法在汉字记忆中的应用研究

Liping Feng, 北京师范大学

以英语母语的汉语初学者为被试，采用集中复习、扩展间隔复习、固定间隔复习三种方式，考察重复记忆的频率和周期对汉字记忆的影响。发现：在即时测验和延时后测中均出现了间隔重复记忆的优势

What Chinese heritage Learner's new digital practices can teach us about Chinese as foreign language (CFL) learning?

Ting Huang, University of Rochester

Drawing from a case study of an immigrant CFL heritage student, this paper examines the social practices that are fostered by new media. This study found new literacy practices in sociocultural contexts include the emergence of social and cultural capital. Illustrative data are used to show how new digital media practices engage CFL heritage learners in the cultural context.

远程授课中的个性化教学策略

Lily Han, Foreign Service Institute

就如何在远程授课中进行个性化教学这一问题，本文作者在长期教学实践的基础上提出两个具体方案，即建立学生档案以及针对学生特点进行个性化的指导和反馈。

Teaching Chinese Language through Modern Chinese Literature

Shih-Chang Hsin[1], Claire Chen[2]
National Taiwan Normal University[1] , St. Mary College of Maryland[2]

A course aiming at teaching Chinese language through culture and literature is to be developed. The readings selected are Chinese proses or book excerpts written by famous writers in 1930s that represent different writing styles and themes. Each lesson includes its historical background, author's biography, vocabulary, grammar and rhetoric. The course also focuses on developing students' analytic skills for texts.

How can lexical bundles in spoken Chinese be relevant to Chinese teaching and learning?

Chan-Chia Hsu, National Taiwan University

In this presentation I will first present the computational method of identifying lexical bundles—frequently recurring word sequences—in a spoken Chinese corpus. Then I will discuss

the pedagogical implications of the findings on the forms and functions of spoken lexical bundles and suggest paths for future research on the acquisition of formulaic language by Chinese second language learners.

A new look at the acquisition of Chinese relative clause
Wenhua Jin, Kennesaw State University

This new empirical study showed that while Chinese direct object RCs were consistently easier than subject RCs for English speaking learners, RCs involving resumptive pronouns in indirect object, object of preposition, and pivotal noun phrase positions remained very challenging for learners, revealing a major interference from English and universal factors that affect the processing and acquisition of Chinese RCs

Literacy Building for Learners of Chinese as a Second Language:
A Qualitative Assessment of Online Instruction on Advanced Reading and Writing
Song Jiang, University of Hawaii at Manoa

This study intends to: (1) provide insight on online advanced Chinese reading and writing course assessment, (2) experiment on a qualitative assessment method in an online course evaluation, (3) better understand the effectiveness of literacy-focused Advanced Chinese reading and writing online instruction. The effectiveness and areas of improvement for online, literacy-focused instructional treatments will also be discussed.

接触频率和接触方式对汉语第二语言学习者词语搭配学习的作用
Xin Jian &, Lili Zhang, Beijing Language and Culture University

本文采用实验的方法考察接触频率、接触方式对汉语第二语言学习者形名搭配、量名搭配学习的影响，并联系第二语言语块习得的理论模型讨论实验结果。

From face-to-face to the online environment: How did CSL teachers adjust their teaching?
Binbin Zheng, Jiahang Li & Nancy Romig, Michigan State University

This study interviewed 12 online CSL teachers working in a virtual high school in the Midwestern United States, and identified six themes among the changes they experienced when shifting from face-to-face to online teaching. It could provide examples for online CSL teachers undergoing similar transitions, and suggestions for educators and others interested in online second-language teaching.

The Role of Segmental and Tonal Information in Visual Word Recognition
with Learners of Chinese
Chuchu Li, Joshua Davis & Min Wang, University of California, San Diego

The present study investigated the representation of segmental and tonal information in visual Chinese word recognition in native and non-native Chinese readers who had alphabetic atonal first languages.

華語文教學中的會話課程設計
李鍑倫, 國立華僑高級中等學校華語文教學中心

本研究旨在透過課程設計及教學實驗，引起對華語口語課程設計更多的關注及反省，希望使以華語為第二語言的口語教學最終能回歸到：在生活中真正地使用語言。

表強度程度副詞「很」與「滿」的用法辨析

JiaHeng Li, National Chengchi University

本研究以語料庫和問卷調查法分析「很」與「滿」此組近義程度副詞，研究結果以具體數據呈現，並從語義、句法和語用層面，分析兩者搭配詞類和主觀強度等級之差異。

The differential role of perception and production practice in L2 Mandarin tone-word learning

Man Li，Robert DeKeyser, University of Maryland, College Park

This study examined the comparative effectiveness of perception and production practice in L2 Mandarin tone-word learning and found strong support for the hypothesis that the effect of practice is highly skill-specific. Musical ability was found to play a role in learning to perceive and produce L2 tone-words. Implications of these findings for learning and teaching L2 Chinese will be discussed.

Cultural Representations in Chinese Language Textbooks: Re-defining Cultural Literacy in Chines Language Teaching

Ying Li, The University of Texas at San Antonio

This study explores the most popular Chinese language textbooks by identifying and describing the representation of culture learned by heritage, non-heritage, and multilingual Chinese learners. The study further discusses the cultural literacy that diverse language learners are expected to possess from the textbooks.

Technology use in Mandarin language learning and teaching: Results from a case study in British secondary school

Chia-Chi Lin, The John Lyon School, UK

The purpose of this paper is to evaluate intrinsic factors associated with Mandarin language teachers' intentions to integrate technology for their school classrooms. Using the author's students as a case study, the purpose of this paper is also to explore the possible use and acceptance of Mandarin classroom technologies by Mandarin teachers and school pupils

美国大学生汉语学习策略与学习成绩的相关性研究

Fang Liu, CET Academic Programs

本研究发现美国大学生在汉语学习过程中最常用的策略是元认知策略、认知策略和社交策略，情感策略的使用较少。而且元认知策略和认知策略与学生的学习成绩显著相关。

Content-based Instruction through Documentary Films: Cross-Cultural Peer Learning in Advanced CFL Classroom

Gang Liu, Carnegie Mellon University

The current study showcases how a hybrid teaching approach can be adopted to encourage advanced Chinese learners to collaborate with native Chinese speakers to develop language skills and in-depth knowledge of modern Chinese society.

Technology Supported Chinese Teaching: What Are the Barriers?
Haixia Liu, Chin-hsi Lin, Dongbo Zhang & Binbin Zheng
Michigan State University

This study is conducted among CFL teachers and aimed for disclosing external and internal barriers preventing them from effective use of technology in classroom. Results showed that external barriers are mostly related to lack of available resources and limited support from different stakeholders; while internal barriers are focused on teachers' insufficient technological knowledge and skills, and their traditional pedagogical beliefs.

L2 Lexical Inferencing Ability among Chinese Heritage Language Learners
Yan Liu, Duke University

This study examined how a number of L1 and L2 factors contributed to the lexical inferencing ability among this group of learners. The factors included L1 reading ability, L2 linguistic knowledge, L2 morphological awareness and L2 contextual construction ability because previous research found that these factors affected L2 lexical inferencing ability. Results showed that these factors contributed to Chinese lexical inferencing ability among CHL learners in a different way.

Motivate CSL learners through creating mental imagery:
a perspective of L2 motivational self system
Yao Liu, University of South Florida

Using multiple data, this in-depth study explored how to guide CSL students to establish L2 selves in Chinese by creating mental imageries of their L2 selves in Chinese. The findings indicated that through practicing dialogues and completing communicative tasks in authentic contexts of different situated events in Chinese, the students established their Chinese L2 selves thus their motivation was enhanced.

