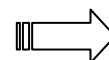


CLTAC 2013 Spring Conference Program

加州中文教师协会二零一三年春季学术讨论会程序

8:45 am-5:00 pm, March 9 (Saturday), 2013
Stanford University, [Building 320](#), Room 105

8:45-14:25	Registration & Refreshments 注册, 茶点 (Building 320, Room 105)	
9:00-9:15am	Welcome and Opening Remarks 开幕 (Room 320-105) <i>Liwei Gao, CLTAC Vice President and Conference Chair, DLI</i>	
9:15-10:15am	Keynote Speech 特邀演讲 (Room 320-105) Creating an Interactive Classroom <i>Xiaohong (Sharon) Wen, University of Houston</i> <i>Chair: Chaofen Sun</i> <i>Stanford University</i>	
10:15-10:30am	Coffee Break 茶歇	
10:30-11:30am	Panel 1 分组报告 (一) (Room 320-105) K-12 Chinese Instruction 中小学中文教学 <i>Chair: Xiaolin Chang</i> <i>Lowell High School</i>	Panel 2 分组报告 (二) (Room 300-300) Assessment 测试 <i>Chair: Li Liu</i> <i>UC Berkeley</i>
	1.1 国际儿童汉语初、中级阅读课的教学游戏及活动探究 萧素秋 韩国品品磅儿童汉语/叮叮当儿童英语学校 1.2 美国高中中文教师在课堂教学中使用目的语的调查分析 <i>Jia Xu</i> <i>Columbia University</i> 1.3 Talking about the 5Cs <i>Ling-Ling Chern</i> <i>Miller Middle School/Cupertino Language Immersion Program</i>	2.1 影响对外汉语阅读测验难度的因素 <i>Hsiao-wen Hong</i> 华语测验推动工作委员会(台湾) 2.2 Grading in Chinese Language Classrooms <i>Xiaoqian Liu</i> <i>Queen's University</i> 2.3 Introduction to ILR Speaking Criteria and the Analyses of Chinese Sample Ratings <i>Ruiqi Ma & Jihua Zhou</i> <i>DLI</i>
11:35-12:35pm	Panel 3 分组报告 (三) (Room 320-105) Curriculum & Textbooks 课程设计与教材 <i>Chair: Patrick Lin</i> <i>DLI</i>	Panel 4 分组报告 (四) (Room 300-300) Learning Strategy & Corpus Study 学习策略与语料库研究 <i>Chair: Wen-Chao (Chris) Li</i> <i>San Francisco State University</i>
	3.1 Integrating ACTFL Oral Proficiency Guidelines into Curriculum Design: the Case of an Intermediate Chinese Conversation Class <i>Youping Zhang</i>	4.1 Measuring CSL/CFL Students' Reading Strategies <i>Yi-Lu Kuo</i> <i>Indiana University Bloomington</i>



