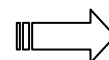


CLTAC 2014 Spring Conference Program

加州中文教师协会二零一四年春季学术研讨会程序

8:30 am-5:00 pm, March 8 (Saturday), 2014
Stanford University, [Building 320](#), Room 105

8:45am-12:35pm	Registration & Refreshments 注册, 茶点 (Building 320, Room 105)	
9:00-9:15am	Welcome and Opening Remarks 开幕 (Room 320-105) <i>Liwei Gao, CLTAC Vice President and Conference Chair, DLI</i>	
9:15-10:15am	Keynote Speech 特邀演讲 (Room 320-105) 汉语近义词语用法对比分析 杨寄洲, 北京语言文化大学 <i>Chair: Heping Xu</i> DLI	
10:15-10:30am	Coffee Break 茶歇	
10:30-11:30am	Panel 1 分组报告 (一) (Room 320-105) Teaching characters, idioms, and tones 汉字, 成语, 声调教学 <i>Chair: Lihua Zhang</i> <i>University of California, Berkeley</i>	Panel 2 分组报告 (二) (Room 300-300) Curriculum and methodology 教材与教法 <i>Chair: Wen-Chao (Chris) Li</i> <i>San Francisco State University</i>
	1.1 Identify the Difficulty Index of Chinese Characters from CFL Beginners' Performance <i>Chiu-Hung Chen, Mills College</i> <i>Ke Peng, Western Kentucky University</i> 1.2 对外汉语教学中的成语教学 <i>Lan Yu, Defense Language Institute</i> 1.3 A Practical Model of Intonation for Mandarin Chinese Teaching <i>Zhiqiang Li, University of San Francisco</i>	2.1 Engaging Beginning CFL Learners in First-Year Modern Chinese: Textbook, Curriculum Design, Assessment and Teaching Methodology <i>Hong Zeng & Youping Zhang, Stanford University</i> 2.2 Elements of the Composition of an Elementary Chinese Textbook for Foreign Diplomats <i>Jia Xu</i> <i>Columbia University</i> 2.3 TBI, an Effective Approach for Contextualized Teaching <i>Aizhe Wang, Defense Language Institute</i>
11:35-12:35pm	Panel 3 分组报告 (三) (Room 320-105) Acquisition and program management 习得与项目管理 <i>Chair: Patrick Lin</i> <i>Defense Language Institute</i>	Panel 4 分组报告 (四) (Room 300-300) Teaching strategies 教学策略 <i>Chair: Christina Yee</i> <i>San Francisco State University</i>



