2019 CLTA ANNUAL CONFERENCE PROGRAM

April 5-7, 2019

MARCH 31, 2019
CONFERENCE COMMITTEE

Contents

2019 CLTA Annual Conference Site 2
HILTON SEATTLE AIRPORT & CONFERENCE CENTER 2
AMENITIES & SERVICES 2
ON-SITE LEISURE FACILITIES 2
WHAT'S AROUND 2
Hilton Seattle Airport & Conference Center Floor Map 3
2019 CLTA-US Annual Conference Program 4
Thursday, April 4th, 2019 4
- Steering Committee Meeting: 7:00 PM - 9:00 PM (Whidbey)

Friday, April 5th, 2019 4
- Board Meeting: 8:30 AM - 11:30 AM (Orcas)
- Registration: Starting from 9:00 AM (Conference Center)
- Exhibition: 1:00 PM - 6:00 PM; 7:00 - 9:00 PM (Mercer B)
- Workshops: 3:40 PM - 5:50; 7:00PM - 9:10 PM (Crystal A)
- Dinner (Buffet): 6:00 PM - 7:00 PM (Emerald EF)
- Editorial Committee Meeting: 7:00 PM - 8:30 PM (Whidbey)
- Breakout Sessions: 7:00 PM - 9:10 PM (Crystal B, Crystal C, San Juan, Orcas, Mercer A)

Saturday, April 6th, 2019 11
- Plenary Session: 8:30 AM - 10:00 AM (Emerald EF)
- Breakout Sessions: 10:05 AM – 12:10 PM (Crystal A, B, C, San Juan, Orcas, Mercer A)
- Exhibition: 8:30 AM - 12:00 PM; 1:00 PM - 6:00 PM (Mercer B)
- Lunch (Buffet): 12:10 PM - 12:55 PM (Emerald EF)
- Breakout Sessions: 1:00 PM - 5:00 PM (Crystal A, B, C, San Juan, Orcas, Mercer A)
- Dinner & General Meeting: 6:00 PM - 8:30 PM (Emerald EF)

Sunday, April 7th, 2019 21
- Exhibition: 8:30 AM - 11:00 AM (Mercer B)
- Regional Association Meeting: 8:30 AM -9:30 AM (Orcas)
- Breakout Sessions: 8:30 AM - 11:50 AM (Crystal A, B, San Juan, Orcas, Mercer A)
- Teaching Technique Demonstrations (I & II): 8:30 AM – 11:50 AM (Crystal C)

Sponsors and Exhibitors 26
Acknowledgements 26
Organizing Committee 26

2019 CLTA Annual Conference Site

HILTON SEATTLE AIRPORT & CONFERENCE CENTER

17620 International Boulevard, Seattle, Washington 98188

LOCATION

Minutes from Seattle Sea-Tac Airport

ACCESS TO WIFI

WIFI will be available from 4 April through 8 April 2019.

AMENITIES & SERVICES

- Free airport shuttle (available 24 hours)
- Free shopping center shuttle
- Free WiFi in public areas (Network: Hilton-Meeting CODE: CLTA19 or clta19)

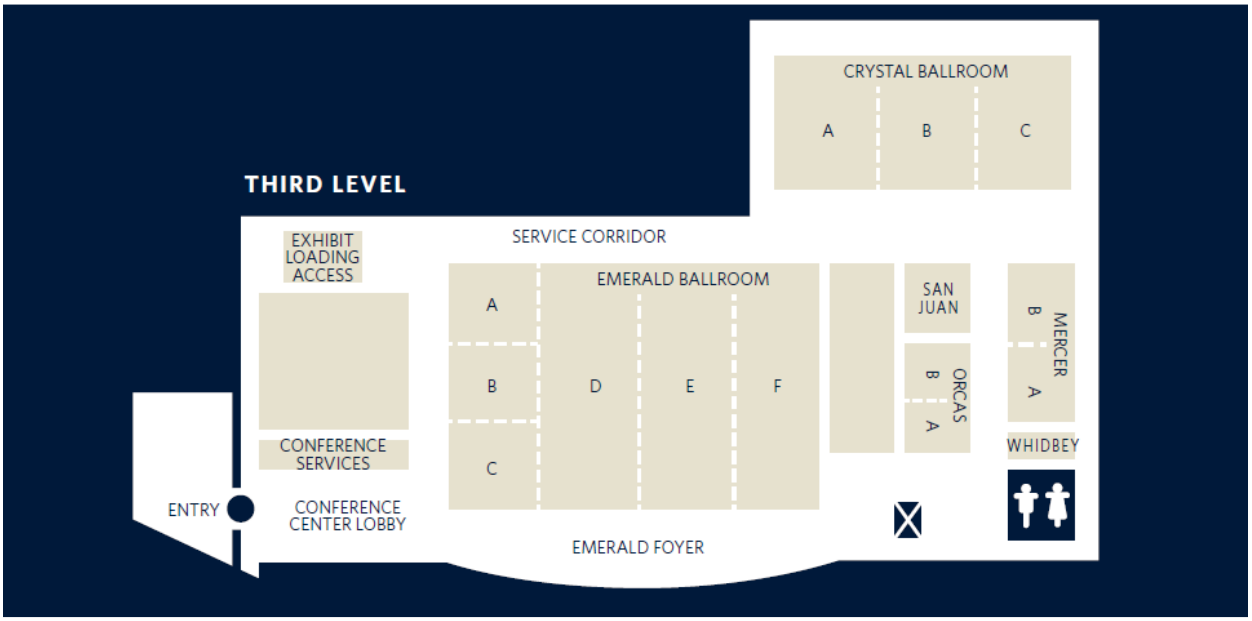
ON-SITE LEISURE FACILITIES

- 24 hour state-of-the-art workout facility
- Outdoor pools

WHAT'S AROUND

- Acme Bowl – 3.4 mi / 5.4 km
- Great American Casino – 3.8 mi / 6.2 km
- Family Fun Center – 3.9 mi / 6.3 km
- The Boeing Company – 4.7 mi / 7.6 km
- Des Moines Marina – 4.9 mi / 7.8 km
- Highline Community College – 6 mi / 9.7 km
- Kent Valley Ice Center – 6.9 mi / 11.1 km
- Kubota Garden – 7.5 mi / 12 km
- ShoWare Center – 7.6 mi / 12.2 km
- Kent Station – 7.6 mi / 12.2 km

Hilton Seattle Airport & Conference Center Floor Map



2019 CLTA-US Annual Conference Program

(Hilton Seattle airport and Conference Center, Seattle, WA)
April 4-7, 2019

Thursday, April 4th, 2019

Steering Committee Meeting: 7:00 PM - 9:00 PM, Executive Boardroom in Whidbey

Friday, April 5th, 2019

Board Meeting: 8:30 AM - 11:30 AM (Orcas)
Registration: Staring from 9:00 AM – 9:00 PM (Hotel Lobby)
Exhibition: 1:00 PM – 6:00 PM; 7:00 PM – 9:00 PM (Mercer B)

Workshops & Breakout Sessions

Note: The first presenter in each panel will be the panel chair and he/she should make sure that each presenter finishes his/her presentation in a timely manner!

