

加州中文教師協會

The Chinese Language Teachers Association of California

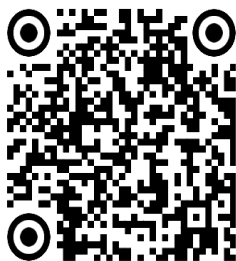
CLTAC 2024 Spring Conference Program

加州中文教師協會二零二四年春季學術研討會

會議手冊



Conference Agenda



Survey & Feedback

Conference Website

<https://www.clta-ca.org/2024-spring-conference.html>

Survey & Feedback

<https://forms.gle/YZCzH8bJFgBFEiE29>



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Acknowledgments

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Real Asia

Meet Real People, See

Real Asia

Parking Suggestions

停車信息

The CLTAC Spring Conference is going to be held in Bishop Auditorium in the **Lathrop Library** (518 Memorial Way, Stanford, CA 94305). Stanford parking is free on weekends in most 'A', 'C,' and visitor spaces unless otherwise posted. Make sure you look at the signs indicating parking hours.

As the Lathrop Library Vicinity Parking Map below shows, the closest parking areas to our conference venue are the Oval, spaces along Lasuen St and Roth Way, and the Museum Way lots.

Disabled parking is located behind the Littlefield Center on Lasuen Street, on the Oval, or at the end of Memorial Way, near the Knight Building. [Parking - Persons with Disabilities](#) provides more information.

Lathrop Library Vicinity Parking Map



Visitor Parking Info



Map Legend

-  Disabled Parking
-  "A" Parking
-  "C" Parking
-  Marguerite Stop



Keynote Speaker 主题报告人



Thomas B. Gold

[Thomas B. Gold](#) is professor emeritus of Sociology at UC Berkeley. From 2000-2016 he was the Executive Director of the Inter-University Program for Chinese Language Studies (IUP), a consortium of North American universities which administers an advanced Chinese language program at Tsinghua University in Beijing. At Berkeley he also served as Associate Dean of International and Area Studies, Founding Director of the Berkeley China Initiative, and Chair of the Center for Chinese Studies.

Professor Gold began his study of Chinese at Oberlin College and taught English at Tunghai University in Taichung, Taiwan after graduating. He was in the first group of American exchange students to China, spending a year at Fudan University in Shanghai, 1979-1980. He received his M.A. in Regional Studies-East Asia and Ph.D. in Sociology both from Harvard. His research focuses on many aspects of the societies of East Asia, primarily mainland China and Taiwan. In the largest sense, he examines the process of the emergence of the increasingly empowered and autonomous individual and a private sphere in societies which have combined traditional and modern forms of authoritarian rule. He explores this from many angles: youth and the life course; personal relations (*guanxi*, social capital), private business and entrepreneurship, popular culture, non-governmental organizations, and civil society.

Keynote Speech 主题报告

My Chinese Journey Through US-China Relations

Professor Thomas Gold's Chinese journey has been closely intertwined with the fluctuations in US-China relations over the past decades. He started studying Chinese in 1967 when it seemed totally impractical, given the state of US-China (non-) relations, made worse by the Vietnam War and Cultural Revolution. At that time, there was no chance to go to mainland China to study, so he went to Taiwan to study Chinese in the summer of 1969, and returned to teach English and study from 1970-1972. In 1971, US-China relations took a dramatic turn when the US ping pong team was invited to make a surprise visit to China, then Henry Kissinger made his secret trip paving the way for President Nixon's trip in 1972 with the Shanghai Communique promising.

Keynote Speech 主題報告

My Chinese Journey Through US-China Relations (cont.)

eventual normalization. There was much optimism about an improvement in relations between China and the US. Professor Gold made his first visit to mainland China in the summer of 1975. In December 1978, the CCP's Third Plenum of the 11th Central Committee made the dramatic decision to shift the focus of its work to the Four Modernizations and also announced that the US and China would establish formal diplomatic relations on January 1, 1979. Professor Gold arrived in China in February of 1979 as one of the first group of 7 American exchange students and took up studies in the Modern Literature specialty of the Chinese Department at Fudan University in Shanghai. This was a period of momentous optimism for US-China relations as well as China's reform and opening to the outside world. Professor Gold took up a position in the Sociology Department of UC Berkeley in 1981, continuing to make regular trips to China and Taiwan. In 2000 he became Executive Director of the Inter-University Program for Chinese Language Studies (IUP). He continued to hold that position until 2016 when Berkeley declined to renew as host. Around that time, US-China relations began a downward slope, and no other university would assume hosting responsibilities. The host is now Tsinghua University. The COVID epidemic did not help relations, and most of the language programs moved to Taiwan. The current political environment within China continues to chill opportunities and desires of foreigners to go to China to study, conduct research, report or invest, and the Chinese government does not appear to be very welcoming either.



Agenda

会议日程

8:30-8:55	Registration and Refreshments 注册, 茶点 (Bishop Auditorium)	
8:55-9:00	Welcome and Opening Remarks 开幕式 (Bishop Auditorium) Huazhi Wang, CLTAC Vice President and Conference Chair, Stanford University	
9:00-10:00	Keynote Speech 特邀演讲 (Bishop Auditorium) My Chinese Journey Through US-China Relations Thomas Gold University of California, Berkeley Chair: Yue Li, Defense Language Institute	
10:00-10:10	Coffee Break 茶歇	
10:10-11:10	Panel 1 分组报告 (一) (Bishop Auditorium) AI and Language Teaching 人工智能与语言教学 Chair: Chengzhi Chu University of California, Davis	Panel 2 分组报告 (二) (Lathrop 199) Chinese Language Teaching in the New Context of US-China Relations 中美关系新形势下的中文教学 Chair: Zhiqiang Li University of San Francisco
	1.1 Integrating AI in Chinese Language Instruction: Insights and Strategies from College-Level Learners Ying Li, Huei-ling Chen, Lifan Du, Defense Language Institute Foreign Language Center	2.1 Navigating Complexities: Adapting Advanced Chinese Language Curriculum Development Amidst US-China Relations Challenges Chao Xie, Daniel Fan, Defense Language Institute
	1.2 定位人工智能时代外语教学从业者的角色: 从语域和语体角度探索中文教师如何有效提高习得者的文化素养与交流能力 Ruiqi Ma, Defense Language Institute Foreign Language Center	2.2 Adapting Chinese Language Education: Responsive Strategies for Schools in a Changing US-China Context Bin He, Harvard-Westlake School
	1.3 Leveraging AI Tools for Mastery of Upper-Level Registers in Chinese Language Learning Ying Amatya, Defense Language Institute Foreign Language Center	2.3 Navigating the Winds of Change: The Impact of Shifting U.S.-China Relations on Teaching Chinese as a Foreign Language Yingxin LU, Defense Language Institute
11:10-11:20	Coffee Break 茶歇	

