

# 加州中文教師協會

The Chinese Language Teachers Association of California

## CLTAC 2023 Virtual Fall Pedagogy Workshop

### ABOUT THE WORKSHOP

This workshop can provide an opportunity for attendees to learn about the latest developments of Chinese grammar teaching pedagogy, and engage in discussions about current Chinese language teaching and learning trends and issues.

### OUR SPEAKERS



Chaofen Sun

Professor, East Asian  
Languages and Cultures  
Stanford University



Ying Jin

Mandarin Chinese Teacher  
2018 ACTFL Teacher of the Year  
Cupertino High School



Jincheng Liu

Associate Teaching Professor  
Department of East Asian  
Languages and Cultures at the  
University of Notre Dame

Nov 4, 2023 Saturday 12:55 PM~4:15 PM @ ZOOM

#### 1. To attend the FLANC 2023 Hybrid Conference (8:00am-3:00pm, Nov 4)

**Current CLTAC Members:** \$10. Please visit the FLANC website at <https://www.flanc.net/2023-registration-membership> to complete your registration. Registration Deadline: Oct 4, 2023

#### 2. To attend the CLTAC 2023 Virtual Fall Pedagogy Workshop (12:55pm-4:15pm, Nov 4)

**Online registration is required**, please use the Google Form link

<https://forms.gle/gBassDwjA7L6EyXNA> to register. Zoom link will be sent to your registration email prior to the workshop. Registration deadline: Oct 31.

**Current CLTAC members:** Free; **FLANC members:** \$10;

**Non CLTAC members:** \$20 (The registration fee can be counted as free membership for a year. Don't miss out this opportunity!)

Scan and Register



CLTAC Fall Workshop  
Registration Form



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# AGENDA



12:55-1:00 pm	<b>Welcome and Opening Remarks</b> <i>by Huazhi Wang, Stanford University</i>
1:00-2:00 pm <b>Keynote Speech</b>	<b>Telic Agreement of the Procedural Chinese Perfective 了1</b> <i>by Chaofen Sun, Stanford University</i> Chair: Zhiqiang Li, University of San Francisco
2:05-3:00 pm <b>Featured Presentation</b>	<b>Setting the PACE: Inductive and Collaborative Approaches to Grammar Teaching</b> <i>by Ying Jin, Cupertino High School</i> Chair: Mingjung Chen, Menlo School
3:05-4:00 pm <b>Featured Presentation</b>	<b>Enhancing Grammar Instruction through Construction Grammar Principles</b> <i>by Jincheng Liu, University of Notre Dame</i> Chair: Le Tang Singleton, Stanford University
4:00-4:15 pm	<b>CLTAC Members Meeting</b> <i>by Yue Li, Defense Language Institute</i>





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# Chaofen Sun



## KEYNOTE SPEAKER

Professor Chaofen Sun, BA (East China Normal 1974, MA (U of Oregon 1984), and Ph.D. (Cornell 1988) has been teaching English, Chinese linguistics and Classical Chinese in Shanghai, Hong Kong, Beijing, and the United States. Since 1991, he has been coordinating the Chinese language program at Stanford University and served as chair of the department of East Asian Languages and Cultures (1999-2002, 2008-2011) and director of Stanford Center for East Asian Studies (2006-2009). He was 2017-2018 president of the Chinese Language Teachers' Association, USA (received an Outstanding Contribution Award from CLTA in 2022 and president of CLTAC (2002-2006). He specializes in Chinese linguistics and language education and has published many articles in *Language*, *Journal of Chinese Linguistics*, *Journal of American Oriental Society*, *Journal of Chinese Language Teachers' Association*, *Language and Linguistics*, *Chinese Language and Discourse*, etc. Furthermore, he published several books including *Word Order Change and Grammaticalization in the History of Chinese* by Stanford University Press (1997), *Chinese: A Linguistic Introduction* Cambridge University Press (2006), *The Oxford Handbook on Chinese Linguistics* by Oxford University Press (co-author 2015), and *Key Issue in Chinese as a Second Language Research* (co-author 2017).