Pedagogy of Teaching Culture in Chinese Reading Classes from ILR Levels 0+ to 2+
Ying Liu, Defense Language Institute Foreign Language Center

This presentation introduces theories and practices of integrating cultural elements into Chinese reading classes from ILR levels 0+ to 2+ based on a two-dimensional cognitive model. According to the model, during each stage of language acquisition, learning activities should aim to promote high-order thinking skills in the Cognitive Process dimension, and in the meantime enhance active transfer in the Knowledge dimension.

Task Complexity, Text Type and Speaking Proficiency
Yu Liu, Brigham Young University

This study addresses the question of how to design level appropriate speaking tasks in language teaching and assessment of Chinese L2. A hierarchy of six categories of speaking task was therefore summarized, namely the framework of speaking task types, which represents the analysis of the alignment of task complexity, test type and speaking proficiency.

The Role of Depth of Vocabulary Knowledge in Reading Comprehension in
Chinese among School-age Learners in an Immersion Program
Chan Lu, Loyola Marymount University

This study investigated the role of vocabulary depth in Chinese reading comprehension among a group of 3rd grade learners of Chinese in a dual-language immersion program. Results show that vocabulary depth contributed to reading comprehension significantly after controlling for vocabulary breadth and morphological skills.

Chinese as a Foreign Language Teacher Education: A Study of Chinese Fulbright TAs in the U.S.
Han Luo, Lafayette College

This study reports the results of a questionnaire study and a case study on Chinese Fulbright TAs in the U.S. and provides a proposal for Chinese as a foreign language teacher education.

以培养跨文化交际能力为目的的中国文化课
孟柱亿, 韩国外国语大学

目前中国文化课还处在摸索的阶段。主要问题来自对文化的认识上的差异。应明确汉语教学中的文化因素是"与汉语学习和交际有直接关系，并对此有帮助的文化背景知识"这一点，其范围是大多数中国人习以为常的知识。本文拟探讨以培养跨文化交际能力为目的的中国文化课内容的选取、构成、编排等问题.

Lexical Focus-on-Form and Focus-on-FormS in Second Language Chinese Vocabulary Learning
Yuan-Yuan Meng, Columbia University

This paper reports on the results of a quasi-experimental study, which compared the effect of two types of form-focused instruction—focus-on-form and focus-on-forms—on the acquisition of L2 Chinese vocabulary by learners of Chinese as a Foreign Language (CFL). The results showed that the students performed significantly better under the FonFS condition. Implications for CFL vocabulary instruction are discussed.

The necessity of tone: A case against focusing on tone in the teaching of L2 Mandarin
James T McAlister, Ball State University

Research from multiple perspectives (language acquisition, sociolinguistics, phonology, and neurolinguistics) reveals that the explicit teaching of tone in Mandarin Chinese may not be the best pedagogical choice. Linguistic variation combined with Mandarin L1 research in congenital amusia provides a window into the reality of tone usage and tone acquisition in Mandarin.

浅析电影与戏剧化教学法在汉语作为第二语言教学中的运用
Modesto Corderi Novoa, The George Washington University

本文主要是探索如何通过电影和戏剧化教学法来提高汉语教学的质量。外语老师应该像导演一样，学生是演员，教室是舞台,教材是剧本.因此，我们需要更多的"教学导演"。

Incorporating Truncation into Chinese Language Pedagogy
Michael Opper, University of Michigan

This study explores three aspects regarding the incorporation of truncation into the second-year college level curriculum. First, material design is introduced. Second, we compare

the results of a truncation test from second-year students who attend a lecture on truncation with students of the same course who do not receive the truncation lecture. This study concludes with an opinion survey.

The role of prior knowledge in learning Chinese classifiers
Jing Paul, Agnes Scott College

This study investigated the influence of learners' prior knowledge in learning Chinese classifiers. Novice learners who were exposed to Chinese sentences before nouns learned Chinese classifiers better than those who were exposed to sentences after nouns. However, the advantage of learning condition was neutralized for participants who had minimal prior knowledge of Chinese.

A Case Study of Teaching Intermediate Conversational Chinese through Internet Reading
Jinghua Pei, University of New Mexico

This is a case study focusing on the linguistic aspects of intermediate conversational pedagogy through a class project of reading Chinese internet articles and discussions. The study will examine the linguistic features that are demonstrated in Chinese netizen language, and its meaning to American college students in the process of learning to converse in Chinese.

Teaching dialect variation: The case of aspectual you in southern Mandarin varieties
Chun-Yi Peng, City University of New York

This study aims to draw upon the elicitation data to examine the geographic distribution of the aspectual you, and I also suggest that you should not be simply taught as a dialectal variant of the perfective le.

论答题技巧对新 HSK（五级）成绩的影响及对教学的启示
Jie Peng, Wheatmore High School and Trinity High School

本文对答题技巧的研究基于实验的方式进行，通过具体的实验的数据来分析答题技巧对于 HSK 的教、学、考三方面的价值。

语气副词"难道"跟疑问形式的搭配的不对称
Dang Ngoc Pham & Xuan Khai Tran
Ho Chi Minh City University of Education, Viet Nam

疑惑度为零的"吗"字型是非疑问形式是一个特殊的是非疑问形式。这种是非疑问形式的非离散性焦点经过反问化过程后仍然保持原有的性质。语气副词"难道"因受焦点制约而只能选择这种反问句。

越南同奈省華人的漢語方言與華文教育實況分析
Lai Kiu Poc, Yuan Ze University

本文將通過問卷調查的方式進行分析。問卷主要分為三個部分，分別是受訪者的個人資料、語言能力及語言使用、華文教育，經過統計分析呈現出同奈省華人的母語能力及母語使用與華文教育的情形，並嘗試找出其社會背景因素。透過此一研究，希望有助於進一步瞭解越南華人的漢語方言與華文教育的狀況。

Using synchronous collaborative writing on Chinese as a foreign language writing
Wenfeng Qin, South China University of Technology

This study aims to investigate the issue that to which extent can synchronous tools improve learners' Chinese as a foreign language writing through an empirical study by analyzing learners' individual and collaborative writing with an academic task. A mixed-methods approach has been adapted to analyze the writing processes and products as well as learner's perception on synchronous collaborative writing.

关于印度医学留学生汉语学习动机低下原因的研究—通过质性研究方法
Yan Qin, Suchow University

本研究采用半构造化访谈的手法，对来华印度医学留学生进行一对一的访谈调查，对访谈结果进行质性分析。以期究明造成印度留学生学习动机低下的要因，探求提高其学习动机的方法。

Why Does Chinese Seem So Hard to Learn for English-Speaking Students?
David Rosenstein, Ben Gurion University

What makes Chinese particularly difficult for English-speaking students are the faulty language expectations that derive from their native language. These include assuming that each word in the language has one basic meaning; that Chinese word order resembles that of English with its relative pronouns; and that international cognates are common in all languages.