11:20-12:20	Panel 3 分组报告（三） (Bishop Auditorium) Language Teaching and Assessment 语言教学与评估 Chair: Le Tang Singleton Stanford University	Panel 4 分组报告（四） (Lathrop 199) Immersion and Instructors' Responsibilities 沉浸教学与教师角色 Chair: Mingjung Chen Menlo School
	3.1 Designing an Adaptive Curriculum-based Chinese Placement Assessment Fuqiang Zhuo, Chengzhi Chu, University of California, Davis 3.2 Culture and Diagnostic Assessment based Language Teaching Hanwei Tan, Defense Language Institute 3.3 Task-based Language Teaching for Heritage Learners—Teaching Writing Liu Zhang, San Francisco State University	4.1 Utilizing Various Fun and Effective Classroom Activities to Motivate Young Learners in Vocabulary and Chinese Character Acquisition within a Mandarin Immersion Program Yuning Liu, Lila Bringhurst Elementary School 4.2 Field Study of Shu Ren International School Elizabeth Sun, San Francisco State University 4.3 Optimizing the Timing of Teacher Feedback for Language Learning Lijie Qin, Vanderbilt University Peabody College of Education
12:20-13:20	Lunch Break 午餐	
13:20-14:20	Panel 5 分组报告（五） (Bishop Auditorium) Teaching Culture 文化教学新探索 Chair: Liwei Gao Defense Language Institute	Panel 6 分组报告（六） (Lathrop 199) New Perspectives and New Approaches 新角度与新方法 Chair: Lihua Zhang University of California, Berkeley
	5.1 Revitalizing Cultural Teaching: Challenges, Perspective and Strategies Heping Xu, Monterey Language Institute 5.2 Cultivate Cultural Activities in the Target Language to Attain High Proficiency and Alleviate Academic Stress for Students Jing Wei, Li-yuan Liao, Min Li, Defense Language Institute 5.3 Enhancing Cultural Immersion to Achieve Higher Proficiency Output Xiaoli Shi, Defense Language Institute	6.1 Elevating Chinese Language Proficiency through Collaborative Tang Poetry Creation Learners Qian Gao, Defense Language Institute Foreign Language Center 6.2 Database analysis on Chinese idioms with numerals JING Yanjing and XU zhou, Monterey Language Institute 6.3 汉语的双音复合词语义结构探讨 Jian Kang Loar, Defense Language Institute
14:20-14:30	Coffee Break 茶歇	

14:30-15:30	Panel 7 分组报告 (七) (Bishop Auditorium) Understanding Language Learners 了解和辅助语言学习者 Chair: Hsin-yun Liu City College of San Francisco	Panel 8 分组报告 (八) (Lathrop 199) Teaching Strategies 语言教学策略 Chair: Heping Xu Monterey Language Institute
	7.1 Meeting the Needs of Gen Z Learners in Secondary Language Classrooms Liyan Wang, Pilgrim School/ University of Southern California 7.2 An Empirical Study of Student Confidence and Time Allocation in Chinese L2 Learning Yvette Esteban, University of California, Davis 7.3 Achieving high learning outcomes by understanding learners' personalities and creating accommodating activities Weijiang Zhang, Paige Sweaney, Monterey Language School	8.1 Note-taking in Listening Comprehension Yao Chui, Defense Language Institute 8.2 Mastering the Fundamentals to Achieve Higher Graduation Standards Kueilan H. Chen, Defense Language Institute Foreign Language Center 8.3 Contextualized Grammar Teaching with a Three-Dimensional Focus Liu, Anmin, Defense Language Institute Foreign Language Center
15:35-15:50	Presentation by Real Asia	
15:50-16:50	Panel 9 分组报告 (九) (Bishop Auditorium) AI Tools and Authentic Materials 人工智能工具与真实语料 Chair: Zhenlin Qiao Monterey Language Institute Interactive Exploration of AI and Authentic Materials in Language Learning Yuan Xu, Monterey Language Institute Long Tang, Monterey Language Institute	Panel 10 分组报告 (十) (Lathrop 199) ChatGPT and Chinese Teaching ChatGPT与中文教学 Chair: Ying Li Defense Language Institute Foreign Language Center 10.1 ChatGPT对美国中文教学的影响 Weixing Huang, Sino-American Science & Culture Group 10.2 Using AI-powered ChatGPT to Design Chinese Teaching and Learning Activities Yali Dai, Monterey Language Institute 10.3 Leveraging Studyx.ai Prompts for Text Analysis: Enhancing Beginner's Reading Comprehension Li Blake, Defense Language Institute Foreign Language Center
16:50-17:00	Closing Remarks and Announcements 闭幕式, 协会事务通知 (Bishop Auditorium) Chair: Yue Li CLTAC President, Defense Language Institute	

Leveraging AI Tools for Mastery of Upper-Level Registers in Chinese Language Learning

Ying Amatya

Defense Language Institute Foreign Language Center

This presentation proposes an innovative approach to enhancing Chinese language learners' proficiency via the strategic integration of Artificial Intelligence (AI) technologies, with a specific focus on mastering upper-level registers. Proficiency in abstract vocabulary, complex grammar structures, and cultural nuances is paramount for learners of Chinese language to advance to a higher level. However, conventional language teaching methods may fall short in adequately preparing learners for these registers.

The presentation will demonstrate how to take advantage of AI tools to facilitate learners' comprehension of diverse authentic materials written in upper-level registers, including a wide array of genres such as news articles, academic papers, and literary works, thereby immersing learners in culture-rich contexts to enhance their language proficiency. The presenter will provide the examples of adopting AI tools to analyze these materials so that learners can gain insights into how advanced registers are used in different contexts, thereby improving their comprehension and usage skills. In addition, the presenter will display how Natural Language Processing (NLP) Tools can assist learners in understanding and producing complex sentences by breaking them down into more digestible small parts and how NLP can provide explanations of grammar rules and sentence structures, which helps learners navigate the intricacies of upper-level registers more effectively.

