



The 9th NECLTA Annual International Conference on Learning and
Teaching Chinese
Language and Culture

“Meeting the New Challenges of Chinese Language Instruction”

新英格兰地区中文教师协会
第九届年会暨中文教学国际会议

Sunday, October 4, 2020



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Welcome Letter from NECLTA President

Dear NECLTA members and friends,

Welcome to the 9th Annual Conference of the NECLTA International Conference on Learning and Teaching Chinese Language and Culture.

This year we are very fortunate and honored to have Professor Yu-Lan Lin and Wayne He to deliver two keynote speeches.

NECLTA has been growing in a very encouraging and dynamic way. That is certainly due to the enthusiastic participation of all NECLTA members and the hard efforts of the board members in promoting this organization. As a result, now NECLTA has its own social media page (<https://www.facebook.com/groups/2198721913728030>), a Newsletter, a Mini Grant for K-12 Teachers, and its own K-12 WeChat group. I hope you all will continue to provide support, in particular by following our social media, contributing to our Newsletter, and joining our K-12 WeChat group.

The COVID-19 pandemic has caused unprecedented disruption for our social and professional activities. The NECLTA annual conference has to be held online this year. However, it also offers great opportunity for broader participation of the Chinese teachers from all over the world. We received many proposals and accepted 9 panels and 45 individual presentations. I am particularly heartened to see more active participation by our colleagues in China in our conference this year.

I would also like to take this opportunity to thank everyone who submitted proposals for the conference and those who are here today. Thank you all very much for making the 9th annual conference possible.

Wishing the 9th NECLTA annual conference a big success.

Tong Chen
President of NECLTA

Conference Theme

The conference theme for this year is: “Meeting the New Challenges of Chinese Language Instruction”. The panel and individual presentations address various aspects and issues in teaching and learning Chinese and culture at multiple levels in different settings, including:

- 1. Various teaching approaches on remote teaching**
- 2. Classroom teaching practices**
- 3. Technology application to Chinese teaching**
- 4. K-12 Standard-based instruction**
- 5. Performance-based assessments**
- 6. Thematic unit lesson planning**
- 7. Reading and writing literacy development**
- 8. Second language acquisition of Chinese**
- 9. Chinese linguistics and Chinese pedagogical grammar**
- 10. Teaching culture**
- 11. Teaching heritage students**
- 12. Study abroad, and**
- 13. Others: administration, teacher training, immersion programs, etc.**

Board Members

Elected Officers and Terms

Chen, Tong 陈彤
President, 2018-2020

Li, Aimin 李爱民
Vice President, 2018- 2020

Board Directors and Terms

Chen, Tong 陈彤, 2016-2020

Dong, Hua 董桦, 2016-2020

He, Wayne Wenchao 何文潮, 2016- 2020

Lew, Star Yixing 陈毅星, 2018-2022

Li, Aimin 李爱民, 2016-2020

Li, Huimin 李慧敏, 2018-2022

Lin, Yu-Lan 林游岚, 2016-2020

Ross, Claudia 罗云, 2018-2022

Wang, Mingquan 王命全, 2016-2020

Wang, Yang 汪洋 2018-2022

Wang, Zhijun 王志军, 2016-2020

Wu, Yu 吴瑜 2018-2022

Zhao, Congmin 赵聪敏, 2018-2022

Appointed Officers

Wang, Mingquan 王命全,

Executive Director

Li, Huimi 李慧敏, Treasurer & Secretary

Chan, Xu Guo 郭旭, Press Secretary

Dong, Hua 董桦, Webmaster

NECLTA Committees and Chairs

Election:

Ross, Claudia 罗云, Chair

Li, Aimin 李爱民, Member

Conference & Event:

Wang, Zhijun 王志军, Chair

Li, Aimin 李爱民, Member

Public Relations & Fund Raising:

Wang, Yang 汪洋, Chair

Wu, Yu 吴瑜, Member

K-12:

Lin, Yu-Lan 林游岚, Chair

Lew, Star Yixing 陈毅星, Member

Zhao, Congmin 赵聪敏, Member

Membership:

Wu, Yu 吴瑜, Chair

Wang, Yang 汪洋, Member

Keynote Speakers

Yu-Lan Lin

Dr. Yu-Lan Lin has been a teacher/administrator for 41 years, retired from the position as the Senior Program Director of World Languages from the Boston Public School system in 2013. She is the past Executive Director of the Chinese Language Association of Secondary-Elementary Schools (CLASS). Dr. Lin has served on the Chinese AP Task Force Committee, AP Curriculum and Assessment Development Committee, World Language Advisory Committee, and Academy Assembly Committee for the College Board. She is the recipient of MaFLA's Distinguished Service Award; NECTFL's Nelson H. Brooks Award for Outstanding Leadership in the Profession and ACTFL's Florence Steiner Award for Leadership in K-12 Foreign Language Education.

Wayne Wenchao He

Dr. Wayne Wenchao HE is Professor of Chinese, Director of The Chinese Language Flagship Program, and Head of the Chinese Section at the University of Rhode Island. He was elected to the Board of Directors of CLTA-USA in 2014-2018. He is the founding President of the New England Chinese Language Teachers Association (2012), and the founding President of the Chinese Language Teachers Association of Greater New York (2002). Before he joined the faculty of University of Rhode Island in 2010, he taught Chinese at New York University (NYU), 1994-2006, and the U.S. Military Academy at West Point (2006-2010). He also had the experience of leading students and cadets to study abroad in China. He was appointed Director of NYU in Nanjing Program and Officer in Charge, the study abroad in China programs from the US Military Academy at West Point. In addition to teaching Chinese at all levels, he also worked with many colleagues in the Chinese language teaching field in the US to develop the new five-skilled approach in teaching Chinese including listening, speaking, reading, writing and computing. In 2007 and 2008, he led the team to have published the six volumes textbook series, *Chinese for Tomorrow* employing the new five-skilled approach. In 2010 and 2012, he published *Structures of Mandarin Chinese for Speakers of English I & II* with Beijing University Press. In the more than thirty years of teaching career, he published 18 academic books and textbooks in teaching Chinese as a foreign language as well as dozens of scholastic papers. He serves on editorial board of several academic journals. He actively participated in organizing the 1st-15th International Conference on Chinese Pedagogy. His research interests include using technology in Chinese language instruction, Chinese pedagogy, Chinese grammar, discourse analysis and pragmatics.

Agenda

9:00a.m.-10:25a.m. Opening Ceremony, Keynote Speeches	
9:00-9:25am	Opening Remarks: Mingquan Wang, Zhijun Wang, Tong Chen
9:25-9:50am	Keynote Speech Title: K-12 中文教师面临的新挑战与对策 Yu-Lan Lin K-12
9:50-9:55am	Q & A
9:55-10:20am	Keynote Speech Title: 以全面网课为契机, 推广“电脑中文”科技辅助教学 Wayne Wenchao He University of Rhode Island
10:20-10:25am	Q & A