	<p><i>Stanford University</i></p> <p>3.2 From Novice to Expert: A Preliminary Curriculum Design for Adult L2 Acquisition of Chinese <i>Lulei Su</i> <i>The Ohio State University</i></p> <p>3.3 Communicative Orientation of Chinese Textbooks in North America <i>Houju Huang & Lei Chen</i> <i>University of San Diego/Macalester College</i></p>	<p>4.2 Corpus and Synonymy in CFL Classes: A Case Study of Near Synonyms 常常 and 往往 <i>Yekaterina Grover</i> <i>University of Arizona</i></p> <p>4.3 Analyzing CFL Writing through Learner Corpora <i>Fuqiang Zhuo</i> <i>UC Davis</i></p>
12:35-13:25	Lunch Break 午餐 (Building 320, Room 105)	
13:25-14:25	<p>Panel 5 分组报告 (五) (Room 320-105) Language Technology 语言科技 <i>Chair: Henny Chen</i> <i>Moreau Catholic High School</i></p>	<p>Panel 6 分组报告 (六) (Room 300-300) Language and Culture 语言与文化 <i>Chair: Heping Xu</i> <i>DLI</i></p>
	<p>5.1 Web 2.0 Tools for Chinese Learning—Freebies You Can't Miss! <i>Meiyi Song</i> <i>DLI</i></p>	<p>6.1 Cultural Teaching in the Context of Language Teaching <i>Heping Xu</i> <i>DLI</i></p>
	<p>5.2 Innovative Practices Using iPads in the Chinese Language Classroom <i>Shaz Lawrence</i> <i>CreativeChinese.com</i></p> <p>5.3 To Throw out a Brick to Catch Some Jade: Exploration into the Use of Mobile Devices in Language Learning <i>Xiaojing Cheng & Guanjun Fang</i> <i>DLI</i></p>	<p>6.2 Apology Making and Cultural Norms in Chinese and American English <i>Yonghong Cheng</i> <i>DLI</i></p> <p>6.3 The Cultural Interpretation and Pedagogical Strategies of Chinese Kinship Terms <i>Yu Huo</i> <i>DLI</i></p>
14:25-14:35	Coffee Break 茶歇	
14:35-15:35	<p>Panel 7 分组报告 (七) (Room 320-105) Chinese Acquisition 汉语习得 <i>Chair: Tao Ming</i> <i>Concordia College</i></p>	<p>Panel 8 分组报告 (八) (Room 300-300) Pedagogy 教学法 <i>Chair: Peiyu Chen Roth</i> <i>DLI</i></p>
	<p>7.1 The Acquisition of Chinese Relative Clauses <i>Tao Ming</i> <i>Concordia College</i></p>	<p>8.1 TBI, an Effective Approach for Contextualized Teaching <i>Aizhe Wang</i> <i>DLI</i></p>
	<p>7.2 Exploring an Effective Way to Teach the Elusive Perfective 'le' <i>Jian Kang Loar</i> <i>DLI</i></p> <p>7.3 Introducing Chinese Idioms through Online Scenario-Based Video Podcast <i>Zhenshuai Liu, Yan Wang, and Su-Ling Hsueh</i> <i>DLI</i></p>	<p>8.2 Tradition Revisit: The Place of Translation in Chinese L2 Instruction and Reflective Thoughts on Teaching Methods Selection <i>Jingyu Huo</i> <i>UC Santa Barbara</i></p> <p>8.3 Reflective Teaching in Our Teaching Practices <i>Jingzhen Yuan</i> <i>DLI</i></p>

	Panel 9 分组报告 (九) (Room 320-105) Teaching Pronunciation 语音教学 <i>Chair: Baocai Jia</i> <i>Cupertino High School</i>	Panel 10 分组报告 (十) (Room 300-300) Identity Formation, Language Community, and Vocabulary Expansion 身份塑造, 语言社区, 与词汇扩大 <i>Chair: Christina Yee</i> <i>City College of San Francisco & San Francisco State University</i>
15:40-16:40	9.1 发音教学—以非背景及方言背景学习者为例 <i>Ling-Yu Lu</i> <i>UC Davis</i> 9.2 An Innovative Approach on Teaching the Four Tones of Chinese <i>Huichu Hsu</i> <i>DLI</i> 9.3 Language Teaching That Improves Students' Recognition of L2 Tones at Both Phonetic and Phonological Levels <i>Xianghua Wu</i> <i>UC Davis</i>	10.1 Impact of Textbook on Chinese Heritage Language Learners' Identity Formation <i>Xiaohui Wu & Xumei Fan</i> <i>University of South Carolina</i> 10.2 关于语言社区建设的讨论 <i>Hanwei Tan</i> <i>DLI</i> 10.3 Design of an App to Expand Chinese Vocabulary <i>Xiaomei Tian</i> <i>DLI</i>
16:45-17:00	Closing Remarks and Announcements 闭幕式, 学会事务通知 <i>Chair: Chengzhi Chu</i> <i>CLTAC President, UC Davis</i>	