2021 Chinese Language Teachers Association
Annual Conference
(CLTA 2021 Virtual Conference)

April 8 (Thursday) to April 18 (Sunday), 2021

Virtual Conference: Presentations & Roundtables
April 10 (Saturday)–April 11 (Sunday), 2021
April 17 (Saturday)–April 18 (Sunday), 2021

** 4:30pm-6:00 pm, April 18 (Sunday), 2021 **
CLTA General Membership Meeting

Virtual Exhibition Tables
April 12 (Monday) –April 15 (Thursday), 2021

2021 CLTA Conference Committee
Baozhang He 何宝璋 (Conference officer)
Fangyuan Yuan 袁芳远 (Workshop & Roundtable)
Jun Da 笪骏 (Technology specialist)
Shuai Li 郸帅 (Program Chair)
Sue-mei Wu 吴素美 (Headquarters)
Yi Xu 许怡 (Conference Chair)
Yongping Zhu 朱永平 (Program Co-Chair)

Exhibition Tables Organizers:
Sue-mei Wu 吴素美 (HQ) & Mingquan Wang 王命全 (Fundraising Committee Chair)

CLTA 2021 Virtual Annual Conference Notes: (1) The conference program is based on U.S. Eastern Time. (2) Due to technical and other issues, most of the events will not be recorded. (3) In light of the low registration fee, CLTA will NOT be accepting any requests for refunds this year. (4) For those who would like to receive a K-12 PD hours certificate, the application form will be provided in the Zoom chat during The CLTA General Membership Meeting 4/18, Sunday 4:30pm-6pm. (5) If you have a question, please contact the conference committee at AnnualMeetingCLTA@gmail.com. Thank you for your understanding and cooperation.
CLTA 2021 Virtual Conference Program at a Glance

**This program is based on U.S. Eastern Time**

WEEK 1:

**Day 1: Thursday, April 8, 2021**
- Steering Committee Meeting 3:00-5:00pm

**Day 2: Friday, April 9, 2021**
- Board Meeting 3:00-5:00pm
- Workshops: 7:00-8:00pm; 8:15-9:15pm

**Day 3: Saturday, April 10, 2021**
- Plenary Sessions: 10:00–10:55am
- General/Breakout Sessions: 11:00–11:55am & 2:00 – 4:55pm & 7:00 – 8:55pm

**Day 4: Sunday, April 11, 2021**
- Plenary Sessions: 10:00 – 10:45am; 11:00–11:45am
- General/Breakout Sessions: 2:00 – 4:55pm
- Invited Round Table Session: 7:00–8:55pm

WEEK 2:

**Day 1 to Day 4: Virtual Exhibition Tables**
Monday April 12- Thursday April 15, 2021, 6pm-9pm

**Day 1: CSL Editorial Committee Meeting**
Monday April 12: 3:00-5:00 PM

**Day 4: CLTA-SIGs Meeting**
Thursday, April 15: 8:00–9:00pm

**Day 5: CLTA Regional Associations Meeting**
Friday, April 16: 5:00–6:00pm

**Day 6: Saturday, April 17, 2021**
- General Roundtable Sessions: 6:00–8:55pm

**Day 7: Sunday, April 18, 2021**
- Invited Roundtable Sessions: 10:00am–11:55am
- General Roundtable Sessions: 1:00–3:55pm
- Award Information Session: 3:00–3:55pm

**CLTA General Membership Meeting: Sunday, April 18, 2021 4:30–6:00pm **
2021 Chinese Language Teachers Association Annual Conference

**This program is based on U.S. Eastern Time**

**Week 1, Day 1**
Thursday, April 8, 2021

- Steering Committee Meeting 3:00-5:00pm

**Week 1, Day 2**
Friday, April 9, 2021

- Board Meeting 3:00-5:00pm
- Workshop#1: 7:00-8:00pm
  Proceed Separately and Strike Together: Enhancing Elementary Chinese Language Teaching and Learning
  John Jing-hua Yin The University of Vermont
- Workshop#2: 8:15-9:15pm
  How to Design and Implement Business Chinese Courses
  Daoxiong Guan University of California at Santa Barbara
  Fangyuan Yuan United State Naval Academy
Week 1, Day 3
Saturday, April 10, 2021

10:00 – 10:55am
Room 0: Keynote
Making Mandarin Accessible and Real: Lessons from my journey as a learner and teacher of CFL
Claudia Ross  University of Holy Cross

11:00 – 11:55am

**Room 1: Individual papers**
- Concept-based Instruction of Chinese Directional Complements
  Jie Zhang  University of Oklahoma
- Using Dynamic Culture Model and Authentic Input in Content-Based Instruction in Third-Year Chinese FL/HL Mixed Classroom
  Xuehua Xiang  University of Illinois at Chicago
  Duosi Meng  University of Illinois at Chicago
- Integrating behavior culture into language teaching in the U.S.: inspired by the pedagogy of learning to be a junzi in the Analects
  Kai Liang  Ohio State University