10:30am-11:30am Breakout Sessions	
<p>Room: 1</p> <p>Chair: Panpan Gao</p>	<p>Panel:</p> <p>线上沉浸式课堂中文化教学的挑战与尝试 ——以明德暑校二年级为例</p> <p>Panpan Gao MIT</p> <p>Ting Zhang The Nueva School</p> <p>Keyue Song Middlebury Institute of International Studies</p>
<p>Room: 2</p> <p>Theme: teaching Chinese listening</p> <p>Chair: Lulei Su</p>	<p>1. Activating Meaning by the Sound: A Review of Listening Component in CFL Education</p> <p>Lulei Su Brown University</p> <p>2. 基于智慧教学的体育汉语听力课程改革与实践</p> <p>王辰 北京体育大学</p> <p>3. 第二语言教学的“三观”问题</p> <p>张黎 北京语言大学</p> <p>吴维 北方工业大学</p>
<p>Room: 3</p> <p>Theme: 词汇和文化教学</p> <p>Chair: Liwei Jiao</p>	<p>1. 试论汉语语言与文化教学的范畴</p> <p>Liwei Jiao Brown University</p> <p>2. 汉语作为第二语言的词汇教学与语素教学法</p> <p>宋欢婕 北京语言大学</p> <p>3. 主题单元教学的原则和实践</p> <p>Hongyun Sun Boston University,</p> <p>Panpan Gao MIT</p>
<p>Room: 4</p> <p>Theme: innovative approached to online teaching</p> <p>Chair: Wenhui Chen</p>	<p>1. 初级中文课在网络教学中应做的坚持和调整</p> <p>Wenhui Chen Brown University</p> <p>2. Community Building in Online Classes</p> <p>Shujun Xiang The Branson School</p> <p>Wenjing Huang Wildwood School</p> <p>3. 基于差异教学理论的初级汉语综合课线上教学模式探索</p> <p>项英, 北京体育大学</p>

<p>Room: 5</p> <p>Theme: teaching Chinese writing</p> <p>Chair: Ni Ou</p>	<p>1. 自我意识下的中级写作行为特点及偏误分析——以学生观看电影《刮痧》读后感为例 Ni Ou Drexel University</p> <p>2. PLECO 分析和汉语学习词典研发 杨玉玲, 北京语言大学</p> <p>3. 产出导向定位下的汉语初级读写课研究 Zhiying Lu Renmin University of China</p>
<p>Room: 6</p> <p>Theme: empirical studies on Chinese language learning and teaching</p> <p>Chair: 程红</p>	<p>1. 融入中国体育文化元素的茶专题教学实践研究 程红 北京体育大学</p> <p>2. 中级汉语学习者口语双音节词产出偏误及分析 You Shi Beijing Normal University</p> <p>3. 目的语环境下对新手教师与专家型教师 第二语言教学策略的实证研究 Xian Zhao University of Auckland</p>
<p>11:30am-12:30pm Breakout Sessions</p>	
<p>Room: 1</p> <p>Chair: Ninghui Liang</p>	<p>Panel: 发挥网课特点, 打造以人为本的暑期密集项目 (上)</p> <p>Wayne He University of Rhode Island Ninghui Liang Yale University Yiping Zhang University of Rhode Island</p>
<p>Room: 2</p> <p>Chair: Tiao-Guan Huang</p>	<p>Panel: Exploring Cultural Perspectives of Mortality in Chinese Language Classes</p> <p>Tiao-Guan Huang Hamilton College Yea-Fen Chen Indian University, Celia Liu The College of New Jersey Zhuoyi Wang Hamilton College</p>
<p>Room: 3</p> <p>Chair: Kang Zhou</p>	<p>Panel: 明德中文暑校三年级远程教学的设计与反思</p> <p>Kang Zhou MIT Yanting Li Northwestern University Jingjing Ao UMass Amherst</p>

