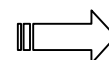


# CLTAC 2018 Spring Conference Program

## 加州中文教师协会二零一八年春季学术研讨会程序

8:30 - 17:00, March 3 (Saturday), 2018  
Bishop Auditorium, Stanford University

8:30-12:35	<b>Registration and Refreshments</b> 注册, 茶点 (Bishop Auditorium)	
9:00-9:05	<b>Welcome and Opening Remarks</b> 开幕式 (Bishop Auditorium) <i>Le Tang, CLTAC Vice President and Conference Chair, Stanford University</i>	
9:05-9:20	<b>Remarks</b> 致辞 (Bishop Auditorium)	
9:25-10:25	<b>Keynote Speech</b> 特邀演讲 (Bishop Auditorium) Inherently Indefinite Degree: Chinese Gradable Adjectives 汉语有级形容词为无度 <b>Chaofen Sun</b> Stanford University <i>Chair: Chengzhi Chu University of California, Davis</i>	
10:25-10:35	<b>Coffee Break</b> 茶歇	
10:35-11:35	<b>Panel 1</b> 分组报告 (一) (Bishop Auditorium), <b>Vocabulary, Pronunciation and Grammar</b> 词汇、语音、语法 <i>Chair: Liwei Gao</i> DLI	<b>Panel 2</b> 分组报告 (二) (EAL 224) <b>Teaching Culture</b> 文化教学 <i>Chair: Zhenlin Qiao</i> DLI
	1.1 A Deep-level Processing Model to Fast Enhance Vocabulary Repertoire <i>Heping Xu, DLI</i>	2.1 汉语中心词后移的文化思维现象解析 <i>Qiao Gao, DLI</i>
	1.2 自然口语中疑问代词的重音分布和声调实现 <i>Zhiqiang Li, University of San Francisco</i>	2.2 Propeller for Accelerating Culture Acquisition and Competence <i>Huichu Hsu, Millie Rose, Weifen Hung, DLI</i>
	1.3 探讨制约动词后的宾语和动量补语之位序的指导原则 <i>Jian Kang Loar, DLI</i>	2.3 Developing Language Learner's Pragmatic Competence through Cultural Projects Learning <i>Chia-Ning Jenny Liu, DLI</i>



11:40-12:40	<p><b>Panel 3 分组报告 (三) (Bishop Auditorium)</b>  <b>Teachers and Learners</b>  教师与学习者  <i>Chair: Chao Xie</i>  DLI</p> <p>3.1 关于中文教师对写作练习进行书面反馈的调查  <i>Li Xu, Duke Kunshan University</i></p> <p>3.2 跨文化交际中的对外教师角色及对策  <i>Zheng George, DLI</i></p> <p>3.3 Foreign Language Anxiety Relating to Students' Performance in DLI Context  <i>Yun Han-Dayton</i></p>	<p><b>Panel 4 分组报告 (四) (EAL 224)</b>  <b>K-12 Chinese Instruction</b>  中小学中文教学  <i>Chair: Xiaolin Chang</i>  Lowell High School</p> <p>4.1 Beyond Being a Chinese Language Student: Interdisciplinary Units in an Advanced Topics Chinese Class  <i>Mingjung Chen, Menlo School</i></p> <p>4.2 How to Train Your Dragon- Chinese Cultural Awareness in an American Community, Dragon and Lion Dance Cultural Ambassador  <i>Peggy Kao, Western Sierra Collegiate Academy</i></p> <p>4.3 Discovering and Engaging in Dual Language Classroom  <i>Jing Ren, Sacramento City Unified School District</i></p>
12:40-13:25	<p><b>Lunch Break 午餐 (Bishop Auditorium)</b></p>	
13:25-14:25	<p><b>Panel 5 分组报告 (五) (Bishop Auditorium)</b>  <b>New Approaches</b>  新教法  <i>Chair: Zhiqiang Li</i>  University of San Francisco</p> <p>5.1 Establishing a Multilingual Mindset through Embracing the Linguistic Landscape in a CFL Class  <i>Lihua Zhang, University of California, Berkeley</i></p> <p>5.2 Mind-Map: An Effective Approach to Enhance Language Learning and Teaching  <i>Anmin, Liu, DLI</i></p> <p>5.3 Empower Students with "Learning, Thinking, and Expressing Approach"  <i>Lee-ching Lin, DLI</i></p>	<p><b>Panel 6 分组报告 (六) (EAL 224)</b>  <b>Listening, Speaking and Translation</b>  听力、口语、翻译  <i>Chair: Wen-Chao (Chris) Li</i>  San Francisco State University</p> <p>6.1 An Investigation of Metacognitive, Bottom-up and Top-down Strategies in L2 Listening  <i>Xibo Henderson, DLI</i></p> <p>6.2 谈谈基于任务教学法的口语教学设计  <i>Yan Shen, University of California, Los Angeles</i></p> <p>6.3 Translating Harry Potter's Magical Spells: A Comparison of Renderings from Mainland China and Taiwan from the Perspectives of Transparency, Register, Meter, and Syntax  <i>Li Wright, San Francisco State University</i></p>
14:25-14:35	<p><b>Coffee Break 茶歇</b></p>	
	<p><b>Panel 7 分组报告 (七) (Bishop Auditorium)</b>  <b>Curriculum Design</b>  课程设置  <i>Chair: Lihua Zhang</i>  University of California, Berkeley</p>	<p><b>Panel 8 分组报告 (八) (EAL 224)</b>  <b>Teaching Culture</b>  文化教学  <i>Chair: Hsin-Yun Liu</i>  City College of San Francisco</p>