2:30 PM – 3:30 PM on Friday, 04/05/2019

Crystal A: Fostering Undergraduate Research through a Faculty-led Chinese Study Program

This panel will discuss the curriculum development by showing how a faculty-led Chinese study abroad experience can become the catalyst for student linguistics research and offer students a deeper understanding of Chinese language and culture. It tries to provide a model for such study-abroad program and is open for the discussion about its implementation for domestic curricular development and increasing stickiness between students and Chinese program.

Lu Lu	University of Iowa
Qian Su	College of William and Mary
Yuhui Lü	Beijing Normal University

Crystal B: Innovations in Chinese Language Teaching

1. 創意思考螺旋模式融入華語教學之研究
   Ju May Wen — National Central University

2. Back to the focus on language: a linguistic approach to teaching a play text in a Chinese language classroom
   Jianfei Chen — George Mason University

3. Pedagogical method and materials developed to integrate cultural and linguistic diversity and enhance learning in the CFL classroom
   Lihong Huang — Georgetown University

Crystal C: Studies on Chinese Language

1. 她“从何来”：谈女性第三人称代词的发展
   Mien-hwa Chiang — University of Pennsylvania

2. Beyond Modality: Pragmatic use of yīnggāi (應該) in Chinese Spoken in Taiwan
   Chen-chun E National United University

3. 漢英職場結束談話教學初探
   I-Ting Chao Chapman University
   Wei-Hsuan Lo National Taiwan Normal University

San Juan: **Business Chinese Teaching: Designs and Practices**

1. 以话题为形式探讨高年级商务汉语教学
   Yujia Ye Duke University

2. An integrated approach to Business Chinese syllabus design: skills valued by employers
   Anita Huang Birmingham-Southern College

3. 通过思辨能力进行高级汉语教学的探索 —— 以商务中文课的教学设计为例
   Haibo Hu Harvard University

Orcas: **Chinese Heritage Language Teaching and Learning across Settings**

The papers in this panel examine Chinese heritage language (HL) learning and teaching across educational and organizational settings. Dörnyei's (2005, 2009) L2 Motivational Self System is tested to understand Chinese heritage learners' motivation, while teachers' teaching experiences of HL courses in college settings are investigated. Furthermore, the learning motivation and identity factors that influence intergovernmental organization staffs' learning experience is highlighted in this colloquium. Pedagogical suggestions and comparisons with previous studies on the disparities between heritage and non-heritage learners of Chinese are provided.

Pei-Shan Yu Georgetown University
Chuan Lin Georgia State University
Hugo Yu-Hsiu Lee United Nations, Economic and Social Commission for Asia and the Pacific

Mercer A: **Syntactic Development and Measurement of L2 Chinese Learners**

1. Investigating the Development of Syntactic Complexity in L2 Chinese Writing
   Xiaofei Pan The University of North Carolina at Charlotte

2. Measuring Grammatical Creativity in Novice-level Chinese Learners
   Reed Riggs Iolani School

3. Language Transfer in Chinese-English Bilinguals
   Zhijun Wang University of Massachusetts Amherst

3:40 PM – 4:40 PM on Friday, 04/05/2019

Crystal A: **Workshop 2: Robust vocabulary instruction in K-12 Chinese programs 针对中小学生的词汇教学策略**

Chan Lü 吕婵 University of Washington, Seattle, Washington

Crystal B: Using Authentic Materials in Chinese Teaching

1. Make It Real – Authentic Resources Amplifying Chinese Proficiency
   Lijie Qin Oak Hill Middle School, Newton, MA

2. Using Authentic Materials to Learn Chinese as a Foreign Language: A Survey Study about Learner Perception
   Sha Huang Kennesaw State University

3. The validity of using automatically generated text as input for Chinese language learning
   Jun Da Middle Tennessee State University

Crystal C: Chinese Literacy Development

1. Foster Literacy Development Through Literature: Concept and Practice
   Hongyun Sun Boston University
   Shutan Dong Boston University

2. Development of Reference Realization in L2 Chinese Narratives: Transferability of L1 Syntactic and Pragmatic Knowledge
   Shu-Ling Wu Southern Illinois University Carbondale

3. 利用小组读书会提高大学华裔学生阅读及写作能力
   Ya-Chuan Chou Duke University

San Juan: Program Enrollment and Articulation: from Two-year Institutions to Four-year Institutions

From 2013 to 2016, there was a 9.2% decrease in enrollment in foreign languages classes among U.S. colleges and universities (Looney & Lusin, 2018). Foreign language program articulation between higher education institutions becomes one of the possible solutions to the growing problem of declining enrollment. This panel will present how a current senior college established an articulation program with neighboring community colleges to reduce the challenges for students transferring from community colleges to senior colleges. Program goals and design, outreach and recruitment, curriculum and instruction, advising, and effectiveness will be shared and discussed.

Ming-Ying Li Hunter College, the City University of New York
Bing Ying Hu Hunter College, the City University of New York
Chun-Yi Peng Borough of Manhattan Community College, CUNY

Orcas: Error Analysis and Chinese Teaching

1. 華語複句的偏誤與教學
   Cindy Chung National Taiwan Normal University

2. 透過偏誤紀錄啟動學習者的自我監控機制
   Hwai Lin Castilleja School

3. 关于汉语教学书面纠错的探讨及策略–以哥伦比亚大学三年级教学为例
   Lingjun Hu Columbia University
   Juan Zhong Columbia University

Mercer A: Meeting the challenges: cultural infusion, digital/social media engagement, and communal learning in liberal arts colleges

This panel will discuss the cultural experiences and performances in Chinese classroom, practical applications of educational technology in teaching Chinese and ways to integrate cultural, digital, and communal resources into students' everyday learning.

Xiaoling Shi Allegheny College
Kaidi Chen Trinity College
Chih-Jung Chen Allegheny College

4:50-5:50PM on Friday, 04/05/2019

Crystal A: Workshop 3: Publish, Present, Propose or Professionally Perish: A Primer to the Universe of Publications, Conferences and Projects Beyond the Chinese-Specific World 期刊与会议发表以及项目发展经费申请之入门介绍

Scott McGinnis 马思凯 Defense Language Institute-Washington Office

Crystal B: Chinese Grammar Instruction

1. Grammar Instruction Is Beyond the Textbook: A Corpus-informed Pedagogical Activity for CSL Students Learning Ba Construction
   Yu Tian University of Arizona

2. Learning to Express Desire and Intention: How to Help Learners Conceptualize 想 xiǎng and 要 yào
   Bing Mu University of Pennsylvania

3. Adjectives as Scales: A New Way to Teach Gradable Adjectives
   Qian Wang The Ohio State University

Crystal C: Exploring the Use of Corpus-based Pedagogy in L2 Chinese Instruction

In this panel, we will first provide an overview of the state-of-the-art development of corpus-based pedagogy in the field of Instructed Second Language Acquisition. Special emphasis will be placed on the methodological issues and theoretical foundations of corpus-based instruction. We will also showcase how teacher-directed corpus-informed tasks can be implemented to further develop L2 Chinese learners' vocabulary knowledge and grammatical competence in a classroom setting. Finally, we will report our own reflections on the challenges faced in designing corpus-based activities and the students' feedback on the inductive discovery learning approach as well as their perceived improvement.