**Room 2: Individual Papers**
- The Two Major Difficulties for American Students Learning Chinese: Homophones and Word Order
  David Rosenstein  Ben Gurion University of the Negev
- Online Chinese Program Evaluation and Quality Assurance
  Jiahang Li  Michigan State University
- The Freezing of Students’ Pronunciation Mastery in Advanced Level: Why and What to do
  Congcong Ma  University of Notre Dame

**Room 3: Panel**
- Developing reading literacy in Chinese through lexical compounding skills
  Meng Yeh  Rice University
  Claudia Ross  University of Holy Cross
  Pei-Chia Chen  University of California, San Diego

**Room 4: Panel**
- Contextualizing CFL Teaching and Learning with Chinese Pop Culture
  Sue-mei Wu  吴素美 Carnegie Mellon University
  Yiching Christine Liu  吕逸勤 Dickinson College
  Miaochun Wei  魏妙纯 The George Washington University
  Litong Chen  陈利砼 Wheaton College

**Room 5: Panel**
- New Teaching Methods Empowered by Smart Technologies
  Ye Tian  University of Pennsylvania
  Jun Da  Middle Tennessee State University
Room 6: Panel
高年级汉语教学课程设计探讨与分析
Yujia Ye  University of Chicago
Cai Jing  Harvard University
互动式语法讲解视频制作与教学应用之启示
WeiHsuan Lo  University of Northern Colorado
Hai Liu  University of Minnesota Twin Cities

Room 7: Technique Demonstrations
Backward Design in Teaching Translation
Yiting Cheng  University of Pittsburgh
高年级差异教学初探
Fan Fan  University of Pittsburgh
Multi-sensory learning-emphasis on pinyin learning
Jing Speedling  Minnetonka Public School
Effective Gamification Skills for Using Target Language in Chinese Classroom
Chunmei Guan  Indiana Chinese Language Teachers Association
提高华裔学生学习动机的课堂活动
Bei Cheng  University of Pittsburgh

2:00 – 2:55pm

Room 1: Individual Papers
Vocabulary Learning through Games and Authentic Tasks
Duosi Meng  University of Illinois at Chicago
Xuehua Xiang  University of Illinois at Chicago
A New Model of Study Abroad Program: What Can We Provide Before, During, and After Study in China?
Jia Zhu  University of Central Arkansas
The Design and Development of Chinese Advanced Proficiency Assessment
Yi-Lu Kuo  University of Chicago
Xiaorong Wang  University of Chicago

Room 2: Individual Papers
媒体中文课程的内涵与教学
Mien-Hwa Chiang  University of Pennsylvania
语言学知识与汉语教学
Hang Zhang  George Washington University
反思性任务与跨文化交际能力的培养
Yupeng Kou  The Pennsylvania State University
Room 3: Individual Papers
Revisit word-based approach in learning Chinese as a foreign language
Lin Chen  University of Pittsburgh
Yi Xu     University of Pittsburgh
Charles Perfetti  University of Pittsburgh
The enduring difficulty of tones: Results of tone and word recognition experiments with advanced L2 Chinese learners
Eric Pelzl  Pennsylvania State University
Pedagogical practice of engaging intermediate-level CFL learners in extensive reading of authentic materials
Lu Lu     Wake Forest University

Room 4: Panel
同様的语言综合能力评估框架下中高级阅读课堂练习之方法对比
Hsuan-Ying Liu  Bard High School Early College DC
Jin Liu     Chaffey College
Ke Peng     Western Kentucky University
Ting-Yu Wen  Western Kentucky University
Claudia Ross  University of Holy Cross

Room 5: Panel
Factors Affecting Listening and Speaking Proficiency Gains in At Home and Study Abroad Contexts
Yu Wu       University of Rhode Island
Yang Wang   Brown University
Qingyu Yang  University of Rhode Island

Room 6: Panel
北美中小学课堂管理策略与技巧
Ziyi Geng     University of Virginia
Jianhua Zhong Washington Yu Ying Public Charter School
Bonnie Wang   Durham Academy

Room 7: Panel
Working with Novice Adult Learners of Chinese in an Immersion Setting
Mairead Harris Stowe High School
Min Wan       Tufts University
Tong Chen     Massachusetts Institute of Technology
Zhiqiang Li   University of San Francisco

3:00 – 3:55pm

Room 1: Individual Papers
“包宝宝”：华裔学生对中国文化的特殊视角
Jili Sun     Northwestern University
针对华裔学生的教学活动设计与探讨
Fan Jia     Harvard University
From Discussion-Based Pedagogy to Task-Based Learning for Chinese Heritage Learners
Lulei Su     Brown University
Room 2: Individual Papers
Link syntax with pragmatics in explaining 很 + Adj
Qian Wang The Ohio State University
从构式角度考察“哪能 X 呢”格式
Yiyuan Hou Harvard University
古代汉语课中的语素教学
Kening Li University of Michigan

