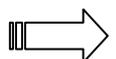


CLTAC 2014 Fall Workshop Program
Sponsored by
University of San Francisco Department of Modern and Classical Languages

Theme: What We Need to Know to Become Better Teachers

Saturday, October 18
Fromm Hall, University of San Francisco
 (<http://www.usfca.edu/virtualtour/fromm/>)

9:00 – 9:30	Registration & Refreshments 注册, 茶点	<i>Fromm Hall</i>
9:30 – 9:45	Welcome and Opening Remarks 开幕式 Liwei Gao, <i>CLTAC Vice President and Workshop Chair, Defense Language Institute</i> CLTAC Award Chengzhi Chu, <i>CLTAC President, University of California, Davis</i>	<i>Fromm Hall Maraschi Room</i>
9:45-10:45	<i>Plenary Talk 1</i> How to Teach Grammar of Chinese as L2? Janet Xing, <i>Western Washington University</i> Chair: Heping Xu, <i>Defense Language Institute</i>	<i>Fromm Hall Maraschi Room</i>
10:45-11:00	Break 茶歇	
11:00-12:00	<i>Plenary Talk 1 (Continued)</i> How to Teach Grammar of Chinese as L2? Janet Xing, <i>Western Washington University</i> Chair: Heping Xu, <i>Defense Language Institute</i>	<i>Fromm Hall Maraschi Room</i>
12:00-12:45	Lunch Break 午餐	
12:45-13:45	<i>Plenary Talk 2</i> Flipping and Blending Your Classroom Henny Chen, <i>Moreau Catholic High School</i> Chair: Xiaolin Chang, <i>Lowell High School</i>	<i>Fromm Hall Maraschi Room</i>
13:45-14:00	Break 茶歇	
14:00-15:00	<i>Plenary Talk 3</i> How Language Changes, and Why It Matters Chris Wen-chao Li, <i>San Francisco State University</i> Chair: Lihua Zhang, <i>University of California, Berkeley</i>	<i>Fromm Hall Maraschi Room</i>
15:15-16:15	CLTAC General Meeting	<i>Fromm Hall Maraschi Room</i>



Plenary Talk 1

How to Teach Grammar of Chinese as L2?

Janet Xing
Western Washington University

Abstract

This Workshop provides a systematic account of how to teach Chinese grammar as a second/foreign language. After a brief overview of Chinese grammar and pedagogy, the workshop gives detailed information of ways to develop a pedagogical model that is uniquely suited to teaching and learning grammar of Chinese as L2. Then content and methodology of grammar pedagogy and acquisition will be discussed. In particular, what and how teachers teach and most importantly what and how students learn to use grammar in communication. The workshop also explores different strategies for teaching and engaging students in learning grammatical elements at different proficiency levels: elementary, intermediate and advanced Chinese. Most of the workshop materials are based on the two books that I published in the past: 1) Teaching and Learning Chinese as a Foreign Language – A Pedagogical Grammar by Hong Kong University Press (2006) and its Chinese translation 《对外汉语教学语法》 published by Crane Publishing (2013) and 2) 《国别化对英汉语教学法》 A Contrastive Model of Teaching Chinese to Native English Speakers by Peking University Press (2011).

Presenter Bio

Dr. Janet Zhiqun Xing is a Professor of Chinese and Linguistics at Western Washington University. She has over two decades of experience in teaching Chinese and linguistic courses and developing/directing Chinese language programs and study abroad programs. In addition, she has also organized national/international conferences/workshops and served as the President (2012) and the Board of Director (2009-2013) of the national Chinese Language Teachers Association. Xing's research interests are in Chinese language pedagogy, historical linguistics and discourse analysis. Her representative publication includes A Contrastive Model of Teaching Chinese to Native English Speakers (Peking University Press 2011), Newest Trends in the Study of Grammaticalization and Lexicalization (Mouton de Gruyter 2012), Teaching and Learning Chinese as a Foreign Language – A Pedagogical Grammar (Crane Publishing 2013), and more than 30 refereed journal articles related to Chinese language pedagogy and Chinese linguistics.

