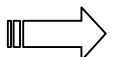


CLTAC 2015 Spring Conference Program

加州中文教师协会二零一五年春季学术研讨会程序

8:30 am-5:00 pm, February 28 (Saturday), 2015
Bishop Auditorium, Stanford University

8:45am-12:35pm	Registration and Refreshments 注册, 茶点 (Bishop Auditorium)	
9:00-9:15am	Welcome and Opening Remarks 开幕 (Bishop Auditorium) <i>Le Tang, CLTAC Vice President and Conference Chair, Stanford University</i>	
9:15-10:15am	Keynote Speech 特邀演讲 (Bishop Auditorium) The Fundamentals for Effective Teaching Jane Kuo 郭珠美 University of California, San Diego <i>Chair: Chaofen Sun</i> <i>Stanford University</i>	
10:15-10:30am	Coffee Break 茶歇	
10:30-11:30am	Panel 1 分组报告 (一) (Bishop Auditorium) Teaching Reading and Listening Comprehension 阅读听力教学 <i>Chair: Chengzhi Chu</i> <i>University of California, Davis</i>	Panel 2 分组报告 (二) (Littlefield 107) K-12 Chinese Instruction 中小学中文教学 <i>Chair: Xiaolin Chang</i> <i>Lowell High School</i>
	1.1 基于网络的中文阅读教学探讨 吴成年, 旧金山州立大学/北京师范大学	2.1 小学低年级及幼儿园汉语教学之沉浸式主题教学法 <i>Hannuo Wu, Hudson Way Immersion School</i>
	1.2 Factors Affecting Student Interpretive Listening Capability <i>Yang Li</i>	2.2 Instructional Resources Matter! How to Design Teaching Materials Effectively to Fit Your Curriculum <i>Yan Li & Sinan Wang,</i> <i>Presidio Knolls Chinese Immersion School</i>
	1.3 Applying Information Processing Theory in Chinese Reading and Listening Comprehension <i>Yonghong Cheng, DLI</i>	2.3 Promote a Learner-Centered Classroom Environment <i>Sisi Wu, Robert Louis Stevenson School</i>
11:35-12:35pm	Panel 3 分组报告 (三) (Bishop Auditorium) Teaching Speaking and Writing 口语写作教学 <i>Chair: Lihua Zhang</i> <i>University of California, Berkeley</i>	Panel 4 分组报告 (四) (Littlefield 107) Teaching Strategies 教学策略 <i>Chair: Patrick Lin</i> <i>DLI</i>
	3.1 Oral Presentation Training in Advanced Chinese Classes <i>Huazhi Wang, Stanford University</i>	4.1 Engaging Learners in Task-Based Activities for Higher Proficiency Results <i>Weijiang Zhang & Zhenlin Qiao, DLI</i>