Room 3: Individual Papers
Word Segmentation and Reading Comprehension in Chinese as Second Language Reading
Shuyi Yang Johns Hopkins University
Image Building in Teaching High Level Chinese Reading Comprehension
Jing Zhu Foreign Service Institute
Interpersonal Strategies for Reading and Writing in a Chinese Immersion Classroom
Pengpeng Jiang Jenks Southeast Elementary

Room 4: Panel
中高级汉语教学的原则与实践：课文编写、词汇处理与课堂教学
Chih-p’ing Chou Princeton University
Jincheng Liu Stanford University
Xin Zou Princeton University
Tao Peng University of California – Riverside

Room 5: Panel
Students’ Perceptions of the Effects of Language Pledge in Immersion Programs
Xiaoyan Hu University of Rhode Island
Wayne He University of Rhode Island
Jianping Cai University of Rhode Island
Yiping Zhang University of Rhode Island

Room 6: Panel
Promotion of CFL Learners’ Meta-Learning Skills, Speaking Awareness and Performance
Guided by the ACTFL Speaking Proficiency Guidelines in Secondary and Post-Secondary Schools
Bonnie Wang Durham Academy
Yang Li Kansas State University
Lini Ge University of North Carolina, Chapel Hill

Room 7: Panel
Teaching Chinese at Advanced Level: Perspectives on Challenges and Solutions
Chengxu Yin University of Notre Dame
Licheng Gu Northwestern University
Yongping Zhu University of Notre Dame
**Room 8: Individual Papers**
Feedback-giving in teaching Chinese as a foreign language: A conversation analytical approach
Yan Zhou  University of California, Los Angeles
Action Research—How will using radicals and association of ideas improve student’s learning of Chinese
Chi-Ping Shih  Defense Language Institute
Cong-Kai Jin  Monterey Bay Chinese School

4:00 – 4:55pm

**Room 1: Panel**
如何在团队协作中应对暑期强化班的教学挑战
Cecilia Chang  Williams College
Kang Zhou  Massachusetts Institute of Technology
Panpan Gao  Massachusetts Institute of Technology

**Room 2: Panel**
Aligning Curriculum Design with Course Goals: Three Case Studies of Beginning-Level Chinese Class
Bing Mu  University of Rhode Island
Maiheng Dietrich  University of Pennsylvania
Jianfen Wang  Berea College

**Room 3: Panel**
中级汉语教材编写与应用
I-hao Woo  University of Colorado Denver
Qun Ao  West Point
Weijia Huang  Boston University

**Room 4: Individual Papers**
“当代话题“教学初探：寻找语言与内容的平衡点
Lily Han  Foreign Service Institute
将魔术带入中文课堂
Ling’ou Jiang  Issaquah School District
洋弟子学论语
Celia Liu  The College of New Jersey

**Room 5: Individual Papers**
Assessing Chinese Writing Proficiency: Keyboarding vs. Handwriting
Dana Scott Bourgerie  Brigham Young University
Troy Cox  Brigham Young University
Steven Riep  Brigham Young University
Gameful Teaching of Chinese as a Foreign Language at Advanced Levels
Yan Liu  Duke University
Gang Liu  Carnegie Mellon University
Qian Liu  University of Michigan
Thinking Outside the Box: Creative Use of Student-made Digital Storybooks
Chunmei Guan & team  K-12 SIG
Room 6: Individual Papers
Curriculum Design Using Culture and Technology To Achieve Autonomous Language Learning
Cong-Kai Jin Monterey Bay Chinese School
Chi-Ping Shih Defense Language Institute
Specific Tool to Motivate Students Through Culture Focused, Project-Based for A Chinese Historical Figure Learning in The Chinese Classroom
Shu-Chuan Chen University of California, Santa Barbara
Pengfei Li Wake Forest University

Room 7: Yao Award Session #1
Motivation for learning Chinese as a foreign language: a revised model of future self-guides
Liying Feng Florida State University
An instructional model for using authentic texts in Chinese L2 reading classrooms
Runqing Qi The University of Iowa
From memorizing a story to creating a story: Exploration on video incorporation in movie narration class
Yawei Li The Ohio State University

Room 8: Panel
中高级读写技能的进阶与思辨能力、逻辑能力的系统培养
Ke Peng Western Kentucky University
Ying Kline Feng Penn State University
Hongyun Sun Boston University
Chiuhung Chen University of Toronto Mississauga
Claudia Ross University of Holy Cross