Plenary Talk 2

Flipping and Blending Your Classroom

Henny Chen
Moreau Catholic High School

Abstract

Blended learning, one to one mobile learning, seamless learning, and interactive applications are on the rise and are playing important roles in assisting Chinese language learning in the 21st century. This presentation will focus on the importance of switching between devices and contexts for a fluid learning experience via learning hubs, the interactive teaching platforms. The presenter will share her blended and Flipped classroom teaching model and interactive style through learning hub platform applications. She will share her steps of developing your language classroom platform to blend lessons and stimulate students to access, engage, and practice their learning eagerly. Additionally, she provides options and suggestions for teachers to design a lesson where students are interacting effectively both in and out of the classroom.

Presenter Bio

Henny Chen is currently a Chinese teacher at Moreau Catholic High School. She received her MA degree in Instructional Technology and Communication from National Taipei University of Education (2003), and BA degree in Chinese Literature from National Cheng Kung University, Taiwan.

Ms. Chen was a Chinese literature teacher at high school in Taiwan from 1980-2006. After moving to the U.S. in 2007, she has been a Chinese teacher at Moreau Catholic High School ever since. In 2008, she additionally took on the position as a STARTALK educational technology coordinator and teacher instructor at U.C. Berkeley and University of Virginia in 2014. After being a two-year president from 2010-2012, Henny Chen voluntarily serves as the consultant of the Chinese Language Digital Teaching Association. Furthermore in 2011, she voluntarily serves as the project manager of Huayu Digital Center at Chinese Culture Center in San Francisco, as well as being an Adjunct Board member of CLASS.

Henny Chen has more than 14 years of professional experience in teaching Chinese literature at high schools in Taiwan and 8 years in teaching high school students in the U.S. With a master's degree in educational technology, she has trained Chinese teachers in the appropriate usage of technology in teaching language, worked with teachers to assign curriculum and lesson plans, and shared her experience and knowledge to deliver successful and effective technology-enhanced workshops.

Plenary Talk 3

How Language Changes, and Why It Matters

Chris Wen-chao Li
San Francisco State University

Abstract

All languages change, and do so in a predictable manner. In this talk we look at common forms of sound change and how they determine the path of language evolution, and explore the social dynamics that explain why certain languages expand or collapse at a given point in space and time. We use these findings to shed light on the diachronic dimension of the Chinese language, including past historical development and current change-in-progress, and draw on these processes to elucidate relations between language varieties, both within the Sinitic family tree (relations between dialects) and beyond (relations between Chinese and other languages). We show that, more than genetic markers or historical documentation, language origins more closely reflect popular notions of ethnic or national identity, and should thus be studied in greater detail so as to, on the one hand, avoid misinformation, and on the other hand, paint a clearer picture of the future shape of the Chinese language.

Presenter Bio

Chris Wen-Chao Li is Professor of Linguistics at San Francisco State University, where he teaches linguistics, news writing, and translation-interpretation. Prior to the present appointment, he taught English language and linguistics at National Taiwan Normal University, and Chinese language and literature at the University of Minnesota. He has also served as Adjunct Professor in Translation at the Monterey Institute of International Studies, and worked as a current affairs producer for the British Broadcasting Corporation (BBC) World Service.

Dr Li received his doctoral degree in General Linguistics and Comparative Philology from Oxford University, where his research focused on Mandarin sound change and Chinese phonology. He is the author of *A Diachronically-Motivated Segmental Phonology of Mandarin Chinese* (New York: Peter Lang, 1999) and *Media Chinese* (Taipei: Lucky Books, 2005). His translations and scholarship have appeared in *Renditions*, *The Chinese Pen*, *Target*, *Language and Communication*, and the *Journal of the American Oriental Society*. His current research interests include sound change, language contact, diglossia, standardization, phonological translation, Chinese romanization systems, and the phonological description of Mandarin Chinese varieties.