Ben Pin-Yun Wang The Pennsylvania State University
Xiaoying Liles Indiana University at Bloomington
Shuishui Long The Pennsylvania State University
Chan-Chia Hsu National Taipei University of Business

San Juan: Communicative Activity Design for a Post-Intermediate Chinese Language and Culture Course 跨文化视野下的饮食、养生、职场–中高年级实践类文化教学课程与交际活动设计

中高年级学生在学习汉语的同时，也需要对语言背后的文化实践内容有所理解。本组报告通过跨文化比较的视角，从饮食、养生、职场三个文化课题入手，深入展示并剖析三节文

化课程的课前准备、课堂活动，及视频与文章的运用，以期为中高级实践类汉语文化课程的设计提供借鉴。

Lin Zhu	The University of Mississippi
Yan Liu	Duke University
Ying Feng	Pennsylvania State University

Orcas: Development of Optimization of Learning Strategies in Intelligentized Chinese Language Teaching 智能化汉语教学中优化学习策略的养成

在外语教学领域处于转型期的今天，将科学技术纳入人文学科体系已成为外语教学界的共识。如何在充分利用互联网技术、智能手机等科技成果创造理想语言学习环境的同时将汉语教学的内容和方式与不断信息化的目的语社会生活相衔接，以此提高学生的学习动机、优化学习策略，是本小组三个报告通过课堂内外的实践共同探索的目标。

Zhini Zeng	University of Mississippi
Hui Zhu	University of Mississippi
Junqing Jia	Hamilton College
Ying Liu	Zhejiang University

Mercer A: Culture, Curriculum Design, and Language Production: The Case of a StarTalk Program

This panel will discuss how to create a target culture through curriculum design and student-centered activities: language learners use language to engage with the world at a personal level, how culture knowledge facilitate language production and how to incorporate traditional and modern elements in curriculum design of an intermediate-low classroom.

Cheng-Fu Chen	University of Mississippi
Luzhen Tian	Hutchison School, Memphis, TN
Yiwen Wang	Newman School, New Orleans, LA

6:00 PM – 7:00 PM on Friday, 04/05/2019: Dinner (Buffet) in Emerald EF

7:00 PM – 8:00 PM on Friday, 04/05/2019

Crystal A: Workshop 4: Easy and Free Technologies to Promote Learning in and out of the Classroom 省钱省力的课堂内外辅助学习实用科技

Amber Navarre 黄馨怡 Boston University, Boston, Massachusetts

Crystal B: Interaction in Chinese Classrooms and L2 Pronoun Production

1. Make Class Discussion More Engaging to Chinese Heritage Language Learners
   Jingjing Ji Northwestern University

2. Multiple Conversational Strategies and Topics of Learning and Teaching “Negotiating New Relationships” in Chinese
   Kai Liang Ohio State University

3. Advanced Chinese L2 Pronoun Production
   Fang-yi Chao United States Military Academy

Crystal C: Textbook Analysis and Classroom Practice

1. 高年级汉语课教材与实践
   Yi-Lu Kuo University of Chicago

2. 华语二语教学中语境因素的缺失与错配: 来自教材的启示
   Weiping Wu, The Chinese University of Hong Kong

3. An Analysis of Elementary and Intermediate Chinese Textbooks and Japanese Textbooks
   Jun Xu Colorado State University

San Juan: Connections Between Tradition and Modernity 传统与现代对接：高年级汉语文化教学设计与文化视野培养

中国文化源远流长，如何在高级汉语课中，将传统与现代结合，训练学生透过具体文化产物与实践、进行更深层的文化视野方面的讨论，是值得每个教师思考的问题。本组报告聚焦唐代古诗、明清志怪小说、当代电影，通过分析分享教学设计与资料，展示如何在文化教学中以借今说古、以古谈今的方式，培养学生深层文化思考的能力。

Gang Liu	Carnegie Mellon University
Xiaorong Wang	University of Chicago
Panpan Gao	Massachusetts Institute of Technology

Orcas: Individual Differences of Chinese Learners and Classroom Teaching

1. CFL Motivation and Persistence: Exploring Learner's Grit and Future Self-guides
   Liying Feng Florida State University

2. 学习者自我愿景在汉语教学中的应用
   Yan Xie Liberty University

3. The Acquisition of "Bei" Structure in L2 Chinese by Vietnamese learners
   Fang-Yen Hsieh National Taiwan Normal University

Mercer A: Development of a Sustainable Chinese Language Program (I)
建设健康持续发展的汉语项目(I)

在过去十多年间，美国大学的中文项目经历了一个迅猛扩张期，由于缺乏成功经验的借鉴，应运而生的这些中文项目不可避免地遇到一些困难和挑战，如生源问题，课程设置，教学目标，评价体系，海外学习，科技应用等。该圆桌讨论以美国五所有代表性的大学新兴汉语项目为例来讨论如何建设一个健康持续发展的汉语项目。

Lijuan Ye	Messiah College
Guangyan Chen	Texas Christian University
Yao Liu	University of South Florida

7:00 PM - 8:30 PM on 04/05/2019: Editorial Committee Meeting (Whidbey)

8:10 PM – 9:10 PM on Friday, 04/05/2019

Crystal A: Chinese Language Assessment

1. Developing Effective Assessment for Online Tutoring Program
   Xiaoying Yu University of Michigan

2. Raters' reliability in a Chinese Paired Speaking Test
   Xue Xia University of Wisconsin – Milwaukee

3. 正误语料在第二语言口语能力测评中的互证作用分析
   Liping Feng Beijing Normal University/San Francisco State University Confucius Institute

Crystal B: Language Input Strategy Adjustment for Learners at Different Proficiency Levels
如何针对不同语言水平的学习者调整语言输入策略

在二语教学中，教师为学习者提供有效的语言输入是促进其语言能力的前提。该报告将讨论在密集型的语言强化项目中，教师如何根据各年级学习者的语言水平调整语言输入策略；在课前预习、课堂教学、课后任务这几个教学环节，教师如何透过大量、循序渐进的语言输入材料，帮助学生理解和吸收，最终达到提升语言输出质量的目的。

Kang Zhou Massachusetts Institute of Technology
Xiaoshi Yu Harvard University
Jie Zhao Harvard University