The presentation aims to equip educators of Chinese language with the up-to-date AI tools to overcome the existing barriers to attain proficiency in advanced language registers. Through this presentation, the attendees will engage in a thought-provoking discourse, exchange insights, and foster collaborative endeavors aimed at improving Chinese language education through the transformative power of AI.

Leveraging Studyx.ai Prompts for Text Analysis: Enhancing Beginner's Reading Comprehension

Li Blake

Defense Language Institute Foreign Language Center

Text Analysis with studyx.ai by ChatGPT is an advanced reading assistant crafted to elevate the comprehension and interpretation of diverse textual materials. Fueled by sophisticated algorithms and an extensive linguistic database, Text Analysis offers an in-depth approach to text interpretation.

This presentation explores the innovative application of Text Analysis with studyx.ai prompts to boost beginners' reading comprehension. It aims to enhance contextual understanding, accuracy, and efficiency from the outset by facilitating a more profound comprehension beyond the text's literal meaning.

The presenter will utilize beginner-level teaching materials to illustrate how to craft Text Analysis with studyx.ai prompts for in-depth text mining and analysis. Key focus areas include: character recognition, vocabulary expansion, identifying frequently mentioned entities in the text, sentiment analysis, identifying grammatical and syntactical patterns, explaining cultural and social references, and intertextuality within texts, which are all crucial for beginners.

Chinese texts often present complexity, nuance, and rich cultural references, even in beginning-level materials. For novice learners, navigating information-dense texts can be overwhelming. Text Analysis AI can help distill the most relevant portions of the text for a more focused learning experience. Text Analysis AI can facilitate a deeper understanding, even for learners with limited language proficiency. Additionally, providing cues to highlight these aspects becomes invaluable for those less familiar with passages' language and cultural nuances.

Mastering the Fundamentals to Achieve Higher Graduation Standards

Kueilan H. Chen

Defense Language Institute Foreign Language Center

This presentation aims to explore the importance of immersive language learning experiences and strategies to effectively master the fundamentals like use of target language in various contexts to help learners to develop deep-level cultural competence. The presentation will provide valuable insights and practical techniques that can benefit language learners, educators, and language learning institutions alike. The primary objective of this presentation is to highlight the benefits and significance of immersion in language learning and to offer actionable strategies for maximizing the use of the target language in real-life situations. The key areas this presentation will cover are: Understanding Immersion, Benefits of Immersive Language Learning, Creating Immersive Environments, Strategies for Target Language Use, Overcoming Challenges faced during Language Immersion, and the Role of Technology in Language Immersion. This presentation promises to be insightful and practical session, empowering language learners, educators, and institutions to embrace immersive language learning and optimize the use of the target language. By incorporating interactive activities, real-life examples, and proven strategies, participants will gain a deeper understanding of the immersion's benefits and acquire practical tools to enhance their lifelong journey of language learning.

Notetaking in Listening Comprehension

Yao Chui

Defense Language Institute Foreign Language Center

When it comes to comprehension, it may be easier to comprehend a reading passage than listening to it, the causes include: Input not visual, evasive, information organized with little clue to trace back, etc. In listening comprehension, how to analyze and reorganize information is key in the training. Note-taking is a showcase of how the mind is processing the information, yet to take notes while the mind is working simultaneously is challenging for the students. Here's an effort to share the process, so as to shed some light on training listening comprehension in L2 instruction and learning. We often talk about listening comprehension skills to include the following: Listen for details; listen for global understanding; Listen selectively; listen to infer; Listen for main ideas; Listen and predict (Christine C.M. Goh). Yet how to achieve the best result? Learning is a process. We can train students how to grasp key information and see how the information is organized, with the awareness trained to be keen enough to notice/to note.

Key concepts:

Organization of info.

Key statements vs. supporting details

Logical connectors (link/connection)

Lexical elements—real meaning? (as it says; as it means)

The turning point –tone, words, between the lines; signaling cues...

How to take notes or to have virtual notes on memory screen

Authors' opinion vs the way it is projected—lexical elements (HOTS vs LOTS). Most challenging is High context vs. low context: High-context communication is “fast, proficient and gratifying”, unlike the low-context communication, “the burden of understanding rests with each interactant”, “even “sensitive to the social roles of others” ...“coded in the verbal context or message”.(Neuliep, J. W. (2003). *Intercultural communication: A contextual approach*. Boston: Houghton Mifflin Company)

Empirical experience

1. It is more a discourse analysis for comprehension purpose.

What to write down? -- Key Words?

Form---whatever lang. shape, icons

What does the mind do when writing?

--process the info. author's opinion /attitude/tones ; Logical connectors (linking device, connection) ; Lexical elements; The turning points

2. Read the notes (short-term memory) and training

3. Make sense of the gap—the context

4. Split up the info.

5. Organize the info.

6. Summarize the ideas with supporting details



To sum up: Training is critical in the learning process for the purpose of achieving the goal. With the awareness of analyzing the input, to re-organize it as a new master/owner is key: notetaking is the way, for the purpose of producing the output as expected. Training and shaping.

Using AI-powered ChatGPT to Design Chinese Teaching and Learning Activities

Yali Dai

Defense Language Institute Foreign Language Center

Since its launch, ChatGPT has been steadily gaining attention for its detailed responses and articulate answers across every domain of knowledge. The impacts of ChatGPT on education are enormous. If used appropriately, ChatGPT has the potential to increase students' retention and reinforce learning concepts while simultaneously providing constant feedback to students. Effective use of Generative AI technology can improve teaching and learning efficiency, maximize the benefits of Chinese learning, and stimulate students' interests. In this presentation, the presenter will use real examples generated by ChatGPT to demonstrate how to use this cutting-edge tool to design interactive Chinese teaching activities for reading, vocabulary, grammar, writing and speaking classes. The detailed demonstrations will highlight the features of ChatGPT that can be used in foreign language education including generating vocabulary lists and quizzes, generating authentic reading texts, grammar explanation and examples, creative writing, answering students' questions and learning strategies. Participants will be able to learn to use this extraordinary Artificial Intelligence (AI) tool for the best teaching practice in their Chinese teaching programs.