	<p>3.1 Context, Animation, and L2 Acquisition: A Pilot Study on the Acquisition Sequence of the Particle LE in Mandarin Chinese <i>Tzu-I Chiang, University of Wisconsin-Milwaukee</i></p> <p>3.2 美国英语母语者学习汉语时的“有+VP”现象 <i>Xiaohong Sui, San Francisco State University</i></p> <p>3.3 Building Learners' Social Network in Chinese Study Abroad Programs: Student Committee System <i>Donglin Chai, Rachel Wayne, & Mari Noda, the Ohio State University</i></p>	<p>4.1 Effects of Goal-Setting on L2 Chinese Learners' Linguistic Gains at an Instructional Context <i>Lei Chen, University of San Diego; Kun Nie, Georgia State University</i></p> <p>4.2 Ways to Encourage Positive Effects of Learner Autonomy <i>Xiaojing Cheng & Yan Wang, Defense Language Institute</i></p> <p>4.3 Strategies for Learning Chinese: How Students Use Them and How They Can Be Taught <i>Rui Ma, University of the Pacific</i></p>
12:35-13:25	Lunch Break 午餐 (Building 320, Room 105)	
13:25-14:25	<p>Panel 5 分组报告 (五) (Room 320-105) Language technology 语言科技 <i>Chair: Mingjung Chen Menlo School</i></p>	<p>Panel 6 分组报告 (六) (Room 300-300) K-12 Chinese instruction 中小学中文教学 <i>Chair: Xiaolin Chang Lowell High School</i></p>
	<p>5.1 Incorporate iPads Into Lesson Planning – Understand “How” Before Deciding “What” <i>Peijie Mao, Defense Language Institute</i></p> <p>5.2 Using iPad for Student-Centered Activities Inside and Outside Classroom <i>Xinyin Li, Davidson College</i></p> <p>5.3 Title: Enhancing Learner Motivation by Using New Web 2.0 Applications <i>Raymond Pai, Defense Language Institute</i></p>	<p>6.1 在 CFL 初学者中开展课外阅读的一点思考 <i>Yuyan Wei, Yew Chung International School</i></p> <p>6.2 强化中文字汇的学习 <i>Ling-Ling Chern, Joaquin Miller Middle School / Cupertino Language Immersion Program</i></p> <p>6.3 Transformation from Student's Portfolio to Blended Learning <i>Winnie Tung, Prospect High School</i></p>
14:25-14:35	Coffee Break 茶歇	
14:35-15:35	<p>Panel 7 分组报告 (七) (Room 320-105) Chinese grammar, morphology, and semantics 语法, 语义分析与教学 <i>Chair: Zhiqiang Li University of San Francisco</i></p>	<p>Panel 8 分组报告 (八) (Room 300-300) Semantic asymmetry, heritage learner, pronunciation 非对称语义, 继承语学习者, 发音研究 <i>Chair: Zhenlin Qiao Defense Language Institute</i></p>
	<p>7.1 语法讲什么? 语法怎么讲? <i>Heping Xu, Defense Language Institute</i></p> <p>7.2 Sing It Grammar <i>Rose Millie, Defense Language Institute</i></p> <p>7.3 语境对语义的制约 <i>Jian Kang Loar Defense Language Institute</i></p>	<p>8.1 On Semantic Asymmetry and Vacuum: With English and Chinese Addressing Terms as Examples <i>Yonghong Cheng, Defense Language Institute</i></p> <p>8.2 Elements in Producing Success and Failure for Chinese Heritage Learners in Learning Chinese in an Ivy League School <i>Ye Tian, University of California, Riverside</i></p>

		8.3 80后广州人真的分不清 [tʂ], [tʂʰ], [ʂ], [ɹ] 这四个辅音吗? <i>Yunsi Li, San Francisco State University</i>
15:40-16:40	Panel 9 分组报告 (九) (Room 320-105) Dialects, language interference, teacher qualification 汉语方言, 母语干扰, 教师资格 <i>Chair: Xianghua Wu</i> <i>University of California, Berkeley</i>	Panel 10 分组报告 (十) (Room 300-300) Teaching Chinese with Fun, learning model, cross-cultural competence 趣味教学, 学习模式, 跨文化能力 <i>Chair: Le Tang</i> <i>Stanford University</i>
	9.1 Chinese Dialects in the Face of Standard Language Encroachment: The View from Diglossia & Societal Bilingualism <i>Chris Wen-chao Li, San Francisco State University</i> 9.2 学生中文写作中母语干扰因素分析及教学对策 <i>Yan Shen, UCLA</i> 9.3 What Qualifications Should a Chinese Teacher Have? <i>Liwei Gao, Defense Language Institute</i>	10.1 趣味中文教学 <i>Ye Li, Coker College</i> 10.2 Experiential Learning Model and Its Application in Language Instruction <i>Meiyi Song, Defense Language Institute</i> 10.3 Develop Cross-Cultural Competence through Skill-Integrated Research Projects <i>Yali Chen, Defense Language Institute</i>
	Closing Remarks and Announcements 闭幕式, 学会事务通知 <i>Chair: Chengzhi Chu</i> <i>CLTAC President, University of California, Davis</i>	
16:45-17:00		