7:00 – 7:55pm

Room 1: Panel
Positive Outcome of International Online Tutorial
Shu-Chen Chen The University of Virginia
Li-Yun Chang National Taiwan Normal University
Zi-yi Geng University of Virginia
Lizeng Huang The University of Virginia
Philina Shih Columbia University

Room 2: Individual Papers
概念導向之華語文閱讀教學實踐與成效探究
Fu-lun Lee National Overseas Chinese Senior High School, Taiwan
探究式教學法在印尼國際學校華文教學中的策略和實例分析
贺雪莲
探析形成性評價在漢語教學中的運用
姜晓苏州大学文学院
Room 3: Individual Papers
Incorporating writing pedagogy in Chinese language courses and the growth of learners’ writing skills and quality
Meng Zhou New York University, Shanghai
论跨文化视野下的汉语文化教学策略
Mingquan Wang Tufts University
Lifeng Sun Beijing Normal University
Teaching Chinese and Making Meaning – designing and delivering a Dual-Purpose curriculum
Fei Morgan University of Cambridge

Room 4: Individual Papers
Chinese Language Teaching Approaches in American Universities During the Late Nineteenth Century
Chelsea Nakabayashi Beijing Normal University
Bridging the theory-application gap in the teaching of Chinese connectives: An investigation into exercise design in A Course in Contemporary Chinese and Practical Audio-visual Chinese
Cindy Chung National Taiwan Normal University
Developing bilingual and biliteracy capability in Chinese and English for learning bilingually across the curriculum
Xuan Li University of South Australia

Room 5: Individual Papers
Is Opi A Better Test? A Comparative Study Based on Oral Performance Analysis
Jun Wang Shanghai Jiao Tong University
Sicheng Wang University of Iowa
The Preliminary Development of The Assessment Indicators for Digital Business Chinese Material
Qiao-Yu Cai National Taichung University of Education
Prosody, fluency, and appropriateness in assessing L2 Chinese pragmatics: Holistic vs. analytic rating scales
Shuai Li Georgia State University
Chuan Lin Georgia State University
Ting Wen Beijing Language and Culture University
Yali Feng Georgia State University
Xian Li Georgia State University

Room 6: Individual Papers
The Origin and Implementation of Case-based Learning in Business Chinese
Haibo Hu University of Notre Dame
当代文学作品在中高年级华裔教学中的设计实践与思考
Yu Chao Johns Hopkins University
言语语言学视角下的美国学生问路言语行为习得研究
Zheng Qu CET Academic Programs in Shanghai

Room 7: Panel
社区服务结合对外汉语教学的案例分析和实践研究
Kunshan Lee Duke University
Shu-ting Hsu Duke University
Yan Smith-Thomas Glenwood Elementary
8:00 – 8:55pm

**Room 1: Panel**
Chinese Language Program Curriculum Reform: Enhancing Students’ Identities, Community Engagements and Activities, and Motivations
Hsiang-Ning Wang  University of British Columbia
Duanduan Li  University of British Columbia
Qian Wang  University of British Columbia
Xiaowen Xu  University of British Columbia

**Room 2: Panel**
Autonomous Foreign Language Learning
Ming-Ying Li  Hunter College
Bing-Ying Hu  Hunter College
Der-lin Chao  Hunter College

**Room 3: Panel**
高级汉语教学设计及教学活动反思评估--以明德中文暑校四年级为例
Hsin-Hung Yeh  Stanford University
Yinqiu Ma  Bowdoin College
Zihan Qin  Washington University, St. Louis
Cecilia Chang  Williams College

**Room 4: Individual Papers**
Implications of Corpus Analysis on Teaching Development for Separable Words
Junghwan Maeng  University of Illinois, Urbana-Champaign

**Room 5: Individual Papers**
漢字網─追本溯源學漢字
Chung Lin  Mission High School
汉语阅读中的语境使用及教学
Qi Groves  Tulsa Public School

**Room 6: Individual Papers**
檢視語言學習者和教師對語言誓約的認知及語言誓約對目標語使用之效益
Tiao-Guan Huang  Hamilton College
Xiaoying Liles  Indiana University
Chuan-Hui Weng  University of Tennessee, Knoxville

基于写作动机的中级汉语读写训练
Lin Zhu  Tulane University
Ways to Learn Hanzi/Chinese Characters at the Novice Level
Ruomu Wang  St. Michael's Catholic Academy
Henry Ruan  The Loomis Chaffee School
Room 7 Yao Award Session #2
Chinese language teachers' perceptions of the professional training program: Exploring the effectiveness of the core practices of the STARTALK program on their future teaching
Yali Feng Georgia State University
Assessing College-Level L2 Chinese Reading Comprehension of Informational Texts: The Effect of Comprehension Tasks and Heritage Status
Huan Liu Washington University, St. Louis
The effect of instructional sequence on the acquisition of Mandarin verbal complements
Tzu-I Chiang Indiana University, Bloomington
L1 Transfer at the Lexicon-Syntax Interface: L1 English L2 Chinese Learners’ Acquisition of Chinese Locational PPs
Jun Wang University of Wisconsin, Madison

