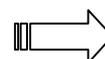


CLTAC 2016 Spring Conference Program

加州中文教师协会二零一六年春季学术研讨会程序

March 12 (Saturday), 2016
Bishop Auditorium, Stanford University

8:45-12:00	Registration and Refreshments 注册, 茶点 (Bishop Auditorium)	
9:30-9:45	Welcome and Opening Remarks 开幕 (Bishop Auditorium) <i>Le Tang, CLTAC Vice President and Conference Chair, Stanford University</i>	
9:45-10:45	Keynote Speech 特邀演讲 (Bishop Auditorium) 《美国中文教育发展回顾与高年级的汉语教学》 Xia Liang 梁霞 <i>Washington University in St Louis</i> <i>Chair: Chaofen Sun</i> <i>Stanford University</i>	
10:45-11:00	Coffee Break 茶歇	
11:00-12:00	Panel 1 分组报告 (一) (Bishop Auditorium) Curriculum Development 学科建设 <i>Chair: Zhiqiang Li</i> <i>University of San Francisco</i>	Panel 2 分组报告 (二) (EAL 224) K-12 Chinese Instruction 中小学中文教学 <i>Chair: Xiaolin Chang</i> <i>Lowell High School</i>
	1.1 Meeting the New Challenges in the 21st Century: What Should We Teach Now <i>Yueming Yu, Carnegie Mellon University</i>	2.1 Experiential Learning in a Chinese Classroom: Building Multicultural Awareness and Perspectives through Immersive Educational Experiences <i>Mingjung Chen, Menlo School</i>
	1.2 实用性语法教学原则框架 <i>Heping Xu, DLI</i>	2.2 中文课堂真实语料的应用 <i>孙纪真, 耀中国际学校</i>
	1.3 About Teaching Two Unique Topic Structures—Split Topic and Identical Topic <i>Jian Kang Loar, DLI</i>	2.3 My Book about Me <i>Peggy Kao, Western Sierra Collegiate Academy</i>
12:00-13:00	Lunch Break 午餐 (Bishop Auditorium)	
13:00-14:00	Panel 3 分组报告 (三) (Bishop Auditorium) Teaching Chinese at Advanced Level 高级班教学 <i>Chair: Lihua Zhang</i> <i>University of California, Berkeley</i>	Panel 4 分组报告 (四) (EAL 224) Teaching Strategy 教学策略 <i>Chair: Frederik Green</i> <i>San Francisco State University</i>
	3.1 Differentiated Instruction in Advanced Level Foreign Language Courses With Mixed Student Groups <i>Xiaohui Wu, DLI</i>	4.1 Enhancing Chinese learners' literacy level through short-term immersion: challenges and solutions <i>Ying Amatya, DLI</i>



	<p>3.2 The Effects of Task Types on L2 Chinese Learners' Speaking Performance- Lexical Richness and Quality <i>Yu Liu & Xinyin Wu, Brigham Young University</i></p> <p>3.3 Developing a Hybrid Course in Advanced Chinese: A Case Study <i>Chiu-Hung Chen, Mills College</i></p>	<p>4.2 Brainstorming: How to Build Native-Style Path between Target Language and Learner's Consciousness <i>Yang Ramirez, DLI</i></p> <p>4.3 Strategies for Integration of Learning Technology with Task-Based Lesson Plan <i>Cong-Kai Jin, Kansas State University</i></p>
14:00-14:15	Coffee Break 茶歇	
14:15-15:15	<p>Panel 5 分组报告 (五) (Bishop Auditorium) Teaching Characters and Pronunciation 汉字、语音教学 <i>Chair: Hong Zeng</i> <i>Stanford University</i></p>	<p>Panel 6 分组报告 (六) (EAL 224) Teaching Materials 教学材料 <i>Chair: Yang Xiao-Desai</i> <i>San Francisco State University</i></p>
	<p>5.1 A Preliminary Analysis of Chinese Pictophonetic Characters from Historical Sound Change <i>Yingyu Zhang, DLI</i></p> <p>5.2 用数数的方式学习声调 <i>Hsin-Yun Liu, City College of San Francisco</i></p> <p>5.3 The Production and Perception of Mandarin Statement and Interrogative Intonation by American Learners <i>Yi Liu, Hong Kong Polytechnic University</i></p>	<p>6.1 中文视频的制作与演示 <i>Ye Li, Coker College</i></p> <p>6.2 Web-Based Multimedia Course Design for Heritage Chinese Learners <i>Erqian Xu, Harvard University</i></p> <p>6.3 汉语报刊教材话题选择探析 吴成年 <i>The Confucius Institute at San Francisco State University</i></p>
	<p>Panel 7 分组报告 (七) (Bishop Auditorium) Speech Contest Workshop <i>Chair: Jing Liang</i> <i>Lowell High School</i></p> <p><i>Presenters:</i> <i>Patrick Lin, DLI</i> <i>Jihua Zhou, DLI</i></p>	<p>Panel 8 分组报告 (八) (EAL 224) 以“智趣化操练”原则为指导的中文教学 <i>Chair: Chengzhi Chu</i> <i>University of California, Davis</i></p> <p><i>Presenters:</i> <i>Jiao Li, Ichia Lee, Jie Yuan, Bingbing Yang, Yuxiang Wang</i> <i>University of California, Davis</i></p>
16:30-16:45	<p>Closing Remarks 颁奖仪式及闭幕式 <i>Liwei Gao</i> <i>CLTAC President, DLI</i></p>	