Crystal C: Teaching of Formal Written Chinese

1. 高年级文学专题课中的修辞教学
   Xiaoke Jia Bowdoin College

2. Word Lists of Written Chinese and The Pedagogical Applications
   Yu Liu Brigham Young University

3. Written Chinese at the Advanced Level: What to Teach and How
   Congcong Ma University of Notre Dame

San Juan: Using Movies in Chinese Teaching

1. 中文电影在对外汉语文化教学中的应用研究
   Fan Jia 哈佛大学东亚系

2. 课程设计中电影的多项语言训练功能的使用
   Haiwen Wang Yale University

3. 图像胜似千言-论视觉材料在外语教学中的使用
   Lingou Jiang Skyline High School, WA

Orcas: Tao-chung Ted Yao Memorial Award Recipients' Presentation Session

1. An Eye-tracking Study on Learning L2 Chinese Vocabulary: Exploring Presentation Formats and Learner Attention
   Xuehong He Michigan State University

2. Patterns of Peer Interaction in Chinese as a Foreign Language (CFL) Settings
   Mengying Zhai University of Hawaii at Manoa

Mercer A: **Development of a Sustainable Chinese Language Program II**
建设健康持续发展的汉语项目（II）

在过去十多年间，美国大学的中文项目经历了一个迅猛扩张期，由于缺乏成功经验的借鉴，应运而生的这些中文项目不可避免地遇到一些困难和挑战，如生源问题，课程设置，教学目标，评价体系，海外学习，科技应用等。该圆桌讨论以美国五所有代表性的大学新兴汉语项目为例来讨论如何建设一个健康持续发展的汉语项目。

Xizhen Qin University of South Florida
Yanlin Wang Texas Tech University
Jia Zhu University of Central Arkansas

Saturday, April 6th, 2019

Exhibition: 8:30 PM – 12:00 PM; 1:00 PM - 6:00 PM (Mercer B)

Plenary Session in Emerald EF

8:30 AM - 9:30 AM on Saturday, 04/06/2019

Emerald EF: **Keynote Speeches**

1. Teachers' Grammar: On Chinese Adjectives
   Chaofen Sun Stanford University

Breakout Sessions

9:40 AM - 10:40 AM on Saturday, 04/06/2019

Crystal A: **Chinese Language Teaching with a Global Perspective**

1. 在线平台作为全球汉语教室:重新定义国际汉语教学
   The Online Platform as Global Chinese Classroom: Redefining TCIL
   吴英成 Yeng Seng GOH
   The Pan Asian Association, National Institute of Education, Nanyang Technological University

2. 欧洲汉语教学学科建设与国际合作联盟初探
   周敏康 欧洲汉语教学协会、西班牙巴塞罗那自治大学

Crystal B: **Special author presentation by Cengage Learning Asia: Step Up to AP®: An All-New Intermediate Chinese Program**

Dali Tan 谭大立 Northern Virginia Community College

Crystal C: **Advanced Chinese Language Course on Specialized Subjects: Design and Practice 高级汉语专题课的课程设计和实践**

在高级阶段开设专题课是近年来对外汉语教学中的一个热点和趋势。本报告小组介绍三门不同内容的高级汉语专题课的课程设计和课堂实践。这三门课的专题分别是中国的死刑问

题、汉语语言学和商务。三位报告人从不同的侧重点展示这三门课中的教学探索，并探讨在其中获得的相关经验及反思。

Kening Li	University of Michigan
Shujing Ren	CET Harbin, China
Qiuli Zhao Levin	University of Michigan, Chinese Language Program

San Juan: **Chinese Writing Teaching**

1. Collaborative Writing Assignments and Technology: A Preliminary Report
   Nyan-Ping Bi — University of Washington

2. Enhancing Micro-skills in Writing for Chinese Heritage Language Beginners
   Shiqing Gong — Harvard University

3. A Writing Workshop for Elementary School CFL Classes
   Ruihua Liu — Weaver Elementary School, Garland, Texas
   Yunfang Liu — Legacy Preparatory Charter Academy, USA

Orcas: **Business Chinese Teaching: Concepts and Methods 商务汉语教学：理念与方法**

鉴于以往有关商务汉语教学的研究偏于宏观，较少探讨教学中的具体问题及解决方案，本场讨论采用宏观与微观相结合的角度，首先梳理近 20 年商务汉语教学法研究之重点（报告一），然后通过分析商务汉语课堂中的实践活动，指出教学过程中普遍存在的问题（报告二），进而提出两个具有一定创新性的教学法思路和方案（报告三、四）。

史中琦	Columbia University
郦帅	Georgia State University
刘倩	University of Michigan
谢文彬	Northwestern University

Mercer A: **Understand Cultural Pluralism Through Differential Instructions on Movies I 通过電影的差异性教学来理解文化多元性 (I)**

本小组成员将通过三部涉及不同地域、多元文化议题的电影，分享展示几组针对不同语言能力水平的教学对象及课程类型设计出来的教学方案与实践结果，以此探讨如何通过差异性电影教学帮助不同年级的学生提高相应的语言能力，启发学生从不同角度理解、讨论文化的多样性。

Yea-Fen Chen	Indiana University
Yingling Bao	Indiana University
Jingjing Cai	College of the Holy Cross
Luoyi Cai	University of North Carolina at Chapel Hill
Su-I Chen	Clemson University
Xiaoying Liles	Indiana University
Celia Liu	The College of New Jersey
Xiaorong Wang	University of Chicago
Chuan-Hui Weng	Indiana University

10:50 AM - 11:50 AM on Saturday, 04/06/2019

Crystal A: Teaching and Learning Chinese Characters and Essay Writing

1. Writing Prompts, Process, and Assessment in Proficiency-oriented Curriculum
   Yu Wu University of Rhode Island

2. Effects of Timed Dictation on Beginning-level Chinese Learners' Character Writing
   Siyan Hou Purdue University
   Atsushi Fukada Purdue University

3. 初级阶段汉语习得者的汉字认知训练的实证研究
   Yi Zhou University of North Carolina at Chapel Hill

Crystal B: Comprehending China: An Exploration of Language, Civilization, and Culture

The United States Military Academies (Army, Navy, and Air Force), offer unique foreign language acquisition environments. The Academies' rigorous entrance standards, mandated academic attendance and discipline, and funded overseas language and culture immersion programs encourage student engagement at all language-learning levels. Using a variety of instructional methodologies and approaches, this panel will demonstrate how instructors may naturally weave civilization and cultural insights into different levels of the Second Language Acquisition process and stimulate student language learning.