Week 1, Day 4
Sunday, April 11, 2021

10:00 – 10:45am
Room 0: 亚太地区国际汉语教学学会代表、亚太会会长吴英成教授发言
Teaching Chinese as an International Language: A New World
吴英成 (Goh Yeng Seng) National Institute of Education, Singapore
President of the Asia-Pacific Consortium on Teaching Chinese as an International Language

11:00 – 11:45am
Room 0: 欧洲汉语教学协会代表、欧汉会常委孙琳教授发言
汉语入门阶段文化语境中的汉字认读
孙琳（Sun Lam）University of Minho, Portugal
Secretary General of the European Association for the Teaching of Chinese

2:00 – 2:55pm

Room 1: Individual Papers
虚拟现实+人工智能汉语自学模式: 无师自通
Penny Wang CLTA-Educational Technology SIG
The Efficacy of A Blended Training Model: Online Community, Assessments, And Technology Applications
Miao-Fen Tseng University of Virginia
Now You Can Provide Online Chinese Programs with AI Technology!
Franz Chen Pondddy Education

Room 2: Individual Papers
CFL Pedagogical Challenges in the New Era
Yun Xiao Bryant University
Contemplative Pedagogy and its Application to CFL Course Design
Ran Zhao University of Virginia
Reflection on the Essays of Intermediate and Advanced CSL Learners and the Innovation of Discourse-based Teaching Pedagogy
Luanfeng Huang Princeton University
Room 3: Individual Papers
Using unscripted spoken texts in Mandarin listening assessment
Lu Han   Temple University
Expanding the Chinese Classroom to Art Museums: Incorporating Visual Arts into Chinese Language and Culture Learning
Yan Liu   Duke University

Room 4: Panel
From Theory to Practice: Applying the Multiliteracies Framework in the Classroom and Beyond
Peisong Xu   Yale University
Yu-lin Saussy Wang   Yale University
Janice Wilson   Yale University

Room 5: Panel
想像与批评 —— 以文学作品为材料的高年级对外汉语教学
Jing Wang   Princeton University
Fan Liu   Yale University
Xiaoke Jia   Bowdoin College

Room 6: Panel
在美国大中小学开设书法课：课程需求，学习动机，课程设计，功能和效果
Huiwen Li   Cleveland State University
Haixia Wang   Carnegie Mellon University
Ren Li   Bockton High School

Room 7: Panel
Teaching Four Skills Plus Culture
Alice Zhang   CLTA-NCR
Jing Dai   CLTA-NCR
Xiaoxia Zhang   CLTA-NCR

3:00 – 3:55pm

Room 1: Individual Papers
网络翻转课堂中 AP Chinese 课程与中级汉语课程学生自学环节的设计与对比
Jianghang Li   Michigan State University
Yan Li   Michigan State University
Flipping the Chinese Language Classroom: A Critical Self-Study
Yuting Chen   Howard University
Use Technology to Create Meaningful Interactions at Advanced Course: The Case of VoiceThread
Xinyi Wu   University of Pennsylvania
Xiaolin Peng   University of Pennsylvania
Room 2: Individual Papers

手写与机打-四年级中文教学的新尝试
Lung-Hua Hu Brown University
A Comparison of three approaches to teach Chinese Characters
Liu Li Ball State University
浅谈表情包 Memes 与中文教学
杨斌 Harvard University

Room 3: Individual Papers

Navigating the Chinese Learning Curve in a Summer Study-Abroad Program
Yuan-Yuan Meng Columbia University
Implementing the design of practicum activities in study abroad program
Tianshu He Duke University
Introducing the Notion of “Eventuality” to CFL Grammar Teaching
Fei Ren Georgetown University

Room 4: Panel

Navigating U.S. Classrooms as Novice Chinese Teachers- Case Studies with Practical Implications
Ling Zhai University at Buffalo
Heather Creighton Williamsville Central School District
Ran Wang University at Buffalo
Miao Zhang University at Buffalo

Room 5: Panel

Content, community and resources in lesson design: a multidimensional approach
William Zhou Yale University
Haiwen Wang Yale University
Hsiui-Hsien Chan Yale University
Ninghui Liang Yale University

Room 6: Panel

Maximizing engagement across different levels’ CFL classes by using films in multi-domains -- Using “Lost, Found” as an Example
Xiaorong Wang University of Chicago
Xiaoying Liles University of Indiana Bloomington
Luoyi Cai University of North Carolina, Chapel Hill

Room 7: Panel

An Innovative Collaboration Between Instructors of Dual Enrollment and College Chinese Programs
Dali Tan Northern Virginia Community College
Liangyan Wang St. Paul VI Catholic High School
How to Promote Pre-K to 16 Articulation through Chinese AP Course and Exam?
Lisa Healy The College Board
4:00 – 4:55pm