An Empirical Study of Student Confidence and Time Allocation in Chinese L2 Learning

Yvette Esteban

University of California, Davis

This paper presents an empirical study on the varied challenges and time commitments experienced by students in learning different aspects of Chinese as a Foreign Language (CFL). The study is based on a survey conducted among CFL students at the University of California, Davis. It aims to address four key questions:

1. The perceived difficulty and comfort among university CFL students in the U.S. in learning different facets of Chinese knowledge and skills.
2. The actual time allocation dedicated to these different facets and how it relates to their comfort level in each area.
3. The alignment between students' study time allocation and teachers' expectations, as reflected in the curriculum and course assignments.
4. Students' perspectives on the feasibility or desire for adjustments in their study time allocation in Chinese learning.

Data were gathered through an online survey administered over two quarters in two different academic years, with a participant pool of 57 students learning Chinese, with little or no family background in the language. The survey covered eight key knowledge and skill areas: Hand-Writing Characters, Typing Characters, Vocabulary, Grammar, Listening, Speaking, Reading, and Composing Essays. A particular focus was on the differences of students' sense of achievement and time spent learning Chinese characters through hand-writing and electronic means. The study aims to provide an empirical understanding of students' perspectives on the difficulty, confidence level, and time distribution in learning various aspects of Chinese. The findings are expected to offer valuable insights for enhancing CFL curriculum design and improving pedagogical strategies.

Elevating Chinese Language Proficiency through Collaborative Tang Poetry Creation

Qian Gao

Defense Language Institute Foreign Language Center

Poetry stands as the pinnacle of literary and cultural expression in language, captivating readers with its melodic lyrics and inspiring vivid imaginations. However, in Chinese classrooms, poetry is often introduced briefly, primarily as a cultural display or for pronunciation and rhyme practice. Recognizing the potential to address learning weaknesses and enhance students' pronunciation and fluency, the presenter has redefined lessons in textbooks, infusing vocabulary and content with the beauty of Chinese poetry. In the collaborative venture with students at the Chinese Classical Poetry Creating Club (诗社), AI technology serves as a supportive tool in the creative process.

This transformative approach has proven highly successful in advancing students' literacy and speaking skills. Notably, all active participants in the pilot project achieved a Level 2+ to 3 in Reading (ILR Level) by the program's conclusion, underscoring the effectiveness of this innovative pedagogical method in Chinese language education.

During this conference, the presenter will share insights into the collaborative process of crafting Tang poetry with students, emphasizing the recent supportive role of AI. Additionally, we will discuss how student-generated Tang poetry has facilitated their linguistic ascent to a higher level.

Adapting Chinese Language Education: Responsive Strategies for Schools in a Changing US-China Context

Bin He

Harvard-Westlake School

Content and Purpose:

In the context of the current tense US-China relations, Chinese language education must be adaptive, aligning with specific school resources, community settings, and students' immediate interests. This presentation, leveraging 30 years of experience in our Chinese program, aims to reposition and reshape these courses to meet today's unique challenges. We will demonstrate how to

transform Chinese classes into vibrant language and culture ecosystems, responsive to the changing geopolitical landscape. The focus will be on interdisciplinary learning, integrating Chinese language with other academic areas to create relevant and engaging experiences for students. Emphasizing community engagement, we'll explore methods for collaborating with local organizations, offering students authentic, real-world learning experiences. The presentation will also discuss cultural enrichment, introducing diverse activities to deepen cultural understanding. Our strategies and insights, shaped by current international dynamics, are adaptable and replicable, tailored to enhance the relevance and sustainability of Chinese language programs in varying educational and community contexts.

Outcomes:

Following this presentation, participants will be equipped to:

Recognize the necessity of reshaping Chinese language programs in response to the current US-China relations, focusing on a language ecosystem approach.

Formulate interdisciplinary strategies that blend Chinese language education with other academic subjects, aligning with students' interests and global contexts.

Forge and strengthen collaborations with community organizations, enhancing Chinese language learning with real-world, authentic experiences.

Design and execute culturally enriching activities and events that reflect the diverse aspects of Chinese culture, adapted to local educational and community settings.

ChatGPT对美国中文教学的影响

Weixing Huang
Sino-American Science & Culture Group

代表着GAI迅速发展和普及应用的ChatGPT，被整合到美国的中文教学中，能够带来许多优势。如何最大限度地发挥ChatGPT的潜力，使之有效地融入教师教学和学生学习过程，尤其对汉语作为非母语的言语教学，是一个值得关注、研究和实践的重要课题。

首先，需了解清楚ChatGPT对美国的中文教学带来哪些优势？包括对老师和学生的帮助。对于教师而言，ChatGPT能够提供课程设计、教案创建、习题生成、课堂活动建议、中英语言互释、中美文化比较等方面的思路、建议和素材；对于学生而言，利用ChatGPT帮助答疑解惑、扩展阅读、练习会话、个性化学习、作业帮助和反馈等等，从而提高中文技能。

其次，师生如何发挥和利用ChatGPT以促进中文学习？对于教师而言，有效使用ChatGPT进行中文教学的方法论包括如下几点：提问的技巧和训练，信息的参照和求证，教学材料的扩充和创新，教案设计的普遍性和个性化，机器智能和人类智能的关系。对于学生而言，如何高效自学？一是充分实现人机交互——获取更多文化背景的理解；使用ChatGPT进行模拟对话，练习中文听说读写技能。二是从ChatGPT获取作业支持——答疑解惑；提供解释和更正；获取作业反馈；巩固课外学习。

最后，教师需要警惕、规避和鉴别ChatGPT所隐藏的负面效果。

Database Analysis on Chinese Idioms with Numerals

JING Yanjing, XU Zhou
Monterey Language Institute

Chinese idioms make a fascinating prism that reflects the light of history and culture. A special category of Chinese idioms is those containing numerals. The purpose this project is to analyze all the Chinese idioms with numerals to gain insight of the Chinese philosophy and linguistic patterns presented by this particular collection. An exhaustive study was made possible with the power of database and the development of AI also facilitated the process greatly. First, a database was created by collecting all the Chinese idioms that containing numerals, altogether over 2600 entries. Then the idioms with the same meaning but in various forms were categorized under one entry. The final number of such independent entries was identified as around 1500. AI has been referred to accelerate the categorization. The idioms were further classified by the number of numerals contained, whether it is single numeral (三生有幸) or double (五花八门) or multiple (十之八九). The statistical results showed clearly which number is the most used in the idioms and what numeral-combinations are more common than the others. These frequency differences indicate the underlying native and exotic cultural influence on how idioms were formed. Moreover, this project tries to reveal the semantic significance of different number combinations through analyzing the regularities of these combinations. For example, the combination of one and two represents clarity, three and four represents low moral stand, and the combination of seven and eight represents chaos. It also explained why very similar idioms use various numerals, such as 朝三暮四 vs 朝三暮二, 三长两短 vs 三长四短, and how they are used differently in the literature.

