

CLTAC 2019 Spring Conference Program
 加州中文教师协会二零一九年春季学术研讨会日程

8:30 - 17:00, March 9 (Saturday), 2019
 Bishop Auditorium, Stanford University

8:30-12:35	Registration and Refreshments 注册, 茶点 (Bishop Auditorium)	
9:00-9:10	Welcome and Opening Remarks 开幕式 (Bishop Auditorium) <i>Hsin-Yun Liu, CLTAC Vice President and Conference Chair, City College of San Francisco</i>	
9:10-10:10	Keynote Speech I 特邀演讲 (Bishop Auditorium) Understanding the Second Language Learning Brain: Neurocognitive Perspectives 第二语言学习的认知神经研究 Ping Li Pennsylvania State University <i>Chair: Chaofen Sun, Stanford University</i>	
10:10-10:20	Coffee Break 茶歇	
10:20-11:20	Keynote Speech II 特邀演讲 (Bishop Auditorium) On Cultural Realism in the Chinese Language Curriculum 国际汉语教学中文化教学的现实性原则 Chengzhi Chu University of California, Davis <i>Chair: Heping Xu, Defense Language Institute</i>	
11:20-11:30	Coffee Break 茶歇	
11:30-12:30	Panel 1 分组报告 (一) (Bishop Auditorium) Tone & Grammar Teaching 声调和语法教学 <i>Chair: Lihua Zhang</i> <i>University of California, Berkeley</i>	Panel 2 分组报告 (二) (EAL 224) K-12 Chinese Curriculum & Instruction 中小学中文教学 <i>Chair: Mingjung Chen</i> <i>Menlo School</i>
	1.1 Mandarin Tone 3 Sandhi: The How's and the Why's <i>Chris Wen-chao Li, San Francisco State University</i> 1.2 普通话多个轻声音节的语音特征和教学要点 <i>Zhiqiang Li, University of San Francisco</i> 1.3 论汉语的重动句与把字句的区别 <i>Jian Kang Loar, DLI</i>	2.1 Updates from the Field of K-12 Chinese Language and Culture Education in the US <i>Baocai Jia, Cupertino High School</i> 2.2 从语言教室走入创作实验室 - 试探运用设计思维所带来的可能性 <i>Hwai Lin, Castilleja School</i> 2.3 Building a Meaningful and Successful Content-Based Chinese Program with the SIOP Model (Sheltered Instruction Observation Protocol) <i>Ying Li, DLI</i>
12:30-13:15	Lunch Break 午餐	

13:15-14:15	<p>Panel 3 分组报告 (三) (Bishop Auditorium) Teaching Culture & Teacher Training 文化教学与教师 <i>Chair: Le Singleton</i> Stanford University</p> <p>3.1 Bicultural Knowledge and A Model of Bicultural Foreign Language Education <i>Jan-Hwa Chu & Marina H. Sung, DLI</i></p> <p>3.2 谐音国画与汉语谐音教学 <i>Yi Zhou, Zhejiang University of Science and Technology</i></p> <p>3.3 对国际汉语教师标点符号不当使用的教学反思 <i>Chao Xie, DLI</i></p>	<p>Panel 4 分组报告 (四) (EAL 224) Language Acquisition & Instruction 语言习得与教学 <i>Chair: Zhenlin Qiao</i> Defense Language Institute (DLI)</p> <p>4.1 Promoting Autonomous Language Learning through Reflection <i>Yali Chen, DLI</i></p> <p>4.2 Using Research and Technology to Develop Literacy Skills for Second Language Acquisition <i>Yalan King, Mandarin Institute</i></p> <p>4.3 Enhance Chinese Pronunciation Teaching with Tech-Assisted Metacognitive Learning <i>Yongling Ma & Aizhe Wang, DLI</i></p>
14:15-14:25	<p>Coffee Break 茶歇</p>	
14:25-15:25	<p>Panel 5 分组报告 (五) (Bishop Auditorium) New Approaches 新教法 <i>Chair: Chris Wen-chao Li</i> San Francisco State University</p> <p>5.1 Using the Gap Analysis Model to Support High Chinese Proficiency <i>Lisa Brock & Jing Zhou, DLI</i></p> <p>5.2 A Contextualized and Inquiry-Based Teaching Model <i>Yue Ma & Heping Xu, DLI</i></p> <p>5.3 Using Various Kinds of Means to Enhance Students' Learning Motivation <i>Jingzhen Yuan, DLI</i></p>	<p>Panel 6 分组报告 (六) (EAL 224) Cultural Awareness and Translation 文化意识与翻译 <i>Chair: Patrick Lin</i> Defense Language Institute (DLI)</p> <p>6.1 通过中国民族民间艺术进行汉语教学的创新思路和方法 <i>Jingyi Zhao, Michigan State University</i></p> <p>6.2 Raising Cross-Cultural Awareness in Fostering Effective Chinese Language Learning Strategies <i>Ying Amaty, DLI</i></p> <p>6.3 Consecutive Interpreting A-B vs B-A from the Interpreting Student's Perception <i>Xiuju Grace Sun, San Francisco State University</i></p>
15:25-15:35	<p>Coffee Break 茶歇</p>	
15:35-16:35	<p>Panel 7 分组报告 (七) (Bishop Auditorium) Curriculum Design 课程设置 <i>Chair: Yan Wang</i> Defense Language Institute (DLI)</p> <p>Design Thinking and Curriculum Development <i>Ruiqi Ma, DLI</i> <i>Xiaohui Wu, DLI</i> <i>Yunhua Zhang, DLI</i></p>	<p>Panel 8 分组报告 (八) (EAL 224) Understand Language Learners 了解&辅助语言学习者 <i>Chair: Chao Xie</i> Defense Language Institute (DLI)</p> <p>Understand and Facilitate Learners with Holistic and Humanistic Approaches <i>Zhijian Kevin Yang, DLI</i> <i>Yuanfeng Zhang, DLI</i> <i>Xiaoyan Zhou, DLI</i></p>
16:35-17:00	<p>Awards Ceremony, Closing Remarks and Announcements 颁奖仪式, 闭幕式, 协会事务通知 <i>Chair: Zhiqiang Li</i> CLTAC President, University of San Francisco</p>	