Haning Hughes United States Air Force Academy
Fangyuan Yuan United States Naval Academy
Eugene Gregory United States Military Academy

Crystal C: Pedagogical Grammar for Teaching Chinese as a Foreign Language

1. The first two presentations address issues of Chinese pedagogical grammar, focusing on classroom instructions to show how to teach grammar that is both pedagogically and theoretically sound. The presentations, supported by research, address "verb duplication," "'haishi' (still but) and 'hai' (still)" and "guran and suiran "虽然"和"固然"
   Baozhang He College of the Holy Cross
   Nansong Huang 中山大学南方学院

2. Stylistic Characteristics of Four Character Idiomatic Expressions
   Zhengh-sheng Zhang, San Diego State University

San Juan: Crazy Rich Asians: Cultural Perspectives, Identity and Curriculum Development in Heritage Language Instruction

本组报告尝试用"Crazy Rich Asian"这部电影进行对继承语课程的单元设计， 并从文化，语言，社会经济和华裔认同角度进行调查和分析。根据 Montrul (2010) 所提出继承语学生"个人， 文化和语言需求"论点进而探讨继承语教学的有效实践。使用电影进行以外语教学 5C's 和 Integrated Performance Assessment (IPA) 为基准的学习者需求课程设计和明确学习目标评估.

Grace Wu University of Pennsylvania
Jing Hu University of Pennsylvania
Ya-Ching Hsu University of Pennsylvania

Orcas: **Modern Technology in Chinese Language Teaching and Learning**

1. 从输入到输出--智能工具辅助的读写技能训练成效初探
   Phyllis Zhang George Washington University

2. Project-based Language and Culture Learning through Multimedia Materials
   Peisong Xu Yale University

3. Does Seeing Your Chat Partner Help? A Mixed Study on Foreign Language Anxiety and Audio and Video-based Computer-mediated Communication (CMC)
   Kai-Ying Hsu Texas Tech University

Mercer A: **Understand Cultural Pluralism Through Differential Instructions on Movies II 通过電影的差异性教学来理解文化多元性 (II)**

本小组成员将通过三部涉及不同地域、多元文化议题的电影，分享展示几组针对不同语言能力水平的教学对象及课程类型设计出来的教学方案与实践结果，以此探讨如何通过差异性电影教学帮助不同年级的学生提高相应的语言能力，启发学生从不同角度理解、讨论文化的多样性。

Yea-Fen Chen	Indiana University
Yingling Bao	Indiana University
Jingjing Cai	College of the Holy Cross
Luoyi Cai	University of North Carolina at Chapel Hill
Su-I Chen	Clemson University
Xiaoying Liles	Indiana University
Celia Liu	The College of New Jersey
Xiaorong Wang	University of Chicago
Chuan-Hui Weng	Indiana University

12:00 PM - 12:55 PM on Saturday, 04/06/2019: Lunch (Buffet) & Lunch Session by CET at Emerald EF

1:00 PM - 2:00 PM on Saturday, 04/06/2019

Crystal A: **Revisiting Chinese Character Instruction (对汉字教学的再认识)**

This panel aims to revisit Chinese character instruction from three perspectives. We start with an overview of character instruction at the college level in the U.S. by tracing its developments in different periods, with a focus on challenges and strategies faced currently by practitioners, and then offer an analysis of sound correspondences between pictophonetic characters and their phonetic components based on principles of sound change and phonological features, and conclude with a discussion of the possibility of a theme-based courses on Chinese writing system.

Zhiqiang Li	University of San Francisco
Xia LIANG	Washington University in St. Louis
Lening LIU	Columbia University
Chaofen SUN	Stanford University

Crystal B: **Interaction and Chinese Grammar Pedagogy -- 语法动起来**

语法动起来以社交互动 (socialization) 的角度和积极参与 (engagement) 的方法来调动沟通式语法教学的语境层次化的目的，使得语法的互动更自然地融入了互动过程，更强化的人际交流的目的。本小组以初级语法引导互动实例、“反而”的戏剧与认知教学以及一年级的“了”字 3P 教学环节为例演示如何使语法动起来，并从实践中做初步理论化的尝试。

Tong Chen 陈彤	Massachusetts Institute of Technology
Min Wan 万敏	Tufts University
Jinhuei Enya Dai 戴金惠	Middlebury Institute of International Studies at Monterey
Yuwen Yao 姚瑜雯	University of California at Los Angeles
Liping Yu 于丽萍	University of Washington at Seattle

Crystal C: **Building an Articulated Pathway: High School, Community College, and Senior College**

The panel will discuss curriculum mapping from high school to college, introduce the linkage project that serves to bridge the proficiency gap for students between community college and senior college, and introduce several ways that will enable students with prior knowledge of Chinese to be placed out of the beginning level or to receive college credits.

Der-lin Chao	Hunter College
Hongrong Chen	Hunter College
Chun-Yi Peng	Borough of Manhattan Community College

San Juan: **How to Design a Course for Chinese Heritage Learners: Theoretical, Empirical, and Experiential**

This panel proposes theoretical, empirical, and experiential perspectives in the pedagogical design for Chinese heritage learners. Based on the distinctive traits of Chinese heritage learners, the four panelists will throw new light on 1) the design of learning activities in and out of the classroom, 2) textbook comparison and selection, 3) placement assessment, and 4) lesson plan design and pedagogical modeling. In this group presentation, this cohort aims to tackle the pedagogical difficulties inside and outside the Chinese heritage learners’ classroom and provide viable solutions to peer instructors.

Lulei Su	Brown University
Fan Liu	Yale University
Wenhui Chen	Brown University
Hsin-I Tseng	Brown University

Orcas: **Bridging Usage-based Theory, Corpus Research, and Grammar Teaching: An Innovative Approach to 了 le**

This panel will provide a pedagogical model that bridges theory, research, and classroom teaching and learning by showing how the usage-based constructionist approach as a theoretical framework together with corpus-based data analysis of everyday language uses of the challenging structure involving 了 le can contribute to the conception and execution of a principled pedagogical approach to grammar teaching and learning in CSL/CFL. In doing so, it will provide useful and workable strategies for CSL/CFL teachers to apply not just in the teaching of le, but also other structures in Chinese.

Zhuo Jing-Schmidt	University of Oregon
Steffi H. Hung	University of Oregon
Jun Lang	University of Oregon
Heidi H. Shi	University of Oregon
Lin Zhu	University of Oregon

Mercer A: Semantic Differentiation and Analysis and Vocabulary Instruction 词义辨析与教学

词汇的学习、拓展与积累对于汉语学习者的成功至关重要，而其中词义辨析是重中之重。本小组基于几十年的教学经验以及对 9800 个常用词语的详尽观察、尝试从教学策略与设计、教学呈现与演练等角度来探讨各年级，特别是高年级汉语教学中的同义词、近义词、易混淆词及近义成语的辨析及其需要加强着重的方面。

Xuefei Hao	Michigan State University
Liwei Jiao	Brown University
Fengtao Wu	Washington University in St. Louis

2:10 PM - 3:10 PM on Saturday, 04/06/2019

Crystal A: Dual Track Approach for Chinese Language Beginners in College
大学基础汉语教学如何实行"语文分治"

回顾基础汉语教学在处理口语和汉字关系时通常采用的方法，论述在大学基础汉语教学中实行"分进合击，节奏诵读"教法的语言教学理论基础，探讨"分进合击，节奏诵读"的教法，分享这一教学的实践教学步骤与经验。

John Jing-hua Yin	University of Vermont
Diana Yiqing Sun	University of Vermont
Ying Hu	University of Vermont

Crystal B: Social, Cultural, and Interactional Dimensions of Chinese Language Teaching and Learning (I)

While most Chinese language teaching professionals have tended to focus much of the effort on the mechanisms and pedagogical aspects of acquiring Chinese as a second language, there are critical issues in the social, cultural, and interaction dimensions of the enterprise that must be raised in our consciousness as they can play important roles in the long term development of the field. This panel contains a total of six papers that begin to address some of the issues in a concerted way. This is the first part of the panel.