Integrating AI in Chinese Language Instruction: Insights and Strategies from College-Level Learners

Ying Li, Hwei-ling Chen, Lifan Du
Defense Language Institute Foreign Language Center

With the continuous advancement of science and technology, particularly the pervasive integration of AI technology, an increasing number of Chinese learners are using AI technology to assist in Chinese language learning. This is the overall trend in Chinese language learning and an inevitable occurrence. For educators, a profound comprehension of the learning modalities and strategies employed by Chinese learners utilizing AI resources can significantly augment our pedagogical approaches in Chinese language instruction and foster more meaningful interactions with students. In this research, the presenters conduct a comprehensive questionnaire survey concerning the utilization of AI technology in the learning processes of over 20 college-level Chinese learners spanning elementary and intermediate proficiency levels. The focus will be on further interviews with learners who exhibit higher effectiveness in the frequency of AI usage. The objective is to understand how they specifically integrate AI technology into their college-level coursework, particularly in improving competencies across listening, reading, speaking, writing, and other aspects of Chinese language acquisition. During the conference, the presenters will share findings related to the technologies and methodologies discovered through the questionnaire and interviews with participants. The presenters will also discuss strategies for the effective integration of these insights into the realm of Chinese language instruction.

Contextualized Grammar Teaching with a Three-Dimensional Focus

Liu, Anmin

Defense Language Institute Foreign Language Center

Traditional grammar teaching methods, which emphasize rule explanations, memorization, and verbatim translation, persist in many classes, often overlooking the functional meaning and usage rationale of grammar. This leads to uninspiring and ineffective grammar lessons.

Although it is widely acknowledged that grammar teaching should encompass the three dimensions of form, meaning, and use, actual classroom practices often deviate from this principle. Instead, they prioritize structural rule, rote memorization, and out-of-context sentence translations. This static model not only limits effectiveness but also neglects the true functional meaning of grammar and fails to address when and why it is used. Consequently, this approach not only makes grammar lessons boring but also proves highly ineffective.

This presentation introduces a contextualized grammar teaching model with a three-dimensional focus. Its main feature is to teach grammar structures in contexts where they naturally occur, allowing learners to delve into their functional meanings and understand when and why they are used. The presentation will provide a detailed introduction to this model, including teaching strategies and methods to actively engage students in the learning process. It will emphasize how grammar activities can be designed to prioritize application, align with language functions and topics, and reflect everyday language usage.

We firmly believe that this model not only aligns with our students' goals but also offers an exceptionally effective and motivating approach to grammar instruction.

Utilizing Various Fun and Effective Classroom Activities to Motivate Young Learners in Vocabulary and Chinese Character Acquisition within a Mandarin Immersion Program

Yuning Liu

Lila Bringham Elementary School

This presentation is composed of three sections: (1) A brief introduction of the school and classroom climate. (2) A simple data sharing of students' improvement in their Mandarin learning. (3) The main presentation focuses on sharing how to plan and carry out the five activities in daily Mandarin immersion classrooms.

For most of this presentation, the focus will primarily be on language learning activities implemented in daily classroom sessions, which proved to be highly engaging for students. Through the five interactive activities, students enhanced their Mandarin proficiency, expanding their vocabulary bank, and improving their ability to write using the correct stroke orders. These five student-centered activities include: (1) the colorful spinning wheel, (2) Mandarin bingo, (3) racing to the other end, (4) rainbow writing, and (5) daily magic word/phrase.

All of these learning activities are age-appropriate for younger learners. In addition to being exposed to the language and content, students also have fun while actively participating in the activities, which keeps them on task. Engaging in these activities not only gives students the opportunity to review the words they have learned but also allows them to learn from their peers by hearing them produce the language. These learning activities are suitable for centers, small groups, and whole-class interactions.

By the end of the presentation, the audience will have a clear idea of how to prepare for these activities and can apply them in their classroom right away if needed. These activities are suitable for both lower and upper grades.

汉语的双音复合词的语义结构探讨

Jian Kang Loar
Defense Language Institute

本报告是关于汉语的双音复合词的语义结构的讨论。以往对复合词的研究多注重于复合词的语法结构，如主谓、偏正、述补结构等，而对复合词的语义的研究还不够。然而复合词构词法研究的关键问题是语义，即是研究复合词内语素结合的语义机制，或两个词素是通过什么样的语义结构方式组而合成。语义研究主要关涉的是性状、施事、受事、施动、受动、工具、因果等种种词素间的语义关系类型，是以语义为纲的系统。而复合词的语义关系非常复杂。这是因为由词素明示的东西少，隐含的东西多。不了解复合词内部的语义结构，我们在教学上就无法有效的教授复合词的语义。例如：仅定中式复合词的修饰语就包括类属，民族（国家）、性质、性能、材料、用具、形状、动力、气味、地域、时间、数量等26种。在动宾复合词中，其语素动词和宾语间的语义关系各种各样：如有原因宾语：养病、偷懒；处所宾语：谢幕、吃食堂；工具宾语：吃大碗、抽烟斗，施事宾语：晒太阳，来客人，目的宾语：打扫卫生、挖井，方式宾语：存活期、打游击等等。复合词的语义结构是语言深层结构，其与客观世界以及人对世界的认知框架相对应。本报告在朱彦的专著“汉语复合词语义构词法研究”的基础上，探讨了复合词的多种语义结构，所依据的理论是述谓结构理论，由于词义和句义一样，也包含着场景，即每一个复合词的语义是与特定的场景相联系的，因此在讨论也应用了场景，背景和图形 (ground, figure) 的理论。在每类复合词的语义结构的底层包含着众多的场景角色，但不是每一个角色都能实现为复合词的语素，只有经过人的透视图域 (perspective) 筛选的角色才能进入语言表达的层面（朱彦，2004）。

本报告能够增加中文教师对汉语中大量存在的复合词的语义结构的了解，从而提高对复合词的教授的效果。

Navigating the Winds of Change: The Impact of Shifting U.S.-China Relations on Teaching Chinese as a Foreign Language

Yingxin Lu
Defense Language Institute Foreign Language Center

In recent years, the landscape of U.S.-China bilateral relations has undergone a significant transformation, moving from cooperative engagement to strategic competition. This transition has raised noteworthy concerns. In the field of Chinese as a Second Language (CSL), the key consideration is not whether Chinese instructors should alter their perspectives but rather how they can swiftly adapt to the evolving educational terrain. Additionally, this proposal acknowledges the proactive response of students, exemplified by initiatives the Asia-Pacific Foreign Policy discussion. This indicates that students are taking the lead in developing a keen interest in the evolving landscape of international relations and eagerly anticipate receiving further guidance from teachers within the classroom setting. This presentation aims to explore the cascading effects of this geopolitical shift on the field of Teaching Chinese as a Foreign Language (TCFL).

