

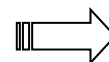
加州中文教師協會

CLTAC 2019 Fall Workshop Program

in Association with
FLANC 2019 Conference
Sponsored by
The Chinese Language Teachers Association, USA

Saturday, September 21
Salesian College Preparatory, Richmond
Room 210

8:30 – 9:40	Registration & Breakfast 注册, 早饭 (Salesian College Preparatory Cafeteria)
9:40 – 9:50	Welcome and Opening Remarks 开幕式 (Room 210) Hsin-Yun Liu , CLTAC Vice President and Workshop Chair, City College of San Francisco
9:50-10:50	<i>Plenary Talk 1</i> Title: Unify Cultural and Language Teaching through Language Items Heping Xu , Defense Language Institute Chair: Zhiqiang Li , CLTAC President, University of San Francisco
10:50-11:00	Break 茶歇
11:00-12:00	<i>Keynote Speech</i> (Salesian College Preparatory Cafeteria) Title: Forging Global Competence in World Language Classrooms Ying Jin , Cupertino High School
12:00-13:20	Lunch 午餐
13:20-14:20	<i>Plenary Talk 2</i> (Room 210) Title: Teaching Chinese with Technology Henny Chen , Moreau Catholic High School Chair: Yan Wang , CLTAC Vice President, Defense Language Institute
14:20-14:30	Break 茶歇
14:30-15:30	<i>Plenary Talk 3</i> (Room 210) Title: 美国标准化中文考试及其对中文教学的启示 “American Standardized Chinese Tests and their Enlightenment on Chinese Teaching” Patrick Lin , Defense Language Institute Chair: Chao Xie , Defense Language Institute
15:30-15:45	<i>Roundtable Discussion/Workshop Plenary Talk Q & A</i> (Room 210) Discussants: Henny Chen, Patrick Lin, Heping Xu
15:45-16:00	CLTAC General Meeting and Closing Remarks 闭幕式, 会员大会 (Room 210) Zhiqiang Li , CLTAC President, University of San Francisco



Plenary talk 1

Unify Cultural and Language Teaching through Language Items

Heping Xu

It is generally accepted that language and culture are inextricably intertwined, however, in reality, cultural contents of language items have not been fully explored, or to the extent, largely ignored in Chinese language teaching context. Cultural teaching is mostly devoted to Chinese dance, song, art crafts and so on. Without doubt, these cultural elements are useful for learners' overall understanding of Chinese culture, however, they do not directly relate to language teaching. In contrast, cultural contents of language items, are integral to language teaching and can unify cultural and language teaching into an eco-system. They can not only deepen students' understanding of language items being taught, but also widen learners' vision about Chinese culture and more importantly, makes learning interesting and thought-provoking.

In this presentation, the speaker will firstly draw the attention of audience to the fact that many seemingly general language items actually embed very rich and profound cultural contents and that such items are abundant at every level, even in the beginning level. Then, he will explain, with concrete examples, why and in what ways that these items can organically unify the cultural and language teaching. Thirdly, the speaker will introduce some methods on how to stimulate learners' higher order thinking skills in analyzing the items to make cultural learning and teaching interesting and engaging.

The speaker hope that the audience will take away with them the ways how to identify the cultural contents, how to combine the cultural and language teaching organically, as well as the examples that they can use in their own teaching.

Presenter Bio

Mr. Xu is an associate professor of Chinese at Defense Language Institute (DLI) and a fruitful researcher, he has been teaching Chinese for almost three decades and has received many teaching awards. He has published several books and involved in many book writings. He also published several articles in professional magazines. He has been a frequent presenter at professional conferences and workshops. He also served as a member of review committee for many professional conferences. He was a chairperson for six years at DLI and was elected as the president of CLTAC for two terms. At present, he is working on four books on teaching Chinese as a foreign language. His research interests include Chinese characters, Chinese syntax, second language acquisition, Chinese culture and learning theories etc.

Plenary Talk 2

Teaching Chinese with technology

Henny Chen

Come to learn five interactive tools to engage your students in language learning! In this presentation, the presenter will introduce how to use ACTFL proficiency guidelines to set up students' learning outcome in your classroom and introduce five categories tools that helps students accomplish a variety of goals-from organizing their thoughts to learning about language-all having fun.

Presenter Bio

Henny Chen is currently a Chinese teacher at Moreau Catholic High School and Chabot College. She has more than 14 years of professional experience in teaching Chinese literature at high schools in Taiwan and 15 years in teaching high school students in the U.S. With a master's degree in educational technology, focusing on curriculum design, she has trained Chinese teachers in the appropriate usage of technology in teaching language, worked with teachers to design curriculum and lesson plans, and shared her experience and knowledge to deliver successful and effective technology-enhanced workshops.

She was a member of the Bay Area Foreign Language Program in the Stanford University School of Education and has participated in four STARTALK teacher development programs and a two-year leadership development program sponsored by BAFLP. Her blended model was selected to be one of the recommended models by STARTALK visiting team members in 2014. In the fall of 2016, she started an infrastructure program at UC Berkeley's STARTALK to develop and provide an online credential enrichment program to teachers who plan to continue their study in becoming certified teachers. In 2019, she serves as a site visitor at four STARTALK programs.

Henny presents nationally and internationally at conferences, workshops and conventions on how to integrate technology tools, apps and other emerging technologies into Chinese teaching and spur students' learning. She also voluntarily serves as the consultant of the Chinese Language Digital Teaching Association, the project manager of Huayu Digital Center @ Chinese culture center, Milpitas.

Plenary Talk 3

美国标准化中文考试及其对中文教学的启示

“American Standardized Chinese Tests and their Enlightenment on Chinese Teaching”

Patrick Lin

This presentation consists of two parts. The presenter will first introduce the national Standardized Chinese Tests in the U.S., including AP Chinese Examination, SAT 2 Chinese, DLPT Chinese, ILR/ACTFL Chinese OPI, and ACTFL Chinese WPT; then analyze the language skills and culture knowledge being tested in those standardized Tests. The presenter will continue in the second part to discuss with the audience how Chinese teachers should help their students develop the required language skills and obtain the culture knowledge in their daily instruction.

Presenter Bio

Patrick Lin is a Professor and Academic Specialist in Asian School One, Defense Language Institute (DLI), U. S. A. He also served as a certified Chinese Oral Proficiency Interview (OPI) Tester and Diagnostic Assessment (DA) Specialist at DLI. He has taught Chinese in Mainland China, Macau, and the U.S. for more than 30 years, including 28 years at DLI. His research interests are mainly in teaching Chinese as a foreign language and Chinese dialectology. His important publications include Feiyue Basic Chinese (main author, 2013); Feiyue Intermediate Chinese (main author, 2011); 500 Basic Chinese Characters: A Speedy Elementary Course (co author, 1996); and A Survey of Dialects in the Pearl River Delta, Vol. 1, 2, 3 (co-author, 1987-1990). Tens of his papers on Chinese teaching and dialectology research have been published in domestic and international academic journals. He was elected as the president of Chinese Language Teachers Association of California (CLTAC) in 1996-2000, and still plays an important role in the association currently. He has also served as a certified Mandarin and Cantonese OPI Tester and Chinese Writing Proficiency Test (WPT) Rater for American Council on the Teaching of Foreign Languages (ACTFL) since 2000.