Hongyin Tao	University of California, Los Angeles
Danjie Su	University of Arkansas
Wei Wang	Georgia Institute of Technology
Helen Wan	UCLA
Elizabeth Carter	UCLA
Yan Zhou	UCLA

Crystal C: **Studies on Chinese L2 Learners' oral Reading: Miscue Patterns, Eye-tracking Comparisons, and Pedagogical Intervention**

This panel will report the results of three empirical studies on CSL learners' oral reading behaviors from different angles. The first study investigates students' oral reading miscue patterns and their developmental changes across learning levels; the second study examines eye movement behaviors during oral reading and its relation to silent reading comprehension across learning levels; The third study reports a seven-week program of pedagogical intervention on improving oral reading fluency among intermediate learners.

Helen Shen — The University of Iowa
Jun Wang — Shanghai Jiao Tong University
Sicheng Wang — The University of Iowa

San Juan: **Teaching and Learning of Chinese Vocabulary and Assessment**

1. 语气-受到忽略的词汇教学的一个重要环节
   Lung-Hua Hu — Brown University

2. Students' Perspectives on Learning Vocabulary in Advanced Chinese
   Xinyi Wu — University of Pennsylvania

3. Self and Peer Assessment in K-12 Chinese Language Classrooms: Teachers' Perceptions and Implementations
   Xuexue Yang — Michigan State University

Orcas: **Research on the Development of Chinese Grammar**

1. Effect of Inferencing on Learning Resultative Verb Compounds
   Yi Xu — University of Pittsburgh

2. A discussion of the acquisition of semantic-phonetic compounds in Chinese
   Lan Zhang — University of Memphis

3. Using DST to support educational process in L2 Chinese Class
   Jia Xu — Columbia University

Mercer A: **Establish the Scaffold of Meanings Between Images and Written Language 建立图像与文字的意义框架：以纪录片为媒介的对外汉语语言和文化教学**

纪录片作为高级汉语教学的新材料日益受到关注。它与流行文化和政治话语间的微妙关系为课堂讨论提供了话题和刺激，本组的报告从时政、商务、历史三种类型的话题切入，通过具体的教学案例探讨如何把纪录片跟传统的影视和文字材料相结合，创造多层次多角度的意义框架，并关注纪录片语言与文化的真实性所带来的优势和挑战。

Jing Wang — Princeton University
Yang Wang — Brown University
Man He — Williams College

3:20 PM - 4:20 PM on Saturday, 04/06/2019

Crystal A: Applications of Corpus-based Teaching

1. 基于语料库统计的汉语形容词性别倾向性考察
   Chao Fu Harvard University

2. Corpus-informed Approach: Assessing the Aspect Marker –Le in Chinese Pedagogical Materials
   Chen Chen The University of Arizona

3. 基于语料库的面向二语教学的汉语词缀教学法研究
   Bin Yang Harvard University

Crystal B: Social, Cultural, and Interactional Dimensions of Chinese Language Teaching and Learning (II)

While most Chinese language teaching professionals have tended to focus much of the effort on the mechanisms and pedagogical aspects of acquiring Chinese as a second language, there are critical issues in the social, cultural, and interaction dimensions of the enterprise that must be raised in our consciousness as they can play important roles in the long term development of the field. This panel contains a total of six papers that begin to address some of the issues in a concerted way. This is the second part of the panel, consisting of three papers that highlight language-internal factors.

Hongyin Tao	UCLA
Danjie Su	University of Arkansas
Wei Wang	Georgia Institute of Technology
Helen Wan	UCLA
Elizabeth Carter	UCLA
Yan Zhou	UCLA

Crystal C: Technology-Assisted Instruction, Interaction and Reflection in Chinese Language Courses

Technology provides diverse assistances for language teaching and learning both in and outside of classroom. Based on cases of applying technologies to language teaching and learning in different contexts, the three presentations of this panel illustrate that the use of technology facilitates the incorporation of authentic course materials, raises intercultural understanding within task-based instruction, mobilizes meaningful communication in three modes during in-class activities, and promotes learners' reflective thinking along the learning process. These reinforcements brought by technology enables a more integrated proficiency development among Chinese language learners.

Yupeng Kou	The University of Virginia
Xingguo Huang	Harvard University
Ying Gao	The University of Virginia

San Juan: Chinese Teaching Methods and Reflections

1. Grammar Teaching Practices Reconsidered: A Case Study of Communicative Grammar Instruction in L2 Classes
   Jing Zhu Foreign Service Institute, Global Language Center

2. Language Teaching Strategies Employed in Chinese Language Classroom at the Elementary Level in USA
   Yali Feng Georgia State University

3. Reflections and Perspectives of Non-Heritage Chinese Language Instructors on Learning and Teaching of the Chinese Language
   Shijuan Liu Indiana University of Pennsylvania

Orcas: **Towards a Holistic Language Learning Experience**

1). "Speaking Is Doing"—Culture in Language Acquisition
2). How to Design Efficient Function-Focused Speaking Tasks in a Beginning CFL Curriculum
3). Contextualized Grammar Instruction in a Beginning CFL Curriculum

Maiheng Dietrich	University of Pennsylvania
Chih-Jen Lee	University of Pennsylvania
Meiqing Sun	University of North Carolina-Greensboro

Mercer A: **Teaching Chinese as a Heritage Language in the U.S.: From Data to Practice**

This panel reports on the results of a two-step national survey on college-level Chinese as a heritage language (CHL) education in the U.S. The initial survey identified 51 institutions offering a separate heritage track for Chinese. The follow-up elicited CHL instructors' views on existing teaching materials, challenges, successful experiences, needs for teacher training, and pedagogical suggestions. In addition to providing a general picture of college-level CHL education across the U.S., this paper also identifies urgent issues that need to be addressed for CHL education and discusses implications for teaching Chinese to heritage language learners.