浅谈写作中词语搭配衔接的技能训练
Yan Shen, University of California at Los Angles

本文依据词汇衔接模式理论，从教学实际需要出发，讨论如何在写作教学中指导学生运用汉语词语间的搭配关系提高选词的准确性和恰当性，通过词汇衔接有效地实现语篇连贯的写作教学方法。

漢字部件的歷史理據性研究對漢字教學的借鑑意義
Xiao Ning Shi, York University, Toronto, Ontario

本文探討常用漢字部件的形成與構字規律。探討 1. 漢字造字法與漢語詞彙生成的相配性與一致性。 2. 漢字部件與形聲字構字的規律性。 3. 引導學生將造字形、義源流結合，有規律地認識漢字部件、領略漢字表意的聯繫。

缩写练习形式及其评判标准刍议
Lianyi Song, University of London

本文探讨外国学习者学习中文时使用中文或英文对中文或英文文本进行缩写时所涉及的几种形式及其评判标准的若干问题。讨论中将涉及对这类练习与测试形式评判原则和标准的考察，并对其教学实践中的运用提出一些建议。

Syntactic Complexity measures in L2 Chinese learners' written productions
Zhongqi Shi[1]，Hanyu Xiao[2]，Danchen Yang[3]
Columbia University[1]，New York University[2]，Columbia University[3]

This study aims to test the effectiveness of the suggested syntactic complexity measures (such as T-unit, and Terminal-Topic-Comment Unit) in assessing L2 Chinese learners' written productions. The relationship between learner's syntactic complexity and instructional materials will also be analyzed and discussed.

Bring the Text to Life: Learning Dialogue Script in Chinese Textbook
Lulei Su, College of the Holy Cross

This study revisits learning dialogue script in Chinese language textbooks in the light of ethnography and folklore studies. It updates the long-shared understanding of dialogue scripts as merely fixed "dead" transcriptions by performing multimodality in oral communication. By summarizing the patterns in teaching and learning dialogue script in classroom, an applicable pedagogical model is formulated for both instructors and learners.

NOVA STARTALK e-Tower—an OER To Help Learners Reaching Higher Chinese Language and Culture Proficiency
Dali Tan, Northern Virginia Community College

NOVA STARTALK e-Tower seeks to create OER to help students continue their Chinese studies. The overarching theme for the e-Tower is "Dialogue with Life – Pearls of Ancient Chinese Wisdom for the 21st Century World." The technology powering the learning modules is designed for seamless access from computers and mobile devices. The sample module with learning tips is based on "Qingmingshanghetu."

Mandarin Language Instruction for Heritage Speakers of Cantonese: A Heritage Speaker's Perspective
Christopher K. Tong, Washington University in St. Louis

This paper considers existing pedagogical approaches, including a performance-based approach that the author proposes.

Flipped classroom and beyond: an enriched four-stage model
Miao-fen Tseng, University of Virginia

This paper features an enhanced flipped classroom model that involves novice learners in four stages of learning: watching videos, taking notes while watching videos, responding to comprehension questions, and receiving instant feedback.

Medium-of-Instruction Policies and Practices in CSL Classrooms
Danping Wang, Technological and Higher Education Institute of Hong Kong

This study examines the medium-of-instruction (MoI) policies and practices in CSL education. Based on recent theoretical development on L1 use on L2 classroom, this study seeks to understand classroom participants' attitudes towards multiple language use in CSL classrooms. The study ends with suggestions for CSL teachers to consider when and how to effectively manage MoI for everyday teaching

韩国汉语学习者汉语是非问句句调与声调感知及其相互影响
Qiuchen Wang, The Chinese University of Hong Kong

本文通过听感实验，考察韩国汉语学习者陈述句与是非问句句调以及句末声调的听辨情况，反映出非范畴感知对韩国汉语学习者声调听辨的影响。本文以真实语料为实验材料，证实了以下两个假设：1. 韩国汉语学习者过度依赖句末边界调判断句调；2. 由于学习者未对汉语声调建立范畴感知，从而声调感知易受句调影响。同时，分析结果表明声调与句调听辨正确率在汉语四个声调之前呈现出分布不平衡性。

YCT 词汇大纲考察与分析——兼议中小学汉语教材的词汇处理
Wenlong Wang, Beijing Chinese Language and Culture College

本研究对 YCT 一至四级大纲词汇进行了详细考查，与 HSK 三级大纲词汇进行对照，并选取两套国内出版的面向海外学习者的中小学汉语教材《汉语乐园》和《快乐汉语》，对比教材中的词汇与 YCT 大纲词汇，分析其利弊得失，指出 YCT 词汇大纲目前存在的问题和不足，提出改进意见。最后，讨论面向海外学习者的中小学汉语教材在词汇处理上的几个问题。

认知复杂度与高级水平的英语母语者汉语口语表达的关系
Yu Wang, Beijing Language and Culture University

本文就认知复杂度问题，通过考察高级水平的英语母语者，在产出汉语运动事件的过程中，口语的复杂度、流利度和准确度上的表现，进行探讨。基于以往的研究，本研究的假设为：TB 和 TC 层面的组合将会促进口语表达的准确度；TB 和 TD 维度的组合将会促进流利度，TC 和 TD 维度的组合将会促进流利度和准确度。

Aspectual particles in Mandarin Chinese: pedagogical and theoretical issues
I-hao V Woo, The Citadel Military College of South Carolina

In this paper we discuss theoretical and pedagogical issues regarding the aspectual system in Mandarin Chinese with a focus on the four aspectual particles: perfective -le, experiential -guo, durative -zhe, and progressive zai. We first introduce newly-developed theories and then provide several exercises that may facilitate CFL learners' acquisition of these aspectual particles.

Native-language Phonological Interference in Simultaneous Hakka Chinese-Mandarin Bilingual's Mandarin Word Reading: Evidence from Semantic Relatedness Judgment Task
Shiyu Wu[1] ,Zheng Ma[2]
Shanghai Jiao Tong University[1] ,Shanghai Maritime University[2]

Results of the present data indicated that Hakka Chinese speakers exhibit indeterminacy between L2 words differing by a nonnative contrast. It can be concluded that cross-linguistic phonological interference occurs in L2 visual word recognition and that the transfer of L1 phonology occurs in the phonological coding of L2 lexical entries.

One speaking sample, two assessment guidelines
Weiping Wu, The Chinese University of Hong Kong

Based on actual data from a large-scale oral proficiency assessment tool for Mandarin Chinese learners, this paper focuses on what happens when the same set of data is measured by two assessment frameworks (the ACTFL Proficiency Guidelines and the CEFR).

Findings from the study indicate that each set of assessment guidelines, while serving the needs to put student at different proficiency levels in its own system, can often be improved with reference to key features found, or stressed, in the other set. Similarly, assessors familiar with one framework can also benefit from descriptions provided in the other one. Furthermore, it is discovered that common features found in the speech samples in each group of learners seem to challenge the concept of "one size fits all" when it comes to the creation of proficiency guidelines for language learners.

Exploring students' perceptions and satisfaction towards an advanced hybrid business Chinese course

Xue Xia, University of Hawaii at Manoa

The study shows students' perceptions and high satisfaction towards an advanced hybrid business Chinese course. The results of the online questionnaire indicate students were comfortable with the technologies used. Marketing & advertisement and sales & service were the most useful and interesting themes. Independent presentation, group research with Chinese websites, and online discussions were the most effective classroom activities.

Individual Differences and Complexity of Chinese Online Writing Tasks

Yang Xiao-Desai, San Francisco State University

This study employs an experimental method to investigate the role of individual differences in Chinese online writing tasks and how the individual difference variables connect with task complexity. The findings indicate the relationships between individual differences and writing performance vary depending on the cognitive complexity of the task. Implications and suggestions for online writing task design are discussed.