Room 1: Panel
Beyond the Basics: Designing Diverse Tasks and Activities for Intermediate CFL Classes
Chih-jen Lee   University of Pennsylvania
Mushi Li   University of Pennsylvania
Ya-Ching Hsu   Northwestern University

Room 2: Panel

Room 3: Panel
多媒体多视角的中国语言及文化教学
Jing Hu   University of Pennsylvania
Gang Liu   Carnegie Mellon University
Grace Wu   University of Pennsylvania

Room 4: Panel
如何搭建中文暑期师资培训项目及师资发展公众平台
Donglin Chai   University of Maryland, Baltimore County
Xizhen Qin   University of South Florida
Crista Cornelius   Ohio State University

Room 5: Individual Papers
Non-heritage Chinese Language Instructors in the United States in the 20th Century: An Analysis
Shijuan Liu   Indiana University of Pennsylvania
A Study on the Learning Motivations and Strategies of Chinese Language Learners in Korea
Eunhua Lee   Inje University & University of Kentucky
Sihui Ke   University of Kentucky
Why are motion events hard to English speakers learning Chinese?
Lihong Huang   Georgetown University

Room 6: Individual Papers
Han Luo   Lafayette College
Categorized Video Compilation for Intermediate-Advanced Chinese Learners
Wei Gong   Princeton University
Learning to write in L2 Chinese: The Effects of a Text Messaging Curriculum in Fourth Grade Chinese Immersion
Robin Harvey   New York University
Ming Chen   CUNY Graduate Center
Yilin Wang   CUNY Graduate Center
Patricia Brooks   College of Staten Island & CUNY Graduate Center
Room 7: Technique Demonstrations
Dramatize Chinese Learning
Jingcheng Wang  Midland Public Schools
Incorporating Career Skills in an Advanced Business Chinese Curriculum
Yi Zhou  University of North Carolina, Chapel Hill
Question Formulation Technique
Min-Min Liang  Massachusetts Institute of Technology
Excel 助力汉字教学，大幅提高中文教师备课效率
Yuan Xu  New Century International Elementary School
Tuck all in! Effective morning message
Hsuan-Hui Smith  New Canaan Public Schools

7:00 – 8:55pm
Room 0: Invited Roundtable #1 (2 hour)
手写？手打？先写后打？先打后写？只打不写？谈汉字教学 (I)
Hsin-hsin Liang  The University of Virginia
Chengzhi Chu  University of California, Davis
Yu Feng  Brandeis University
Wayne Wenchao He  The University of Rhode Island
Honggang Jin  University of Macau
Xia Liang  Washington University in St. Louis
Lening Liu  Columbia University
Chaofen Sun  Stanford University
Phyllis Ni Zhang  The George Washington University

Week 2, Day 1 to Day 4: Virtual Exhibition Tables
Monday April 12- Thursday April 15, 2021, 6pm-9pm

Week 2, Day 1: CSL Editorial Committee Meeting
Monday April 12: 3:00-5:00 pm

Day 4: CLTA-SIGs Meeting
Thursday, April 15: 8:00–9:00pm

Day 5: CLTA Regional Associations Meeting
Friday, April 16: 5:00–6:00pm
**Week 2, Day 6**
Saturday, April 17, 2021

6:00 – 6:55pm

**Room 1: 1-hour Roundtable**
Community-Based Language Learning Activities during the Pandemic

Moderator: Kun Shan Carolyn Lee Duke University
Presenters: Tianshu He Duke University
Chi-Ju Hsieh Duke University
Shu-Ting Hsu Duke University
Shu Zhang Duke University
Li Wang Montessori School of Durham

**Room 2: 1-hour Roundtable**
Remote Language Teaching and Learning: Challenges and Opportunities

Moderator: Jennifer Liu Harvard University
Presenters: Cecilia Chang Williams College
Jennifer Liu Harvard University
Lung-Hua (Gail) Hu Brown University
Hsin-hsin Liang The University of Virginia
Mien-hwa Chiang University of Pennsylvania

7:00 – 7:55pm

**Room 1: 1-hour Roundtable**
Scaffolding Writing in Chinese as a Heritage Language

Moderator: Yang Xiao-Desai San Francisco State University
Presenters: Jingjing Ji Northwestern University
Yan Liu Duke University
Grace Wu University of Pennsylvania
Min-Min Liang Massachusetts Institute of Technology

**Room 2: 1-hour Roundtable**
Building Learning Community with Technology-Aided Assessments

Moderator: Ye Sun Lafayette Jefferson High School
Presenters: Chunmei Guan Logansport High School
Jing Dai Meade High School
Hangxin Yu Barrington Middle School-Station
Le Kang Vail Mountain School
Zhouzhou He Fort Hill High School
8:00 – 8:55pm