	<p>3.2 Public Speaking in Chinese: Curriculum Design Reflecting an Ecological Perspective <i>Jinhuei Enya Dai, Middlebury Institute of International Studies at Monterey</i></p> <p>3.3 Peer Collaboration in Process-Oriented Writing Tasks <i>Ying Amatya, DLI</i></p>	<p>4.2 Integration of Learning Technology with Cultural-Oriented and Task-Based Lesson Plans <i>Cong-Kai Jin, Kansas State University</i> <i>Chi-Ping Shih, DLI</i></p> <p>4.3 Add Some "MUSIC" in the Lesson Plan <i>Jing Zhou, DLI</i></p>
12:35-13:25	Lunch Break 午餐 (Bishop Auditorium)	
13:25-14:25	<p>Panel 5 分组报告 (五) (Bishop Auditorium) Developing the Discipline, Historical and Contemporary Contexts 学科建设, 历史与现状 <i>Chair: Stellar Kwoh</i> <i>National Center for K-16 Chinese Language Pedagogy at UC Berkeley</i></p>	<p>Panel 6 分组报告 (六) (Littlefield 107) Teaching Literature and Culture 文学文化教学 <i>Chair: Wen-Chao (Chris) Li</i> <i>San Francisco State University</i></p>
	<p>5.1 Debunking Myths in CFL Instruction <i>Liwei Gao, DLI</i></p> <p>5.2 External Reasons that Affect Chinese Language Education in the U.S.: A Historical Perspective <i>Fredric Ye Tian, University of California, Riverside</i></p> <p>5.3 Reflection on Chinese Textbooks Used in Universities of the United States <i>Huiqiang Zheng, Western Kentucky University</i></p>	<p>6.1 Articulating Intellectual and Emotional Complexity: On the Use of Literary Texts in Third-Year Chinese Class <i>Hangping Xu, Stanford University</i></p> <p>6.2 海外华文文学与高级班的继承语中文教学 <i>Ye Li, Coker College</i></p> <p>6.3 Task-Based Language Teaching (TBLT) Methods for Chinese Culture Classes <i>Zheng George, DLI</i></p>
14:25-14:35	Coffee Break 茶歇	
14:35-15:35	<p>Panel 7 分组报告 (七) (Bishop Auditorium) Grammar and Translation 语法与翻译 <i>Chair: Zhiqiang Li</i> <i>University of San Francisco</i></p>	<p>Panel 8 分组报告 (八) (Littlefield 107) Teaching Materials, New Media 新材料, 新媒介 <i>Chair: Zhenlin Qiao</i> <i>DLI</i></p>
	<p>7.1 How to Improve Chinese L2 Students' Comprehension of Long & Complex NPs <i>Jian Kang Loar, DLI</i></p> <p>7.2 Communicative Activities for Teaching Chinese Grammar <i>Xinjia Peng, University of Oregon</i></p> <p>7.3 Non Native Accent- The Impact Factor To Simultaneous Interpretation(SI) Quality <i>Xiaohong Sui, San Francisco State University/Chinese American International School</i></p>	<p>8.1 Cultural Elements: Introducing Reality Shows into the Chinese Classroom <i>Yanfei Chen, Johns Hopkins University</i></p> <p>8.2 Applying Songs and Creating Singable Songs for Language Teaching <i>Huichu Hsu, DLI</i></p> <p>8.3 Skype 在线辅导和网络资源在初级汉语教学中的应用研究 <i>Lijie Qin, Brandeis University/Nanjing University</i></p>

15:40-16:40	<p>Panel 9 分组报告 (九) (Bishop Auditorium) Assessment and Technology 测试及技术应用 <i>Chair: Hong Zeng</i> <i>Stanford University</i></p> <p>9.1 Sustainability of Integrated Performance Assessment (IPA) for Teaching Chinese <i>Alice Lung, Castilleja School</i></p> <p>9.2 Designing Appropriate Technology-Integrated Assessment Tasks in Intermediate L2 Chinese Classrooms <i>Xiaoqing Chen & Yinzhu Liu,</i> <i>Chinese American International School</i></p> <p>9.3 Language Learning A-B-C A Renovated and Empowering Way to Obtain Communicative Competence <i>Hong Zhou, DLI</i></p>	<p>Panel 10 分组报告 (十) (Littlefield 107) Teaching Strategy and Case Studies 教学策略, 个案研究 <i>Chair: Jing Liang</i> <i>Lowell High School</i></p> <p>10.1 The Tongue Holds the Key to Accurate Pronunciation <i>Millie Rose & Wei-Fen Hung, DLI</i></p> <p>10.2 A Feasible Application of the Immediate Recall Protocol <i>Nan Zhu, DLI</i></p> <p>10.3 吉林长春地区空间指示语使用情况调查研究 <i>Li Zhang, San Francisco State University</i></p>
16:45-17:00	<p>Closing Remarks and Announcements 闭幕式, 学会事务通知 <i>Chair: Liwei Gao</i> <i>CLTAC President, DLI</i></p>	