In response to evolving international dynamics, international Chinese language instructors are urged to adopt a broader, global perspective. This requires a nuanced understanding of the comprehensive context to effectively adjust instruction approaches. The impact is particularly significant for students destined for careers in multilateral foreign affairs relations and intelligence. In light of this, instructors are encouraged to guide students toward developing forward-thinking, analytical skills crucial in navigating the complexities of diplomatic relations between contemporary major powers.

Practical, pragmatic instructional directions are proposed, emphasizing the need to provide students with fresh, relevant current affairs materials. The focus includes but is not limited to incorporating case studies and text/discourse analysis into the curriculum, designing meaningful real-life tasks, and formulating higher-order thinking skill (HOTS) questions. The aim is to facilitate students' in-depth thinking and prepare them to comprehend and respond to the challenges presented by the new international landscape. Some suggested in-class activities for this phase include incorporating more debates, roundtable discussions, role-play scenarios (such as addressing model United Nations General Assembly), and authentic dialogues. The presenter underscores the palpable awareness among both instructors and students regarding the shifting international dynamics and the promising integration of international relations with Chinese teaching and learning.

定位人工智能时代外语教学从业者的角色：
从语域和语体角度探索中文教师如何有效提高习得者的文化素养与交流能力
Ruiqi Ma Defense Language Institute Foreign Language Center

在搜索引擎、翻译软件已经融入生活，生成式人工智能日渐普及的今天，外语教师的角色在美国这个本来就对外语教学不甚重视的国家似乎变得愈加可有可无。然而深入分析目前人工智能的使用，就会发现外语教师的角色并不见得注定被弱化，相反，他们作为文化中介的地位变得愈发重要。外语教师可以帮助习得者获得目标文化的规范和礼仪知识，确定交际背景和目的，选择沟通策略，评估交流的有效性。而上述功能的达成，与外语教师对目标语言的“语域”（register）与“语体”（genre）的掌握，息息相关。在这篇发言里，我将从中文独特的语域和语体角度出发，谈谈人工智能时代中文教师如何有效地提高中文习得者的文化素养并完善其交流能力。我将首先指出语域与语体和与中国文化知识与背景之间的复杂关系，并用具体的例子证明语域和语体对中文教学的重要性，最后分享多个成功的教学案例，展示如何帮助学生掌握并且正确运用中文的语域、语体知识，从而达到有效提高他们的文化素养与交流能力的目的。总之，善于利用人工智能的工具属性，突出中文教师在语域分辨与语体评估方面的不可替代性，有助于重新定位外语教学从业者在人工智能时代的角色，并且帮助中文习得者掌握丰富的文化信息以及正确的语言使用。

Optimizing the Timing of Teacher Feedback for Language Learning
Lijie Qin Vanderbilt University Peabody College of Education

The efficacy of teacher feedback is an important area of interest in the field of foreign language education to which both researchers and practitioners have paid substantial attention. This session provides an overview of the literature on the optimal timing of feedback (i.e., immediate, delayed, and no feedback). It seeks to answer the following questions: Under what conditions are these respective forms of feedback most effective? What are some general guidelines for teachers to consider when providing feedback to learners? Based on the literature review, I will suggest concrete recommendations for teachers to incorporate into their classrooms.

The presentation contains the following main components:

1. A literature review of existing studies on the effectiveness of different timing conditions of teacher feedback.
2. Recommendations with actionable and feasible steps to implement into language classroom teaching.

The presentation will use PowerPoint slides as a visual aid. I will include key highlights from the literature review as well as examples from my own dual immersion Chinese classrooms to facilitate the participants' understanding of theories and concepts. The major benefits for teacher-participants are as follows. First, they will gain a comprehensive understanding of the literature on the optimal timing of teacher feedback. Such understanding will inform their selection of teaching strategies. Second, they will obtain concrete recommendations that can be easily incorporated into their instruction. Most importantly, the session will increase teachers' efficacy in terms of leveraging the use of feedback to boost students' language learning.

Enhancing Cultural Immersion to Achieve Higher Proficiency Output
Xiaoli Shi Defense Language Institute

This presentation draws on views of the Interactive Compensatory Model to highlight the importance of target language cultural literacy and cultural immersion in assisting learning from the top-down direction. Much of the effort to raise second language proficiency levels has been concentrated in a bottom-up process, where the focus is on aspects of language per se and cultural knowledge takes a secondary role. This presentation will argue that systematically and effectively engaging students in target language sociocultural explorations and discussions from early on will not only foster an intrinsically motivated, autonomous and immersive learning environment, but more importantly, will help prepare, shape and enhance comprehension of higher proficiency level discourse.

Field Study of Shu Ren International School

Elizabeth Sun
San Francisco State University

This presentation describes a Mandarin Dual-Immersion International Baccalaureate Program at an elementary school that includes early education from preschool through sixth grade. Methods of study include both observation and interviews. This study particularly focuses on dual-immersion for students from primarily monolingual backgrounds and how that affects instruction, as well as considerations for supporting and encouraging parental involvement in the acquisition of the second language. This study identifies challenges in finding ways for students to engage with the target language at their language proficiency and supporting students learning at different rates. Lastly, this study concludes that second language acquisition of students in dual-immersion programs closely resembles heritage language acquisition and suggests continued exposure to second language as a means of maintaining passive acquisition after students graduate and enroll in English-based education programs.

Keywords: Mandarin, dual-immersion, elementary, parental support, heritage language acquisition

Culture and Diagnostic Assessment based Language Teaching

Hanwei Tan
Defense Language Institute

In his book "Language and Mind" (1968), Chomsky explores the relationship between culture and language acquisition, highlighting how cultural factors can influence language variation and usage. Chomsky contends that language is deeply intertwined with culture, and by immersing themselves in the cultural aspects of a language, learners can deepen their understanding and proficiency. James Dean Brown supports this idea in "Testing in Language Programs," asserting that diagnostic testing enables language programs to effectively address the diverse learning needs of students and optimize learning outcomes.