An Investigation of Chinese listening strategies used by English-speaking CFL learners across different proficiency levels

Guanlan Xu, University of Pittsburgh

This study investigated the listening strategies used by English-speaking CFL learners across proficiency levels. The results show that while students with different proficiency levels share some common listening strategies, they also have different preferences. Compared with the fourth-year students, the first- and second-year students used more metacognitive strategies and the third-year students used more social strategies.

Prosodic features, self-monitoring and perception of oral disfluency

Bei Yang, University of Wisconsin-Madison

For the study, ten native speakers of Chinese and ten non-native speakers of Chinese were enlisted to take a speech test, in which they were required to talk about their opinions on having a meal at home or in a restaurant.

The results indicated that a single prosodic feature, such as a pause, does not cause a perception of disfluency, except if the pause extended longer than one minute. In contrast a combination of prosodic features and/or some types of self-monitoring did influence native speakers' perception. Finally, the study revealed the differences between native speakers and L2 learners' fluency.

The acquisition of Chinese dative constructions by L2 and heritage learners

Chunsheng Yang, The University of Connecticut

This study examines the acquisition of Mandarin dative constructions by L2 Chinese and heritage learners. It was found that the acquisition of the Mandarin dative constructions is a joint product of linguistic universal (i.e., preference for the double object construction), the L1 transfer, and the individual difference (i.e., the difference in the familiarity with some verbs).

The Pedagogical Treatment of Colloquialisms in Advanced-level Chinese Textbooks
Jia Yang, University of Dayton

This study examines the selection, presentation and instruction of Chinese colloquialisms in five popular advanced-level textbooks and aims to propose a pedagogical solution for the teaching of colloquialisms at advanced level.

日本明治时代初级汉语教科书《Kyusyuhen（急就篇）》对现代汉语初级教材编写的启示
Tiezheng Yang, Tokyo Gakugei University

据统计在来华留学的外国学生中，日本学生人数多年排行第三，而目前国内几乎没有专门针对日本学生的教科书，在编写针对日本学生的汉语教科书时我们可以从《急就篇》的词汇、对话文等中得到启示。

中文作为第二语言词汇深度测试的理论与实践
Xuexue Yang & Dongbo Zhang Michigan State University

我们设计了一项词汇深度测试。该测试形式上基于英文的 Word Associates Format，为多项选择。每道选择题涉及一个目标词及六个备选词。目标词为动词或形容词，备选词词性多样。每题的六个备选词均分为两栏，其中一栏里部分备选词与目标词呈意义相关关系，另一栏里部分备选词和目标词呈搭配关系。

基于 HSK 动态作文语料库的"是…的"句偏误研究
Yuling Yang, Capital Normal University

本文拟基于"HSK 动态作文语料库"（1.1 版）对"是…的"句的偏误类型、产生高偏误率的原因、语用功能等方面进行分析，最后提出相应的教学对策。

Frequency, Probability and Online Processing of Multiword Sequences:
An Eye Tracking Study
Wei Yi[1]，Shiyi Lu[2] Yucheng Li[2]，Guojie Ma[3]
University of Maryland, College Park[1]，Peking University[2]，Chinese Academy of Sciences[3]

This study examined the role of phrase frequency and probabilistic information during on-line processing of multi-word sequences in both native and nonnative speakers.

对设立智能手机汉语辅助学习环节的思考
由田，俄罗斯叶赛宁梁赞国立大学孔子学院,中国长春大学国际教育学院

本文尝试提出一种设立智能手机汉语辅助学习环节的新方法，旨在增加学生参与度、提高学习效果。我们从定义、设立条件、方法、好处、适用的学习内容、需要注意的问题和发展前景等几个方面做了详细阐述。

Understanding the use of structure strategy in reading Chinese as a second language
Jia Yu & Bonnie Meyer, Pennsylvania State University

In this study, I examined students' use of structure strategy in reading English and Chinese and investigated the effects of signaling words on expository text reading recall. Conducting the current study will be the first step toward understanding how structure strategy and signaling words can benefit second language readers in classroom reading diagnosis, bilingual immersion instruction, heritage language instruction, and advanced content courses.

Discussions of learning motivational features among Chinese heritage learners in college
Pei-Shan Yu, Georgetown University

This study examined and compared Chinese heritage language learners' (HLLs) learning motivational features with the previous motivational theories and structures. Qualitatively exploring the issue of HLLs' learning motivation allows the signify stories of HLLs to be discovered and understood. Furthermore, this study revealed the uniqueness of Chinese HLLs' learning characteristics and goals.

探讨二语习得中第一语言迁移的条件
Boping Yuan, University of Cambridge

本人（2001，2004，2007）对汉语二语习得实证研究的结果显示，第一语言迁移在二语习得中是经常发生的现象，但并非是必然发生的现象。本文用两个汉语二语习得的实证研究结果来探讨二语习得中第一语言迁移的条件。第一个实证研究调查了说法语的人、说德语的人和说英语的人学习汉语题元动词位置的情况，第二个实证研究是关于说英语的人学习汉语 wh-疑问句的情况。

基于汉语词汇特征的二语词汇教学实证研究
张博, 北京语言大学

第二语言词汇教学需要探讨符合二语词汇特征及二语词汇习得规律的教学策略或方法，以使学习者的词汇学习更为准确、自觉、系统、高效。现代汉语词汇较为凸显的特征是，复音词主要是以词根语素复合的手段来构造的，不少既有较强构词力又能独立使用的单语素词多义化程度较高，日常语言中存在大量由多词构成并具有特定话语功能的"语块"。基于此，北京语言大学"基于汉语词汇特征的二语词汇教学实证研究"课题组拟打破词汇本体研究、学习研究和教学研究的界限，以汉语词汇的凸显性特征为抓手，以了解二语者词汇学习特点为前提，进行跨学科的词汇教学实证研究。本课题所设子课题及其主要研究问题如下：1）二语学习者汉语复合词语义结构识解及教学实证研究; 2）汉语多义词语义关联类型及教学实证研究; 3）"语素法"和"语境法"词汇教学实验研究; 4）写作课中语块教学有效性的实证研究。

Current Trends in Research on Second Language Acquisition of Chinese Sound System
Hang Zhang, George Washington University

This presentation surveys the significant trends and developments in the research of second language acquisition of Chinese sound system. The major research findings of the acquisition of Chinese segmental and supra-segmental features will be reviewed from a linguistic approach, with particular attention placed on the current studies on Chinese tones.

Gender and Racial Issues in the CFL Textbooks, A Postcolonial Perspective
Karl Kuan Zhang, George Mason University

This paper reviews and analyses a few popular CFL textbooks from the cultural studies/postcolonial studies perspectives, especially from the racial identity and racial viewpoint. It argues that China and the Orient are mystified, romanticized and feminized in the mainstream CFL textbooks oftentimes. The colonial discourse on the gender and racial power relationship has entered subtly into the current CFL textbooks, as well as in instructors' teaching plans and students' homework and their artistic performances.

How CFL students use connective devices: The Pear Story
Lan Zhang, University of Memphis

This study examines two types of connective devices in CFL writing of the Pear Story. The purpose is to investigate through a different methodology whether the learners overuse these devices, as found in previous research, and thus provide insight into CFL discourse organization.

A case study of Chinese heritage learner in public school
Nan Zhang, Purdue University

The purpose of the study is to investigate the issues of learning Chinese as a heritage language in public school. A seventh grade Chinese heritage learner in a regular Chinese language class was interviewed and observed. Narratives, field notes and homework were collected. The study analyses the case from both the sociocultural perspective and the linguistic perspective.