Han Luo	Lafayette College
Yu Li	Loyola Marymount University
Ming-Ying Li	Hunter College
Duanduan Li	The University of British Columbia

4:30 PM - 5:30 PM on Saturday, 04/06/2019

Crystal A: **Linguistic Analysis, Calligraphy and Chinese Teaching**

1. American Society of Shufa Calligraphy Education Chinese Calligraphy: What We Should Know and Do in the U.S
   Huiwen Li Cleveland State University

2. 对外汉语中的古汉语词汇教学策略探讨
   Tianshu He Duke University

3. High-Leverage Teaching Practice: A Mandarin Chinese student teacher's practices, beliefs, and challenges
   Ling Zhai University at Buffalo

Crystal B: Incorporating Video Clips and Digital Storytelling Approaches in the CFL CBI Curriculum

This panel is organized to showcase some digital artifacts and storytelling approaches that have been utilized in advanced Chinese CBI courses to help improve students' learning outcomes. It includes presentations of the materials that have been developed, as well as discussions on how to incorporate innovative technology-enhanced learning resources with the digital storytelling approach, how to measure students' outcomes, and how to use various innovative digital resources for better class exercises, activities, and assignments.

Sue-mei Wu 吴素美	Carnegie Mellon University
Yiching Liu 吕逸勤	The University of Iowa
Huizhu Zhang 张慧竹	University of Pittsburgh

Crystal C: Research to Practice: Developing Reading Literacy among CFL Learners

This panel provides an overview of instruction in the reading and comprehension of written Chinese texts, focusing on different stages in the reading process: character and word-level reading, sentence and paragraph level reading, and text-level reading for literal and inferential comprehension. The presentation includes classroom activities grounded in research findings targeting the reading skills that we discuss, demonstrating the use of these activities with students at various proficiency levels. It argues for the need to reinforce lower-level reading skills among more advanced students and to begin developing higher-level reading skills at the elementary level of instruction.

Ross Claudia	College of Holy Cross
Pei-chia Chen	University of California, San Diego
Ke Peng	Western Kentucky University

San Juan: Distance Learning for New Generation Students and "Flip Course" Practice
针对新生代学习者的远程教学与"翻转课堂"实践

俄亥俄州五校联合（Five Colleges of Ohio）于 18 年秋季开始试行跨校远程授课，首批试点课程为面向中高级汉语学习者的独立研究课，以及面向所有学生的内容课程——中国语言及其文化背景。本组报告以此为背景，主要介绍在远程教学与"翻转课堂"的大前提下，教师如何使用 VoiceThread 等工具，在课程中融入在线视频，社交网络等更适合新生代学习者的元素。

Cong Li	Kenyon College
Xin Zhang	Oberlin College
Wen-Chin Yeh	Kenyon College
Jianhua Bai	Kenyon College

Orcas: Advancing to Advanced Chinese: From Speaking to Writing to Critical Thinking

Students of Chinese at post-intermediate level commonly hit a learning plateau. This panel addresses the challenges in helping them move to more advanced levels. The first presenter describes a seven-step strategy to raise students' level of oral skills from daily conversational Chinese to more formal, academic-style Chinese. The second presenter introduces a new approach to teaching Classical Chinese that stimulates students' interest in formal expressions in both speaking and writing. The third presenter demonstrates how minifictions can be effectively used in a fourth year Chinese class to help students to acquire idiomatic expressions while fostering their critical thinking.

Chengxu Yin University of Notre Dame
Licheng Gu Northwestern University
Yongping Zhu University of Notre Dame

Mercer A: Development and Improvement of the Ability to Teaching Chinese Language: Grammar, Phonetics, Applications of Technologies 中文教学能力的培养与提升--语法、语音及科技应用

本专题将从语法、语音和科技应用三个方面讨论如何培养及提升汉语作为第二语言教师的教学能力。报告将分析、比较新手和有经验教师对语法点难度的评估、理解与诠释；将透过教学录像和教师访谈说明语音教学的缺失及改善方法；也将基于合作教学的理念，分享如何运用虚拟平台创造、扩大教学的互动空间，有效建立师生学习共同体。

Jennifer Liu Harvard University
Cecilia Chang Williams College
Hsin-hsing Liang The University of Virginia

5:30 PM – 5:50 PM on Saturday, 04/06/2019: Book Exhibition Visit at Mercer B
6:00 PM - 7:00 PM on Saturday, 04/06/2019: Dinner at Emerald EF
7:00 PM - 8:30 PM on Saturday, 04/06/2019: CLTA General Member Meeting at Emerald EF

Sunday, April 7th, 2019

Book Exhibition: 8:30 AM - 11:00 AM (Mercer B)
Regional Associations Meeting 8:30 AM - 9:30 AM (Orcas)

Breakout Sessions and Teaching Technique Demonstrations

8:30 AM - 9:30 AM on Sunday, 04/07/2019

Crystal A: Task-based Chinese Language Teaching

1. Material Developments and Classroom Activities for Business Chinese Classes
   I-hao Woo University of Colorado Denver

2. 基于任务型的商务中文教学探索--有华人、华裔的课堂与纯学习者课堂的对比研究
   Xinyue Huang Washington and Lee University

3. “社区服务型学习”与中文教学
   Li Xu Duke Kunshan University

Crystal B: Chinese Language Teaching and SLA

1. 谈谈将语块纳入翻译技能训练的方法
   Yan Shen University of California at Los Angeles

2. “以偏概全”与词义演变及其语法张力
   Haiyan Liu 中国传媒大学

3. Proactively Applying Negotiation for Meaning as Interlanguage Pragmatic Skill
   Qiaona Yu Wake Forest University

Crystal C: Teaching Technique Demonstrations

1. 声调教学
   Yi Chen Middle Tennessee State University

2. 反向设计在语言教学中的运用
   Bei Cheng University of Pittsburgh

3. Banter Bridging
   Frank Dolce Carnegie Mellon University

4. Street Interview: An Integrated Task-Based Approach
   Yongling Gorke University of North Carolina Charlotte Confucius Institute

San Juan: Innovations in Chinese Pedagogy

1. 多模态教学法在美国小学汉语教学中的应用研究--以美国明尼苏达州某小学中文沉浸式项目汉语课为例
   Dan Wang Minzu University of China

2. Encouraging Students' Higher Order Thinking in Chinese and Culture Classes
   Puying Peng Michigan State University

3. Designing Online Grammar and Vocabulary Tutorials
   Shenglan Zhang Iowa State University

Mercer A: Incorporating Communities in the CFL Classroom: Multiple Approaches and Case Studies

Drawing on classroom practices of three CFL programs in Canada and the US, this panel describes a diverse range of classroom projects that incorporate local communities in the FL curriculum. We describe projects designed for different proficiency levels, learning outcomes, and to utilize specific characteristics of local communities. By reflecting on the design and implementation of concrete projects, we provide practical and theoretical insights into new and different ways to incorporate community-based learning in the CFL classroom.