### *Telic Agreement of the Procedural Chinese Perfective 了1*

**Abstract:** The verbal suffix 了1 is the most used verbal morpheme and commonly treated as a perfective marker. However, its functions are variously described as indicating completion, realization, wholeness, etc. (陈前瑞2008). An even more extreme and problematic case is to treat it as a mixed tense-aspect marker with the functions to signal perfective, imperfective and relative past (林若望 2017). I will demonstrate that 了1 is a procedural (Terkourafi 2011, Traugott & Trousdale 2013) grammatical morpheme indicating completion only. Klein, Li & Hendricks (2000) observe that 了1 can only be used in temporally bounded situations. It will be demonstrated that 了1, all by itself, does not have to power to signal perfective aspect. Instead, it is a grammatical marker agreeing with the endpoint of a telic situation. Furthermore, as was note by Jurafsky et al (2001) that function words are more easily affected by contexts than lexical words, the Chinese perfective 了1 agrees with the inherent endpoint of the situation to indicate completion in 邝志明杀了1易先生, but the perfective 了1 in 邝志明杀了1易先生几次都没杀成 agrees with several arbitrary endpoints as the inherent endpoint has never been attained in this context. In a hypothetical statement 邝志明杀易先生杀不了, without the perfective marker there is not any sense of completion in the inherently telic 邝志明杀易先生.



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# Ying Jin



## FEATURED SPEAKER

Ying Jin is a passionate and enthusiastic educator of Chinese language and culture with over 20 years of teaching experience in diverse educational settings, including middle schools, high schools, and colleges. She currently teaches at Cupertino High School in California and is a contributing member of Stanford World Language Project's Leadership Team. She served on the ACTFL (American Council on the Teaching of Foreign Languages) board from 2021 to 2023. She has also been serving on the board of the Chinese Language Association of Secondary-Elementary Schools (CLASS) since 2015 and was elected President in 2019 and 2022. She was recognized as Teacher of the Year by SWCOLT (Southwest Conference on Language Teaching) as well as CLTA (California Language Teachers' Association) in 2017, and in 2018 Ying received the highest honor of National Language Teacher of the Year from the ACTFL.

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### ***Setting the PACE: Inductive and Collaborative Approaches to Grammar Teaching***

**Abstract:** In the ever-evolving landscape of world language education, grammar teaching retains a pivotal role in facilitating students' proficiency growth. The PACE model emerges as a transformative tool in this sphere, rooting its approach in the principles of inductive teaching to foster a rich and communicative approach to grammar instruction, steering clear of rote learning and isolated drill exercises. In this presentation, we delve deep into the four stages of the PACE model - Presentation, Attention, Co-construction, and Extension. Each stage is intricately designed to foster a deep and intuitive understanding of grammar rules. It encourages students to actively participate and collaborate, thereby facilitating a richer learning experience. We will illustrate this with instructional examples, providing a detailed walkthrough of each stage to showcase its application in real-world classroom settings. Participants will discover how the PACE model fosters a deeper comprehension of grammar concepts, empowering learners to unravel grammatical rules through inductive reasoning.



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# Jincheng Liu



## FEATURED SPEAKER

Jincheng Liu currently holds the position of Associate Teaching Professor in the Department of East Asian Languages and Cultures at the University of Notre Dame. He also serves on the editorial board of "Chinese as a Second Language" and leads the special interest group for Chinese Grammar Instruction and Research. Jincheng earned his Ph.D. in Chinese linguistics from Stanford University in 2021, specializing in Chinese syntax and semantics. He is a co-author of "Eyes on China," an intermediate-advanced modern Chinese reader published by Princeton University Press in 2019. Prior to joining the University of Notre Dame, he taught at Princeton University and at UC Davis. In addition to his teaching experience, he has also served as a teacher and student admission officer and held roles as a head instructor and teacher trainer at Princeton in Beijing for many summers.

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### *Enhancing Grammar Instruction through Construction Grammar Principles*

**Abstract:** Grammar instruction is an indispensable component of language teaching. However, teaching and learning grammar are often perceived as mundane tasks (Jean & Simard, 2011). This presentation addresses the challenge of making grammar instruction engaging by employing the principles of Construction Grammar (Goldberg 2006, 2013, 2019). In Construction Grammar, grammatical constructions pair particular forms with procedural meanings. Consequently, effective grammar instruction should not only impart information about form but should also emphasize the meaning and contextual usage of grammatical constructions, especially in the context of developing learners' cultural competence. Drawing upon the results of studies (Anderson 1991, Spalding and Ross 1994, etc.) on how constructions are acquired, this presentation proposes key guiding principles for effective grammar instruction.