形-义-用：探索结构与功能结合的语法教学
Phyllis Ni Zhang, George Washington University

本报告针对低年级教学，讨论"形-义-用"结合的语法教学方案：结构与功能结合的必要性、语法呈现及练习方式的有效性；显性教学对学生语法结构的认知以及后续读写能力发展的促进作用。

基于中介语语料库的汉语学习者篇章信息结构习得模式与特点研究
——以母语为英语、韩语、日语的留学生为考察中心
Yingbao Zhang, Guangzhou University

本研究主要是依托 HSK 动态作文语料库，尝试采用量化分析的方法，从动态角度观察不同母语背景汉语学习者论证性语篇信息结构的习得模式与特点。

Effective Chinese Word Acquisition Sequence from the Perspective of Cognitive Linguistics
Yi Zhong & Rongrong Zhang Sichuan Normal University

Considering that most Chinese words syllabuses are edited by the rule of frequency, this proposal aims at promoting the importance of two kinds of Chinese word acquisition sequences that conform to our general cognitive ability. Based on the Basic Level Category Theory and the Prototype Theory, I hereby propose two effective Chinese word learning sequences.

Responding to Compliments by Learners of Chinese as a Foreign Language
Jing Zhou, University of Hawaii at Manoa

This study compared CR produced by native Chinese speakers, native English speakers and learners of Chinese as a foreign language. Results showed that the three groups were significantly different from each other in their accepting, deflecting/evading and rejecting strategies in compliment responses. Learners of Chinese produced less rejecting strategies compared to native Chinese speakers but more compared to native English speakers.

An Investigation of Switching Cost between Chinese and English
Qian Zhou & Nan Jiang University of Maryland

This study investigates whether there is an asymmetrical switching cost between Chinese and English during lexical processing in a word recognition task. Analyses of reaction time data

did not reveal an asymmetrical cost, indicating that script differences between Chinese and English facilitate access to the specific lexicon and reduces the competition between these two languages during lexical processing.

Pedagogy of Classical Chinese Poetry Allusions in Intercultural Teaching Contexts
Rui Zhou[1], Yike Yang2
Southwest University (Mainland China)[1],The Hong Kong Polytechnic University[2]

This paper focuses on the techniques for teaching and translating allusions in an intercultural linguistic background. Three main aspects are proposed to tackle this issue. We attempt to translate the classical allusions into an interlingual mode that could be more easily accepted by foreigners, in hopes of providing a correct direction for teaching of traditional Chinese culture in global contexts.

Lessons Learned from a Partially Flipped CFL Classroom
Yalun Zhou, Rensselaer Polytechnic Institute

This presentation shares practices of a partially flipped CFL course. By demonstrating the designs of flipped materials and student feedback, the presenter reflects on lessons learned and invites audience to discuss how CFL classroom can be more effectively designed.

Study of Yi... Jiu... in teaching Chinese as a second language
Yang Zhou, Beijing Normal University

This paper takes associated word Yi... Jiu...as subject. The Yi... Jiu... pattern is very common both in written and spoken Chinese. It is a general situation that students would have errors during the whole learning process. This paper includes four parts. Besides "introduction" and "postscript" , there are two main parts.

Panel Presentation Abstracts 組合論文摘要
(In alphabetical order of the presenters' names)

中文课程新设置、实行与调查研究
Chi-ying Alice [1,] Ying Wang[2], Lei Jin Wu[3]
Purdue University[1,] Lake Forest College[2,] College of Charleston[3]

这一组论文从三个角度研讨中文课程设置:1. 对当地 50 所高中进行多方面调研，加深读者对中学中文教学了解，并帮助大学教师思考与中学教学的衔接。2.将 HSK 纳入大学中文教学，使考试材料成为课程一部分，并就其可行性，以及必要性进行探讨。3. 突破课时、教室、书本的限制，要求学生带着中文走出教室，去接触真实、生活化的汉语。

From knowing to doing: How teachers' awareness and techniques of corrective feedback facilitate learners' knowledge consolidation
Jianhua Bai[1], Hsin-hung Yeh[2], Yu Wu[3], Yusheng Yang[4]
Kenyon College[1]，Stanford University[2]
University of Massachusetts Boston[3]，Georgetown University [4]

The panel consists of three presentations. The first presentation is focused on the common error types in oral and written output of CSL learners at intermediate level. The second presentation delves into the different corrective feedback (CF) strategies that teachers employ in classes, and how the CF facilitates the progression from explicit knowledge to implicit knowledge. The third presentation focuses on the comparison of each interviewee's, or CSL teacher's, correction awareness and actual performance in classes.

古文教學的新動向

Fang-yi Chao, Huei-Fen Chao, Hao-Ling Chang, Huimei Chen
United States Military Academy & Overseas Chinese University

本組以如何為古文教學注入新的活力為討論主題。本組從版本選擇及詞彙分級角度討論教材編選等基本原則問題，並從詩詞吟唱到輔助教學的多媒體 APP 設計，呈現靈活的課程設計與實踐。透過不同面向檢視現有的古文教材與教法，並具體提出新的方向。

Creating a virtual learning community and Promoting learner autonomy with Social Apps

Yi Tzu Huang[1], Xiaofeng Wang[2], Lei Zeng[2]
Foreign Language Institute U.S. Department of State[1], Foreign Service Institute[2]

In this panel, we will share what we did in a "social apps-based project" and discuss how to use WeChat and Line, two major social messaging apps in China and Taiwan, to facilitate learners' language development in a 44-week government's intensive program. Based on the findings of this project, social messaging apps can be used to increase learners' exposure to the target language, build close connections to the target community and effectively enhance their linguistic competence and cultural awareness.

中高年级词汇教学现存问题及解决策略

Hai Liu[1], Chen Wu[2], Ruobing Wei [3]
University of Minnesota-Twin Cities[1], Columbia University [2], New York University[3]

中高年级的词汇教学存在着许多难点，比如课前如何给所学生词进行重点与非重点分级并制作词汇表；课中如何帮助学生记忆词汇，使学生能够辨析近义词，并在正确语境下使用；课后如何使用测评手段来帮助学生巩固所习得知识等。本组讨论将针对上面的问题，并在注重功能使用的前提下，根据课堂经验和实验结果，提出中高年级词汇的若干教学策略。

Assessment in Learning Chinese as a Second Language

Liu Li[1]，Xiaoxi Sun[2]，Dan Wang[3]
Ball State University[1]，Singapore Centre for Chinese Language[2], Ducke University[3]

This panel reports three studies. The first one is "Assessing Grammatical Knowledge in Chinese[DZ1] Proficiency Development". The second study is Enhance learning through peer assessment. The third one is Developing a speaking diagnostic tool for teachers to differentiate instruction.

Narrow Reading: Character Acquisition and CFL Literacy

Grace Wu, Shuyuan Chen & Yi Li, University of Pennsylvania

The first presentation address how to provide repetitive comprehensible input to activate and broaden learners background knowledge, as a way to transform the controlled language

materials into internalized and active use of the language. The second presentation focuses on top-down or macro reading approaches and curricular innovation in engaging students with academically challenging content to utilize formal and sophisticated languages. The third presentation discusses the case of heritage learners and discusses how to choose appropriate reading materials for this group of learners to enhance their motivation.