Room 1: 1-hour Roundtable
Selection of American K-12 Outstanding Works Development Process
Moderator: Mairead Harris  Stowe Middle & High School, Middlebury Language Schools
Presenters: Cilei Han  Lake Oswego School District
           Pengpeng Jiang  Jenks Southeast Elementary
           Zoe Jiang  Skyline High School
           Henry Ruan  Lower East Side Preparatory High School & Hofstra University
           Bonnie Wang  Durham Academy

Room 2: 1-hour Roundtable
Building Community for Various Hybrid and Distance Instructional Modalities
Moderator: Ngan-Ha Ta  Iolani School
Presenters: Yating Fan  Boston University
           Li-jung Lee  The University of British Columbia
           Yiting Tsai  Davidson College
           Shunan Yang  Harvard University

Week 2, Day 7
Sunday, April 18, 2021

10:00 – 11:55am

Room 0: Invited Roundtable #2 (2 hour)
中文电影兴趣小组圆桌报告: 年度中文教学电影盘点
Yea-Fen Chen  Indiana University
Su-I Chen  Clemson University
Jingjing Cai  College of the Holy Cross
Yingling Bao  Indiana University
Luoyi Cai  University of North Carolina
Zhuoyi Wang  Hamilton College
Tiao-Guan Huang  Hamilton College

1:00 – 1:55pm

Room 1: 1-hour Roundtable
Research-Endorsed Recommendations for Online Teaching: What We Have Learned from a 5-Year Research Agenda
Moderator: Miao-fen Tseng  University of Virginia
Presenters: Miao-fen Tseng  University of Virginia
           Luoyi Cai  University of North Carolina, Chapel Hill
           Ziyi Geng  University of Virginia
           Yan Gao  Henrico Public Schools
Room 2: 1-hour Roundtable
Moving forward with K-16 Articulation

Moderator: Ran Zhao University of Virginia
Presenters: Sue Chen High Point University
Greensboro Day School
Greensboro Chinese School
WSSU Startalk Chinese Language Program
Shin Chi Fame Kao The University of Utah
Luyi Lien Yinghua Academy (K-8)
Minnesota Online High School (9-12)
Yuming Si AP Chinese Teacher at Delaware County Chinese
School
Delaware County School
Dali Tan Northern Virginia Community College

2:00 – 2:55pm

Room 1: 1-hour Roundtable
Incorporating Identity, Diversity, Equity-mindedness, and Inclusivity in an Intercultural Chinese Classroom

Moderator: Sue-mei Wu 吴素美 Carnegie Mellon University
Presenters: Sue-mei Wu 吴素美 Carnegie Mellon University
Miaochun Wei 魏妙纯 The George Washington University
Christine Liu 吕逸勤 Dickinson College
Lulei Su 苏麓垒 Brown University

Room 2: 1-hour Roundtable
後疫情時代下 K-16 中文教學的永續發展

Moderator: 蔡沂庭 Davidson College
Presenters: 劉羿彣 Ravenscroft School; CLTA-NC; FLANC
謝銀河 Iolani School
謝銀河 University of Hawai‘i at Mānoa
ASC STARTALK Program
葉信鴻 Santa Clara University
林華一 Castilleja School

3:00 – 3:55pm

Room 1: 1-hour Roundtable
Enhancing K-16 Students’ Higher Order Thinking Through Multiliteracies

Moderator: Yuan Xu New Century International Elementary School
Presenters: Siyi Gao Defense Language Institute Foreign Language Center
Bailu Li Mountainside Middle School
Remya Sarma-Traynor University of Wisconsin - Stevens Point
Yuan Xu New Century International Elementary School
Room 2: 1-hour Roundtable
关注当下，展望后网时代的中文教学模式及策略
Moderator: Xuefei Hao  Michigan State University
Presenters: Hai Liu  University of Minnesota, Twin Cities
Litong Chen  Wheaton College
Liwei Jiao  Brown University
Weibing Ye  University of Notre Dame

Room 3: Award Information Session

4:30 – 6:00pm General Membership Meeting
Workshop #1
Proceed Separately and Strike Together: Enhancing Elementary Chinese Language Teaching and Learning

分进合击: 提高初级汉语教学成效

John Jing-hua Yin (印京华)   The University of Vermont

The Chinese script and the Chinese tones are two learning obstacles causing anxieties and frustrations among students at the elementary level and beyond; the proposed workshop is, therefore, intended to help teachers at the elementary level learn to actualize the instructional approach of dealing with writing and speaking separately at the elementary level in order to reduce anxieties and frustrations among students. Specifically, the workshop has two parts. Part One looks at the teaching approaches conventionally and commonly adopted at the elementary level, identifies their common features in terms of the way in which the script and tones are handled, and helps participants see their inadequacy and understand the rationales of having an alternative approach is needed to deal with the script and the sounds including tones. Part Two is practical, and it presents the “proceed-separately-and-strike-together” approach as an alternative and demonstrates how it is actualized in teaching at the elementary level.