14:35-15:35	<p>Innovating Open Architecture at DLI: Revising the Chinese Basic Course</p> <p><i>Patrick Lin, DLI</i>  <i>Zhenlin Qiao, DLI</i>  <i>Gregory Lloyd, DLI</i>  <i>Xiaohui Wu, DLI</i></p>	<p>8.1 Language Learning through Comparative Cultural Projects  <i>Yunhua Zhang, Yijun Zhu, DLI</i></p> <p>8.2 Cross-Cultural Communicative Competence—The Ability to Transforming Information into Knowledge in Foreign Language Learning and Teaching  <i>Sherry Liang, DLI</i></p> <p>8.3 Promoting Learner-centered Cultural Exploration  <i>Aizhe Wang, DLI</i></p>
15:40-16:40	<p><b>Panel 9 分组报告（九） (Bishop Auditorium)</b>  <b>Teaching Materials and Input</b>          教学材料与输入  <i>Chair: Anmin Liu</i>  <i>DLI</i></p>	<p><b>Panel 10 分组报告（十） (EAL 224)</b>  <b>Vocabulary Teaching and Learning</b>          词汇教学  <i>Chair: Frederik Green</i>  <i>San Francisco State University</i></p>
	<p>9.1 New Trends and New Strategies: Incorporating Fantasmism Chinese Abstract Art into Chinese Language Learning  <i>Congcong Wang, University of Northern Iowa</i></p> <p>9.2 From Informative to Transformative—Motivate Students with Authentic Materials  <i>Marina H Sung, Yongling Ma, DLI</i></p> <p>9.3 Higher Level of Cultural Input for Higher Level of Language Proficiency  <i>Weijiang Zhang, DLI</i></p>	<p>10.1 Acquire &amp; Maintain Vocabulary through Spaced Repetition Using Anki  <i>Yali Dai, DLI</i></p> <p>10.2 Enhance Chinese Vocabulary Teaching through Puzzles  <i>Xueting Wang, DLI</i></p> <p>10.3 词汇考试的意义何在?  <i>Ying Shiroma, DLI</i></p>
16:45-17:00	<p><b>Awards Ceremony, Closing Remarks and Announcements 颁奖仪式，闭幕式，学会事务通知</b>  <i>Chair: Liwei Gao</i>  <i>CLTAC President, DLI</i></p>	