中国戏曲教与学: 结合内容式教学(CBI) 与科技应用(CALL)

Sue-mei Wu[1]，

Yue Gao，Shengyi Zheng, Mengpin Xu, Yu Wang,
Yanying Wang, Yuxing Wang

Carnegie Mellon University[1]，Univ. of Pittsburgh

　　本小组报告如何在高年级课程中, 结合内容式教学理论 (Content-Based Instruction, CBI) 与电脑辅助教学 (Computer Assisted Language Learning, CALL) 的应用, 以帮助学生更有效地了解中国戏曲、艺术、文学和文化, 同时亦能提高他们的汉语能力。提出戏曲教学项目的设计理念注重: 1. 语言学习和学习者对语言的实际使用相结合; 2. 语言课堂中引入文化内容有助于激发学生学习语言的动力, 从而提高学习效率; 3. 在理解主题内容的过程中, 学习者的语言与认知技能也能得到提高。

Using Learning Tools and Activities to Facilitate the Development of Chinese L2 Reading Skill

Shuyi Yang[1], Shan He[2],Yu Li[3]
The University of Iowa[1], Beijing Normal University[2] & The University of Iowa[3]

This panel discusses the use of various language teaching/ learning tools and activities to enhance Chinese L2 reading skill among learners at different levels of proficiency. Three presentations are included: 1) comparison of the learning effects of two reading activities among intermediate low learners; 2) using learner's dictionary as reference resource to support Chinese teaching and learning in the classroom; 3) using online lessons to facilitate the learning of colloquial idioms.

New Use of Old Methods: Developing Advanced Chinese Proficiency through Literary Texts

Zhini Zeng[1], Xin Zhang[2], Cong Li[2], Jessie (Junqing) Jia[2]
University of Mississippi[1] ，The Ohio State University[2]

The four presentations in this panel collaboratively present new methods to integrate literary texts into the development of the four skills at advanced level CFL instruction. Findings from these empirical studies highlight the potentials of utilizing literature to develop oral narrations skills, cultural referencing skills and genre awareness in composition and to establish a motivating social structure between teachers and language learners.

Usage-based constructionist theory and task-based Chinese language teaching

Zhuo Jing-Schmidt, XinjiaPeng, Lin Zhu, Hui Shi
University of Oregon

The panel consists of four presentations: (1) The first one is reviewing existing studies on the application of task-based teaching in Chinese language instruction. The second one is

introducing the usage-based constructionist framework. The third presentation focuses on task design at the novel level, drawing on insights from the usage-based constructionist approach. The fourth presentation focuses on task-based teaching at the intermediate and advanced levels on how to incorporate rich content with the practice of form-meaning pairings of increased complexity across a variety of interaction contexts.

Tao-chung Ted Memorial Yao Award Papers
姚道中紀念獎候选論文

50 Years' Research of Reading Chinese as a Second Language: A Scoping Review
Sihui Ke, Carnegie Mellon University

This scoping review provides a bird's eye view of the research of reading Chinese as a second language (L2) in the past 50 years (1966-2015). Based on the analysis of 54 primary studies, it identified the research trends in L2 Chinese reading and examined evidence that bridges research and practice.

Ready for the Coming Era of Teaching and Learning Chinese? A case study of K-12 schools
Hsuan-Ying Liu, University of Arizona

This study aims to investigate the efficacy of the Chinese programs, which make Chinese as a compulsory subject, in K-12 schools. The result shows that teaching and learning Chinese is supported and rapidly expanding in the mainstream in the Unites States, and all the educators seek solutions that take into account the diversity of learners, learning contexts, goals and needs.

What makes hearing Mandarin tones difficult for second language learners? Evidence from psycholinguistic research
Eric Pelzl, University of Maryland, College Park

I discuss research (both mine and that of others) regarding second language perception of tones, and what factors cause difficulties at different learning stages. I will also offer some teaching suggestions.

Chinese second language learners' acquisition of near-synonyms: A corpus-based study
Ben Pin-Yun Wang, The Pennsylvania State University

The present study aims to evaluate the usefulness of learner corpora in understanding Chinese second language learners' acquisition of near-synonyms. Focusing on the near-synonymous pair, fangbian and bianli 'convenient', this study examines how the usage patterns pertinent to the two near-synonyms found in the samples produced by learners may differ from those gleaned from native speaker corpus data.

Teaching Demo 教學活動演示

Let's "eat"!
Bertina Hsu-Miller, Germantown Academy Fort

Groups of students rotate through roles of customer, server, and chef. The room is rearranged into "tables" and a "kitchen". Customers are greeted by servers, and order from a menu. Servers then take the order to the kitchen where the chef hands them the appropriate "food" (pictures or plastic food). At the end of the meal, customers pay using play- Chinese money.

Conversing "boy/girlfriend" in the Chinese culture
Donglin Chai, The Ohio State University

本课堂活动旨在提高初级学生的听说技能，通过询问包括有没有男女朋友、给对方介绍对象、初次见面及对人的评价（Basic Spoken Chinese 词汇句型）在内的社会真实情景对话（1 课时），帮助学生获得在进一步与中国人交往中遇敏感话题时的交际策略。本活动巧妙利用道具、设定人物场景，在避免侵犯学生隐私的前提下达到听说操练效果最大化。

Video-based Advanced Literacy (Reading and Writing) Activity
Ting Huang, University of Rochester

This activity demonstrates video is used as a tool for learners to witness communicative situations and help them to transcend physical boundaries. The design uses pre- and after-viewing sheets, pairing pictures, group work and presentation. The activity focuses genuinely on the interactive communication.

劇作家
Wei Lai, City University of New York

本活動適合初級至中低級(low-intermediate)程度的學生。教學重點為認字、熟練句型結構和了解語用。學生以團隊合作方式，接力完成故事

Teaching the BA-construction with a Cooking Lesson
Pengfei Li, Boston University

This activity is targeted to teach the BA-construction to learners of Chinese at intermediate level. The activity is based on a cooking lesson in which students learn how to make and cook dumplings. This activity also provides students an opportunity to learn the Chinese food culture and vocabulary words related to cooking.

Word Association for Vocabulary Learning
Min-Min Liang, Massachusetts Institute of Technology

The activity focuses on finding a concrete representation for an abstract concept. For example, one would associate the meaning of "自我牺牲, self-sacrifice" with words like "mother" or "hero." The association helps students to internalize the meaning of the vocabulary and provides a tool for students to memorize the word. A group activity will encourage cooperative and active learning among students.

利用美国手语手势教《五只小猴蹦蹦跳》

Ruihua Liu, International Leadership of Texas

《五只小猴蹦蹦跳》是夏威夷大学 Cynthia Ning 教授从"Five Little Monkeys Jumping in the Bed"翻译过来的。美国小朋友对这首儿歌耳熟能详，学习它的汉语版本，也就不那么困难。加上美国手语手势，能帮助小朋友理解所说的每一个词，他们表演起来就能得心应手。

Don't trick me 别害我

Lu Lu, Luther College

The activity, don't trick me, applies to all levels of learners (better for intermediate and advanced level). It is a comprehensive language practicing game.

Teaching activity showcase: I Know How to Get There (tell directions)
我知道怎么走(指路)

Liping Meng, Montville Township High School

This activity is designed for Level 2 or Level 3 Mandarin students (Novice High or Intermediate Low). In this activity students will practice telling directions and drawing routes. Students will be walking around the classroom with different marking signs on the desks while telling directions. The signs indicate places and traffic lights or crossroads. When one student is walking around the classroom and telling directions the other students are drawing routes on a map.