Xuehua Xiang University of Illinois at Chicago
Yunjuan He University of North Georgia
Qian Wang University of British Columbia
Jinai Sun North Central College

9:40 AM - 10:40 AM on Sunday, 04/07/2019

Crystal A: Extensive Reading and Flipped Chinese Classrooms

1. The Effect of Extensive Reading on CFL learners' Reading Attitude
   Jing Zhou Pomona College

2. "翻转课堂"在海外汉语教学中的应用研究
   Ziyin Li Beijing Normal University

3. Flipped Classroom in a Chinese Language Classroom
   Alice Flores Chinese Language Teacher Association of Washington

Crystal B: **A Usage-Based Approach to Learning Material Development: the DormTalk Corpus for Chinese Language Learning and Teaching**

This three-paper panel presents a project that utilizes Chinese L2 learners' authentic language use to develop supplementary learning materials. The first paper of this panel presents the research stage of the project by describing its research background, design, and results. The second paper focuses on the modules that have been designed based on our research findings. The third paper uses a Task-Based Language Teaching (TBLT) approach and presents the tasks that are designed in tandem with the authentic discourse presented in each module.

Wenhao Diao The University of Arizona
Linus Morales The University of Arizona
Yilan Liu The University of Arizona

Crystal C: **Teaching Technique Demonstrations**

1. 骨肉交融的高年级语段结构教学
   Yinqiu Ma Bowdoin College

2. Utilizing Questions to Enhance Speaking Skills
   PeiYing Gosselin The Archer School for Girls

3. Using Popular Reality TV Shows to Enhance Students' verbal Skills
   Wenhui Gu Scarsdale High School

4. Teaching Chinese Research Skills in a Writing Intensive Course to Pre-advanced Learners
   Bonnie Wang Durham Academy

San Juan: **L2 Chinese Learning and Acquisition**

4. 汉语二语学习者词汇语义系统动态发展研究
   Lin Zhou 对外经济贸易大学
   Baoxin Chen 对外经济贸易大学

5. Do We "Teach Half-Truths Designed to Present China in the Most Favorable Light"?
   Ye Tian University of Pennsylvania

6. 文本複雜度、主題背景知識與二語閱讀理解表現之探究
   Huichen Hsiao National Taiwan Normal University

Orcas: **Teaching Training and Development of Teaching Materials**

1. 从汉语教师志愿者考试看汉语国际教育硕士培养及汉语国际教师培养
   Jin Dong 对外经济贸易大学

2. 试谈国际汉语系列教材的策划和组织编写——以"汉语国际教育硕士系列教材"为例
   李彩霞 外研社国际汉语出版中心

3. 基于多元智能理论的 K-6 混合式汉语教学资源设计
   苗强 外研社国际汉语出版中心

Mercer A: Technology Application in Chinese Language Teaching and Learning

1. Graduate Student Chinese Language Teaching through Memes: a case study through Instagram
   Grainger Lanneau University of Washington

2. Online Learning Community for Chinese Distance Learning
   Yunxin Zhang Davidson Academy

3. Exploring CFL Learners' Interaction Process Through Video-Recorded Text Chat
   Feng Xie University of California, Santa Barbara

10:50 AM - 11:50 AM on Sunday, 04/07/2019

Crystal A: Using Modern Technology in Chinese Language Classrooms

1. Using AI Technology to Create Dynamic Adaptive Curriculum
   Franz Chen Ponddy Education

2. Curriculum Design with Technology for Autonomous Learning in Chinese instruction
   Cong-Kai Jin Monterey Bay Chinese Association (MBCA) Chinese School
   Chi-Ping Shih Defense Language Institute

3. The Effects of Teaching Methods on the Use of Compensatory Strategies by L2 Chinese Learners
   Yi-Hsien Hsieh National Taiwan Normal University

Crystal B: Technology Applications in Chinese Classroom Teaching

1. Use of WeChat in a L2 Chinese Writing Class
   Liu Li Ball State University

2. Transform Any Content into Classroom Ready Lessons
   Yalan King Ponddy Education

3. Using Kahoot in Teaching Content-based Defense Language Proficiency Test (DLPT) Preparation
   Jingjing Xu University of Arizona

Crystal C: Teaching Technique Demonstrations

1. How to Get Gid of the Students' "American Accent"
   Thomas Wang Oakwood School

2. Dating with Winebibber
   Lai Wei Middlebury College & Chinese Institute in Beijing

3. Class Scenario and Backward Design Teaching
   Jingyi Zhao Post Oak Academy

San Juan: **(Re)building Cultural Awareness and Identity for Heritage Learners by Incorporating "Crazy Rich Asians" into Chinese Classrooms of Different Levels**

This panel demonstrates how to incorporate the film "Crazy Rich Asians" into the Chinese language classroom to develop the cultural awareness and identities of heritage students based on the framework of ACTFL 5C's and theme-based learning. The three presentations will share a variety of classroom activities engaging students in language and culture learning, including video recording, discussion, creative writing, movie clips dubbing, debate and photovoice.

Shu Chuan Chen	University of California, Santa Barbara
Ying Petersen	University of California, Irvine
Hsiang-ning Sunnie Wang	University of British Columbia

Orcas: **High-Leverage Teaching Practice**

This panel aims to explore the proposed high-leverage teaching practices (HLTPs) in actual Chinese classrooms and its relation to learning. The analysis of the observational and interview data revealed the tensions between the proposed HLTPs and the actual practices of the teacher and confirmed high language engagement led by HLTPs.

Hsin-hung Yeh	Stanford University
Elaine Ying Yue	SUNY: University at Buffalo
Hsin-Fu Chiu	California State University Los Angeles

Mercer A: **Cultural Teaching: Research and Pedagogy**

1. 美国大学生中国文化认知之管窥
   Ming Feng Seattle University

2. 跨文化误读症候与对外中国文化教学的"语境信息增量"
   Caijun Kou Hangzhou Normal University; Middle Tennessee State University

3. 基于体验式教学法的汉语文化课程设计
   Lifeng Sun 北京师范大学汉语文化学院

Sponsors and Exhibitors

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Beijing Language and Culture University Press & Phoenix Tree Press	Beijing Language and Culture University Press & Phoenix Tree Press
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Cengage Learning	Cengage Learning
CET Academic Programs	CET Academic Programs
Cheng & Tsui	Cheng & Tsui
ChinaSprout	ChinaSprout
Hopkins Nanjing Center	Hopkins Nanjing Center
Middlebury Institute Chinese Summer Intensive Program	Middlebury Institute Chinese Summer Intensive Program
Ponddy Education Inc.	Ponddy Education Inc.
Routledge	Routledge
The Chairman's Bao	The Chairman's Bao
Yabla	Yabla

Acknowledgements

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Organizing Committee

Conference Chair: Professor Yuan, Fangyuan (U.S. Naval Academy)
Program Chair: Professor Wang, Zhijun (University of Massachusetts Amherst)
Members: Professor Bi, Nyan-Ping (University of Washington)
Professor He, Baozhang (College of the Holy Cross)
Professor Yin, John Jing-hua (University of Vermont)