This presentation not only embraces Chomsky's theory but also examines the pivotal role of cultural understanding and the use of effective diagnostic assessment (DA) and online diagnostic assessment (ODA) strategies. By combining these approaches, our objective is to enhance language teaching at higher proficiency levels. Based on our practical experience, we have found that by prioritizing the teaching of culture and utilizing DA and ODA strategies that measure both linguistic and cultural competence, learners can surpass basic language skills and develop advanced proficiency.

The presentation will cover the following topics:

1. Integrating culture-focused teaching to enhance learners' cultural understanding, sensitivity, and communication skills.
2. Strategies for designing and implementing DA and ODA that encompass both linguistic proficiency and cultural competence, facilitating a comprehensive evaluation of learners' language abilities.
3. Case studies and success stories that highlight the positive impact of this integrated approach on learners' language proficiency and cultural awareness.

By attending this presentation, participants will gain valuable insights and practical strategies to enhance their language teaching practices.

Meeting the Needs of Gen Z Learners in Secondary Language Classrooms

Liyang Wang

Pilgrim School/ University of Southern California

This workshop explores effective strategies for meeting the needs of Gen Z learners in secondary world language classrooms. Participants will gain insights into Gen Z learners' characteristics, strengths, and challenges. They will learn practical approaches to create an engaging and inclusive learning environment for these learners. Key topics include proficiency-based grading and instructional techniques that incorporate technology and cultural appreciation. After completing the workshop, participants will increase their understanding of Gen Z learners' emotional needs. They will be armed with more practical strategies to support Gen Z learners' success in their language classrooms.

Cultivate Cultural Activities in the Target Language to Attain High Proficiency and Alleviate Academic Stress for Students

Jing Wei, Li-yuan Liao, Min Li

Defense Language Institute

When learning a foreign language, it is crucial to understand and familiarize oneself with the culture of the target language (TL). For TL learners, a deeper knowledge of the TL culture not only sustains their interest in learning but also enhances performance in TL classrooms. In the long run, this understanding facilitates the attainment of higher language proficiency and enables true immersion in the TL environment. Nevertheless, identifying the most effective cultural activities for adult TL learners in various learning phases can be a challenge for teachers. This presentation will focus on discussing: a) The significance of TL cultural activities; b) Appropriate activities for TL students; c) Methods for integrating these activities into the TL academic curriculum; d) Utilizing TL cultural activities to alleviate academic stress, particularly in demanding and intense language programs such as Chinese; e) Results achieved in our teaching practice. Through this hands-on demonstration, participants will learn diverse methods for incorporating cultural activities and have the opportunity to share how they plan to apply them in their teaching.

Navigating Complexities: Adapting Advanced Chinese Language Curriculum Development Amidst US-China Relations Challenges

Chao Xie and Daniel Fan

Defense Language Institute

In response to the unprecedented challenges in US-China relations, particularly in defense language training, this presentation explores the nuanced task of fostering meaningful discussions in advanced Chinese language classes. The curriculum development, often aligning with the US government's position of "political correctness," encountered drawbacks. Overemphasis on this approach resulted in a lack of effective training in higher-order thinking skills such as critical thinking and language proficiency.

Recognizing the need for a more balanced approach, this study advocates for the inclusion of high-quality articles presenting dissenting perspectives from Chinese sources. Contrary to expectations, such content has proven to enhance student engagement and interest. Results indicate that students, when exposed to diverse viewpoints, exhibit improved discernment, and enhanced critical thinking skills.

To successfully adapt the curriculum, instructors should focus on identifying articles with high analytical depth, encouraging students to engage with diverse perspectives, and incorporating controversial topics for thoughtful discussions. Overcoming potential resistance necessitates addressing concerns of political bias and maintaining a neutral learning environment.

This presentation recommends a collaborative approach to curriculum development, emphasizing the importance of regularly updating content to reflect the evolving dynamics of US-China relations. Integrating real-world scenarios for practical language application further enhances the effectiveness of advanced Chinese language programs.

In conclusion, this study highlights the delicate balance required in adapting advanced Chinese language education to the complexities of US-China relations. By fostering critical thinking through exposure to diverse perspectives, language programs can play a crucial role in preparing students for nuanced and informed discourse in an ever-changing international landscape.

Revitalizing Cultural Teaching: Challenges, Perspective and Strategies

Heping Xu

Monterey Language Institute

This presentation is dedicated to addressing the dynamic challenges faced by language teachers in the realm of cultural teaching. It begins by highlighting the distinct characteristics of Chinese culture, supported by illustrative examples, emphasizing how a deep understanding of these unique attributes empowers instructors to seamlessly integrate Chinese culture and language into their teaching practices. Furthermore, it explores the intricate web of Chinese cultural concepts, showcasing how these concepts permeate various aspects of Chinese culture and connect diverse cultural phenomena. In addition, the presenter will engage the audience with intriguing and thoughtful examples as hands-on practice.

Moving beyond, the presentation offers insights into the strategic selection of teaching materials and effective instructional techniques. It also outlines practical steps to infuse cultural teaching into daily language classes, creating vibrant and motivating learning environments for both instructors and learners. By providing a comprehensive toolkit and readily applicable resources, the presentation aims to equip the audience with the tools needed to enhance cultural teaching capabilities within their own classrooms.

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Interactive Exploration of AI and Authentic Materials in Language Learning

*Yuan Xu, Long Tang
Monterey Language Institute*

Abstract: The landscape of language education is rapidly evolving with the advent of Artificial Intelligence (AI). This presentation will interactively explore how AI can be synergistically integrated with authentic materials to enhance language learning. Aimed at language educators, the session will delve into practical applications, challenges, and future trends, fostering an engaging environment through audience participation, live demonstrations, and group activities.

Objectives:

- To understand the role of authentic materials and visual aids in language learning.
- To explore the capabilities and benefits of AI in language education, including the use of AI-generated images to enhance vocabulary acquisition and comprehension.
- To discuss practical strategies for integrating AI with authentic materials in the classroom.
- To engage in interactive discussions about the challenges and ethical considerations of using AI in language learning.
- To collaboratively envision the future of AI in language education.