电影与戏剧化教学法在汉语作为第二语言教学中的运用

Modesto Corderi Novoa, The George Washington University

案例《无间道》, 《功夫熊猫》——角色扮演, 配音练习

Conversation circle for the sentence structure "怎么没有"

Jinghua Pei, University of New Mexico

The activity is for first-year college leaners that have mastered some basic everyday vocabulary. In the activity, the students will be instructed to use the words on the screen to form a question according to the structure "somebody + 怎么没有… ?" The person who got called upon to respond will then have to immediately answer the question.

Color-by-Tone (and other activities)

Eric Pelzl, University of Maryland, College Park

Examples of possible uses include practicing recognition of semantic or phonetic components, characters with multiple pronunciations, or characters in a variety of fonts. I will present samples to illustrate a variety of uses and will be make the samples available (for free) to conference participants via my personal website.

团队句子接龙

Jie Peng, Trinity High School &Wheatmore High School

学生分组，排号站在 A 点，字卡和词卡乱序整齐分别向下放在 10 米远老师站立的 B 点。每组学生听到老师说的句子依次跑到 B 点翻开字卡或词卡，一次只能翻一张，按照老师句子的顺序找到相应字词，顺序和字词都正确则面朝上，否则面翻回向下。回到 B 点时学生可以将看到的字词和位置告诉组员，下一组员出发，依次直到按正确顺序拼出句子。团队接力最先按语序拼出句子的组胜利。

古诗词吟诵在声调教学中的使用
Leixin Su, Nankai University
该教学活动适用于初级口语教学，培养学生汉语语感，对汉语吟诵有初步感性认识。

为什么要反复(Repetition)说两/三次
Peiting Tsai, Rice University
本活动先以影音材料展示使用反复的不同情境，教师演示删去反复形式的对话，让学生对照来引导中级水平学生掌握反复的情境与语用方式，提升其文化交际能力。

Which character is the old maid?
Ben Pin-Yun Wang, The Pennsylvania State University
This teaching activity, adapted from the card game, Old Maid, aims to help high-beginning and low-intermediate learners to review taught characters. Card decks come in matching pairs plus an unpaired card. The clue provided by each card falls in one of the three types: character, pinyin or English glossing. Learners, in groups of three to five, draw cards from one another to collect pairs and avoid holding the unmatched card at the end of the game. Pairs can be made by correctly matching the characters with their pronunciation or meaning or by correctly combining two characters to form a word.

Speed Dating: Finding your best-match language buddy
Miaochun Wei, The George Washington University
Focused on topics like abroad experience, background, and language learning in Chapter 9 "Background and Experiences (我以前从来没来过中国)" from NiWoTa (Zhang, 2015), an in-class activity integrates the interpersonal and presentational communication modes for beginning Chinese learners at a college level.

A Spiral Model of Interactive Reading Activities
DanLu Wu, International School of Beijing
This presentation showcases a spiral model of interactive reading activities for intermediate level. The approach includes three phases that spiral up from basic reading sentence, then to group competition of interpretation of short film subtitles, and finally to each group performs a short story. Technology are integrated into each stage.

Flow chart in developing students' interactional competence
Xue Xia, University of Hawaii at Manoa
According to the specific task, designing an exemplary flow chart for students cannot only demonstrate what they are expected to do, and also develop their interactional competence. Specifically, students can learn how to initiate and end conversations in different situations, how to do turn-takings and manage sequences during conversations, and how to repair breakdowns.

Interactive Listening Comprehension Exercise
Yalun Zhou, Rensselaer Polytechnic Institute
In this presentation, the presenter demonstrates a video-based listening practice with interactive comprehension questions, utilizing web 2.0 tools. The proficiency level of students is

beginning. Audience will gain knowledge of how the interactive listening comprehension exercises engage learners, deepen their understanding, and track learner progress. The presenter will also demonstrate how instructors get immediate feedback on how students interact with the listening content and understand the language materials.

List of Presenters and Organizers
會議報告人與工作人員名單

Alice, Chi-ying	Purdue University
Bai, Jianhua	Kenyon College
Bao, Yingling	Indiana University at Bloomington
Boyce, Stephen	Pioneer High School
Chai, Donglin	The Ohio State University
Chan, SuiWah	University of Michigan
Chang, Cecilia	Williams College
Chang, Hao-Ling	United States Military Academy/Overseas Chinese University
Chao, Fang-yi	United States Military Academy/Overseas Chinese University
Chao, Huei-Fen	United States Military Academy/Overseas Chinese University
Chen, Claire	St. Mary College of Maryland
Chen, Guangyan	Texas Christian University
Chen, Huimei	United States Military Academy/Overseas Chinese University
Chen, Pen-Pen	New York City Department of Education
Chen, Shuyuan	University of Pennsylvania
Chen, Tong	Massachusetts Institute of Technology
Chen, Yea-Fen	Indiana University
Cheng, Hao-Yin	National Chengchi University
Chou, Chi'h-ping	Princeton University
Chu, Chengzhi	University of California, Davis
Davis, Joshua	University of California, San Diego
DeKeyser, Robert	University of Maryland, College Park
Dong, Hongyuan	George Washington University
Fan, Jinghua	Nanyang Technological University
Feng, Hao 冯浩	北京师范大学
Feng, Liping	北京师范大学
Gao, Yue	Univ. of Pittsburgh
Han, Lily	Foreign Service Institute
Han, Zhao Hong	Columbia University
He, Shan	Beijing Normal University
Hou, Xiaohong	New York University
Hsin, Shih-Chang	National Taiwan Normal University
Hsu, Chan-Chia	National Taiwan University
Hsu-Miller, Bertina	Germantown Academy Fort
Huang, Ting	University of Rochester
Huang, Yi Tzu	Foreign Language Institute

Jia, Jessie (Junqing)	The Ohio State University
Jiang, Nan	University of Maryland
Jiang, Song	University of Hawaii at Manoa
Jiang, Xin	Beijing Language and Culture University
Jin, Wenhua	Kennesaw State University
Jing-Schmidt, Zhuo	University of Oregon
Ke, Sihui	Carnegie Mellon University
Kien, Doan Khac	Yuan Ze University
Lai, Wei	City University of New York
Li, Chuchu	University of California, San Diego
Li, Cong	The Ohio State University
Li, Fulun 李鍑倫	國立華僑高級中等學校
Li, Jiahang	Michigan State University
Li, JiaHeng	National Chengchi University
Li, Liu	Ball State University
Li, Man	University of Maryland, College Park
Li, Pengfei	Boston University
Li, Yi	University of Pennsylvania
Li, Ying	The University of Texas at San Antonio
Li, Yu	The University of Iowa
Li, Yucheng	Peking University
Liang, Hsin-hsin	The University of Virginia
Liang, Min-Min	Massachusetts Institute of Technology
Lin, Chia-Chi	The John Lyon School, UK
Lin, Chin-hsi	Michigan State University
Liu, Fang	CET Academic Programs
Liu, Gang	Carnegie Mellon University
Liu, Hai	University of Minnesota, Twin Cities
Liu, Haixia	Michigan State University
Liu, Lening	Columbia University
Liu, Ruihua	International Leadership of Texas
Liu, suan-Ying	University of Arizona
Liu, Yan	Duke University
Liu, Yao	University of South Florida
Liu, Ying	Defense Language Institute Foreign Language Center
Liu, Yu	Brigham Young University
Long, Michael	University of Maryland, College Park
Lu, Chan	Loyola Marymount University
Lu, Lu	Luther college
Lu, Shiyi	Peking University