The workshop will be conducted in Chinese (and English when necessary) with PPT slides. Related handouts such as a sample syllabus will be provided to each participant. The workshop participants are expected to understand and be able to implement the “proceed-separately-and-strike-together” approach in their own teaching.

Workshop #2
How to Design and Implement Business Chinese Courses

Daoxiong Guan  University of California at Santa Barbara
Fangyuan Yuan  United State Naval Academy

In response to the practical demand of future business professionals to be equipped with applied skills in the Chinese language and a better understanding of Chinese culture in the business context, and to a pedagogical call for greater emphases on language development in contextualized instruction, business Chinese teaching and learning has become an important curricular option in a large number of college-level Chinese programs. This workshop is designed to advance this trend by introducing pedagogical knowledge and hands-on skills to developing and implementing business Chinese courses within the theoretical frameworks of the case-study method and task-based language teaching.

The workshop will begin with an introduction to the case-study method and task-based language teaching through pedagogical illustrations of real world cases with which a business Chinese course can be developed. Recommendations are proposed to achieve a balanced teaching between business content and linguistic development at the input, interaction, and output stages. The second part is devoted to the specific strategies and tactics that can be employed in classroom task design. Different types of classroom tasks are introduced including language skill tasks, communicative tasks, and real-world (rehearsal) tasks for a range of instructional goals. Pedagogical examples will be illustrated and opportunities will be provided for workshop attendees to learn to use the introduced skills to develop classroom tasks.

At the end of the workshop, attendees will be equipped with pedagogical knowledge to develop a business Chinese course and with hands-on skills to design and implement classroom tasks for their own business Chinese courses.

Workshop to be conducted with PPT presentation, interaction with the workshop attendees, and hands-on activities. The Intended audience is Chinese language teachers who teach or plan to teach business Chinese courses.
Invited Roundtable #1

手写？手打？先写后打？先打后写？只打不写？谈汉字教学 (I)

Hsin-hsin Liang  The University of Virginia
Chengzhi Chu    University of California, Davis
Yu Feng         Brandeis University
Wayne Wenchao He  The University of Rhode Island
Honggang Jin    University of Macau
Xia Liang       Washington University in St. Louis
Lening Liu      Columbia University
Chaofen Sun     Stanford University
Phyllis Ni Zhang The George Washington University

As advances in technology have rapidly transformed various aspects of our lives, we, as Chinese language professionals, have encountered the question of whether we should continue to teach our students to handwrite Chinese characters or totally abandon the practice of handwriting. Should we instead only teach students how to type characters, or teach both handwriting and typing at different stages. In recent years, these issues have been actively discussed on different occasions. In this roundtable, eight reputable professionals will present their opinions on this issue, and then open the floor for Q & A among the presenters and the audience. It is our hope that through active discussion and debate, we will be able to more clearly see the pros and cons of adopting different strategies for teaching Chinese characters.

Invited Roundtable #2

中文电影兴趣小组圆桌报告: 年度中文教学电影盘点

Yea-Fen Chen  Indiana University
Su-I Chen      Clemson University
Jingjing Cai  College of the Holy Cross
Yingling Bao  Indiana University
Luoyi Cai     University of North Carolina
Zhuoyi Wang   Hamilton College
Tiao-Guan Huang Hamilton College

本次圆桌讨论，中文电影教学兴趣小组将以“年度中文教学电影盘点”的形式梳理过去两年组内深入讨论过的各类华语电影（包括近年票房/口碑均不俗的新片，以及在以往中文教学中被反复运用的经典影视作品）。小组成员将以中文教学中的若干热门主题为脉络将影片进行分类，并精选其中具有代表性和较强教学可操作性的影视作品展示面向不同中文课堂的教案设计，分享相关教学实践成果，并与参与者进行互动交流。

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<td>《闪光少女》、《过春天》、《狗十三》、《少年的你》、《阳光普照》</td>
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<td>城市化、移民、社会变迁</td>
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<td>《找到你》、《台北星期天》、《超时空同居》、《美国工厂（纪录片）》、《无名之辈》、《半个喜剧》</td>
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<td>传奇、历史题材</td>
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<td>《妖猫传》、《邪不压正》、《追龙》、《芳华》、《明月几时有》</td>
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<td>科幻片</td>
<td>中文（电影）文化课</td>
<td>《流浪地球》、《疯狂的外星人》、《一出好戏》</td>
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<td>动画片</td>
<td>低中高年级语言课</td>
<td>《幸福路上》、《哪吒》、《飞奔去月球》</td>
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List of Volunteers

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