Presentation Outline:

- Introduction with Audience Poll
- Interactive Discussion on Authentic Materials with examples
- Exploration of 4 AI tools in Language Learning
- Group Activities on AI and Authentic Materials Integration
- Case Studies with Audience Participation
- Practical Tips for Teachers with Role Play
- Future Trends and Ethical Debate in AI
- Interactive Conclusion and Q&A Session

Methodology: The presentation will utilize various interactive methods, including:

- Live polls and audience brainstorming sessions.
- Group discussions and activities for practical engagement.
- Case study analysis with participatory elements.
- Role-playing scenarios to demonstrate real-world application.
- Use of digital tools for interactive summarization and feedback.

Conclusion: This session aims to provide a dynamic and engaging platform for language educators to explore the intersection of AI and authentic materials, equipping them with innovative strategies to enhance their teaching methodologies in the digital age.

Attendees will leave with a solid grasp of integrating AI with authentic materials in language education, equipped with innovative strategies, practical skills, and a critical awareness of ethical considerations. They will also gain valuable insights from peer interactions and a toolkit of resources to apply in their teaching practices.

Task-based Language Teaching for Heritage Learners—Teaching Writing

Liu Zhang
San Francisco State University

Task-based language teaching (TBLT) has emerged as a highly effective and versatile approach to language acquisition, with its roots deeply embedded in meaningful communication and practical language use. I have explored the characteristics and applications of TBLT in language classrooms, highlighting its ability to foster interpretive, presentational, and interpersonal communication skills, as well as its role in enhancing cultural competence. The study examined the process of completing a task cycle in TBLT for teaching a second language. It focused on the role of observation, task activities, and post-task activities in facilitating language learning. Additionally, I discussed the feasibility and benefits of integrating performance assessments within TBLT, emphasizing their usefulness for second-language learners. Moreover, I discussed the benefits of utilizing TBLT for heritage language learners (HLLs), specifically those who face unique challenges, particularly in terms of writing proficiency. It demonstrated that TBLT is highly advantageous for HLLs, enhancing their writing skills, vocabulary, grammar, autonomy, and confidence. Collaborative writing activities and peer interactions also aid in developing literacy skills among heritage learners. Tailoring TBLT to meet the specific needs of heritage language learners requires recognition of their motivations and cultural backgrounds. HLLs often seek language skills to fulfill identity, cultural, and academic requirements. TBLT can be customized to address these needs effectively, incorporating cultural content that resonates with the learners' experiences.

Overall, the versatility and potential of Task-Based Language Teaching (TBLT) play a significant role in enhancing language learning for both general second language learners and heritage language learners. By prioritizing communication, real-world tasks, and cultural relevance, TBLT offers a dynamic and effective approach to language acquisition that can adapt to a wide range of educational contexts.

Achieving High Learning Outcomes by Understanding Learners' Personalities and Creating Accommodating Activities

*Weijiang Zhang, Paige Sweaney
Monterey Language School*

As is known learners with different personalities tend to choose different learning methods and strategies. Even though personality does not directly determine learning ability, teachers can still discover learners' learning styles, strengths and weaknesses by diagnosing learners' personalities. Thus, teachers can accordingly adjust their teaching methods and strategies so to provide corresponding high-quality learning activities for learners. This presentation will first demonstrate how to analyze learners' personalities by using diagnostic tools and teachers' classroom observations; second present learners' samples to indicate how these procedures be conducted; third, illustrate a combination of traditional and modern technology tools to generate learning activities to accommodate students' personalities. In the end, the presenters will conclude with a discussion on the effectiveness of this model.

Designing an Adaptive Curriculum-based Chinese Placement Assessment

Fuqiang Zhuo, Chengzhi Chu
University of California, Davis

Placement exams play a crucial role in assessing students' foundational knowledge and abilities, ensuring they are placed in appropriate classes. The use of Computerized Adaptive Tests (CAT) for foreign language class placement has increased over the years. However, institutions that utilize these tests often encounter challenges such as inadequate content, difficulties in aligning with specific school curricula, limited placement levels, and high costs. The issues are further compounded by limited availability and inflexibility.

To address these challenges, the UCD Chinese Language Program, in partnership with the Language Center, developed a curriculum-based adaptive Chinese placement exam. Over the past decade, this exam has demonstrated remarkable accuracy, with a success rate exceeding 93% in placing students across the 12 class levels of our Chinese curriculum.

This presentation will introduce the design and application features of the UCD Chinese adaptive placement exam. It will detail its unique two-stage (semi-)adaptive algorithm, which sets it apart from the item-based IRT models used in ETS tests or the Rasch model used in WebCAPE. The presentation will also explore how we utilized Qualtrics, a sophisticated survey tool, in the development of this exam. The session aims to offer a practical solution for educational institutions grappling with similar challenges in language placement.

加州中文教師協會

The Chinese Language Teachers Association of California

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加州中文教師學會會員通訊(2024年春季刊) 徵稿啟事

歡迎投稿

尊敬的會員和關心加州中文教師協會發展的朋友們，

金龍送福，我們懷著極大的興奮，宣布我們即將開啟CLTAC會刊2024年春季看的征稿工作。CLTAC會刊每年春季和秋季各出版一期，作為加利福尼亞州中文教育領域的重要資源，我們的使命是為您提供最新的教育發展信息、分享卓越的教學材料和策略，通過舉辦研討會和會議來促進專業成長，推動教育工作者之間的深度互動，以及分享有關中國文化和跨文化教育的豐富經驗和深刻見解。所有這一切都旨在不斷支持和提升加利福尼亞州的中文教育水平。

我們誠摯邀請所有對中文語言和文化教學充滿熱情的會員、教育工作者和專業人士，分享您的獨到見解、寶貴經驗以及專業知識。期待您的投稿，讓我們一起為中文教育事業添磚加瓦，創造更加美好的未來。

* 投稿類別 *

我們歡迎各種類別的投稿，包括但不限於以下內容：

- 教學貼士和策略：分享提高您的中文教學效果的有效方法、課堂活動和最佳實踐。
- 成功故事：分享加州各級學校或中文項目的成功故事和所取得的成就。
- 教材推薦：為中文教師和學生推薦有益的教材、教學資料或課外讀物。
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- 教育技術：討論將技術融入中文教學、在線資源和工具的創新方式。
- 文化角：探討漢字、傳統、節慶等中國文化各個方面，以及它們與語言教學的關聯。

* 投稿指南 *

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