Luo, Han	Lafayette
Ma, Guojie	Chinese Academy of Sciences
Ma, Zheng	Shanghai Maritime University
McAlister, James T	Ball State University
Meng, Ju Eok 孟柱亿	韩国外国语大学
Meng, Liping	Montville Township High School
Meng, Yuan-Yuan	Columbia University
Meyer, Bonnie	Pennsylvania State University
Mu, Bing	The Ohio State University
Novoa, Modesto Corderi	The George Washington University
Opper, Michael	University of Michigan
Paul, Jing	Agnes Scott College
Pei, Jinghua	University of New Mexico
Pelzl, Eric	University of Maryland, College Park
Peng, Chun-Yi	City University of New York
Peng, Jie	Wheatmore High School and Trinity High School
Peng, Xinjia	University of Oregon
Pham, Dang Ngoc	Ho Chi Minh City University of Education
Poc, Lai Kiu	Yuan Ze University
Qin, Wenfeng	South China University of Technology
Qin, Yan	Suchow university
Rogers, Darcy	Southern Oregon University
Romig, Nancy	Michigan State University
Rosenstein, David	Ben Gurion University
Shen, Helen	University of Iowa
Shen, Yan	University of California, Los Angles
Shi, Hui	University of Oregon
Shi, Xiao Ning	York University, Toronto
Shi, Zhongqi	Columbia University
Song, Lianyi	University of London
Su, Leixin	Nankai University
Su, Lulei	College of the Holy Cross
Sun, Xiaoxi	Singapore Centre for Chinese Language
Tan, Dali	Northern Virginia Community College
Tong, Christopher K.	Washington University in St. Louis
Tran, Xuan Khai	Ho Chi Minh City University of Education
Tsai, Peiting	Rice University
Tseng, Miao-fen	University of Virginia
Tu, Jung-yueh	上海交通大學

Waltz, Terry	Albany Chinese and Spanish
Wang, Ben Pin-Yun	The Pennsylvania State University
Wang, Dan	Ducke University
Wang, Danping	Technological and Higher Education Institute of Hong Kong
Wang, Min	University of California, San Diego
Wang, Qiuchen	The Chinese University of Hongkong
Wang, Wenlong	Beijing Chinese Language and Culture College
Wang, Xiaofeng	Foreign Service Institute
Wang, Yang	Brown University
Wang, Yanying	Univ. of Pittsburgh
Wang, Ying	Lake Forest College
Wang, Yu	Beijing Language and Culture University
Wang, Yu	Univ. of Pittsburgh
Wang, Yuxiang	University of California, Davis
Wang, Yuxing	Univ. of Pittsburgh
Wei, Miaochun	The George Washington University
Wei, Ruobing	New York University
Woo, I-hao V	The Citadel Military College of South Carolina
Wu, Chen	Columbia University
Wu, DanLu	International School of Beijing
Wu, Grace	University of Pennsylvania
Wu, Lei Jin	College of Charleston
Wu, Shiyu	Shanghai Jiao Tong University
Wu, Sue-mei	Carnegie Mellon University
Wu, Weiping	The Chinese University of Hong Kong
Wu, Yu	University of Massachusetts Boston
Xia, Xue	University of Hawaii at Manoa
Xiao, Hanyu	New York University
Xiao-Desai, Yang	San Francisco State University
Xu, Guanlan	University of Pittsburgh
Xu, Mengpin	University of Pittsburgh
Xu, Yi	University of Pittsburgh
Yang, Bei	University of Wisconsin, Madison
Yang, Chunsheng	The University of Connecticut
Yang, Danchen	Columbia University
Yang, Jia	University of Dayton
Yang, Shuyi	The University of Iowa
Yang, Tian	Sichuan University
Yang, tiezheng	Tokyo Gakugei University
Yang, Xuexue	Michigan State University

Yang, Yike	The Hong Kong Polytechnic University
Yang, yuling	Capital Normal University
Yang, Yusheng	Georgetown University
Yeh, Hsin-hung	Stanford University
Yi, Wei	University of Maryland, College Park
Yin, John Jing-hua	University of Vermont
You, Tian 由田	俄罗斯叶赛宁梁赞国立大学/长春大学
Yu, Jia	Pennsylvania State University
Yu, Pei-Shan	Georgetown University
Yuan, Boping	University of Cambridge
Zeng, Lei	Foreign Service Institute
Zeng, Zhini	University of Mississippi
Zhang, Bo 张博	北京语言大学对外汉语研究中心
Zhang, Dongbo	Michigan State University
Zhang, Hang	George Washington University
Zhang, Karl Kuan	George Mason University
Zhang, Lan	University of Memphis
Zhang, Lili	Beijing Language and Culture University
Zhang, Nan	Purdue University
Zhang, Phyllis Ni	The George Washington University
Zhang, Rongrong	Sichuan Normal University
Zhang, Xin	The Ohio State University
Zhang, Yingbao	Guangzhou University
Zhang, Zheng-sheng	San Diego State University
Zhao, Ran	University of Virginia
Zheng, Binbin	Michigan State University
Zheng, Shengyi	Univ. of Pittsburgh
Zhong, Yi	Sichuan Normal University
Zhou, Jing	University of Hawaii at Manoa
Zhou, Minglang	University of Maryland, College Park
Zhou, Qian	University of Maryland
Zhou, Rui	Southwest University (China)
Zhou, Tianxu	
Zhou, Yalun	Rensselaer Polytechnic Institute
Zhou, Yang	Beijing Normal University
Zhu, Lin	University of Oregon

Transportation Guide 交通指引

Washington D.C. Metro connects downtown D.C. and the College Park metro station, where the University of Maryland (UMD) is located. Free UMD shuttle service is available from the metro station to the campus. In addition to travel on and around campus, convenient transportation options will allow conference attendees the opportunity to enjoy the culture, history, and beautiful scenery of the nation's capital.

By Air College Park is conveniently located near three major airports that serve the Washington, D.C. area:
☐ Baltimore-Washington International Airport (BWI)
☐ Washington-Dulles International Airport (IAD)
☐ Reagan Washington National Airport (DCA) (this is the only airport with subway to College Park on Green Line; then take a free shuttle to campus)

Travel times from airports to the University of Maryland range from approximately 30 minutes to 1 hour. The airports and UMD are linked by a wide range of transportation options, including the Washington D.C. Metro (subway to/from DCA, and combination of subway and B30 bus to/from BWI, or 5A bus to/from IAD), airport shuttles, and taxis. Rental cars are also available at all three locations.

By Train AMTRAK offers train service to Washington-Union Station, D.C. (WAS), or New Carrollton, MD (NCR). From either station you can then take the Washington D.C. Metro, or a taxi to College Park.

馬里蘭大學位於美國首都華盛頓地區馬里蘭州境內 College Park 市，華盛頓地鐵綠線連接華盛頓市中心和 College Park 市，地鐵站名就是 College Park 和馬里蘭大學。從地鐵站到馬里蘭大學校園有免費校車。只有雷根機場有地鐵。
華盛頓和馬里蘭大學周圍有三個國際機場：
- 華盛頓雷根國際機場（DCA)（只有這個機場有地鐵）
- 華盛頓都拉斯國際機場（IAD，國際直飛在此機場)
- 巴爾的摩-華盛頓國際機場（BWI）

地面交通

如果你到達機場是雷根機場，可以乘地鐵黃線轉綠線到 College Park，然後打車到旅館，或乘免費校車到學校。如果你的到達機場是華盛頓達拉斯或巴爾的摩-華盛頓機場，你可以用此鏈接預定 SuperShuttle,直接從機場送到旅館。