<p>Room: 4</p> <p>Theme: Chinese grammar and grammar teaching</p> <p>Chair: Aimin Li</p>	<p>1. Revisit the ba-construction Aimin Li Dartmouth College</p> <p>2. Teaching Aspect Particle le in a Panoramic Way Yanmei Liu Monterey Language Institute</p> <p>3. 汉语第三人称代词“她”的标记性和历史轨迹 Min Wang Georgetown Day School</p>
<p>Room: 5</p> <p>Theme: teaching Chinese with technology</p> <p>Chair: Min-Min Liang</p>	<p>1. Community Building: Thinking Routines and Differentiated Instruction Min-Min Liang Massachusetts Institute of Technology</p> <p>2. Now you can provide online Chinese programs with AI technology! Franz Chen Pongdy Education Inc.</p> <p>3. A Practical Framework for Teaching Chinese as a Foreign Language with Technologies Shijuan Liu Indiana University of Pennsylvania</p>
<p>Room: 6</p> <p>Theme: teaching Chinese with various tools</p> <p>Chair: Yang Wang</p>	<p>1. Using Podcast Stories to Enhance Students' Narrative Skills in Chinese Yang Wang Brown University</p> <p>2. 如何在商业中文网课教学中融入更多互动元素 Lei Yan Dartmouth College</p> <p>3. How to create a film festival to motivate all digital learners to practice their language skills in real life Amy Guo Masconomet Middle School</p>
<p>12:30pm-1:30pm Breakout Sessions</p>	
<p>Room: 1</p> <p>Chair: Qingyu Yang</p>	<p>Panel:</p> <p>发挥网课特点，打造以人为本的暑期密集项目（下） Qingyu Yang, Yiping Zhang, Jiangping Cai University of Rhode Island Wei Wang Harvard University</p>
<p>Room: 2</p> <p>Chair: Dali Tan</p>	<p>Panel:</p> <p>什么是 STARTALK eTower -----一个促进学生的中文读写能力和培养学习的中文自主性的网络资源 Dali Tan, Lei Wu, Rui Huang, Zhen Wang</p>

	Deer Valley school district
Room: 3 Chair: Jinyu Li	Panel: 如何把改革开放以后出现的新词汇融入当前的中文教学 Jinyu Li, Shaomei Wang, Min Wan, Huimin Li Tufts University
Room: 4 Theme: Chinese language assessment Chair: Yu Wu	1. How to incorporate Integrated Performance Assessment in curriculum (re)design? Aligning IPAs with proficiency objectives Yu Wu 吴瑜 University of Rhode Island 2. 如何以口试促进互动提高汉语水平 Xiaoping Teng 3. Using Storyjumper for the Assessment of Speech and Writing Claudia Ross College of the Holy Crosstonc
Room: 5 Theme: using learning software to teaching Chinese Chair: Yating Fan	1.如何利用 Adobe Spark 在远程教学中促进师生及生生互动 范雅婷 Harvard University 2. 超级文档 (HyperDoc) 的教学设计元素及应用实例 Xuan Wang Sidwell Friends School, Qing Zhong Friends Academy 3.Reframing Interactive Multi-Device E-learning with Storyline 360 and Light Board Ann Cai Northeastern University
Room: 6 Theme: innovative approaches to Chinese language teaching in K-12 schools Chair: Mairead Harris	1. Incorporating Handwriting Instruction in Online K-12 Chinese Learning Mairead Harris 何小蔓 Stowe Middle & High School 2.An Experiment of Innovative Teaching in a Weekend Chinese School Jenny Zhou Ledian Chinese School 3. Using Brain Breaks to provide Optimal Input Jun Chen Bancroft School in Worcester, MA
1:30pm-2:30pm Breakout Sessions	
Room: 1	Panel:

<p>Chair: Mohan Shang</p>	<p>A Case Study of Employing Translanguaging in a Chinese Summer Camp Toward Higher-Order Thinking Skills</p> <p>Mohan Shang Lakes International Language Academy, Kaishan Kong University of Wisconsin-Eau Claire, Jenny Zhou Breck School</p>
<p>Room: 2</p> <p>Chair: Tong Chen</p>	<p>Panel: Cultural Issues in the Compilation of textbooks for Advanced-level Students</p> <p>Tong Chen MIT Min Wan Tufts Weina Zhao Wellesley College</p>
<p>Room: 3</p> <p>Theme: empirical studies on Chinese language learning and teaching</p> <p>Chair: Zhijun Wang</p>	<p>1. Prosody and Second Language Acquisition Zhijun Wang University of Massachusetts Amherst</p> <p>2. Are Students Relying on Scripts in their Oral Presentations Online? Action Research in Two CSL Online Classes Leeann Chen, Hong Zhan Embry-Riddle Aeronautical University</p> <p>3. Introduction of A Newly Developed L2 Motivation Questionnaire for American Learners of Chinese as a Foreign Language Yu Liu Oakland University</p>
<p>Room: 4</p> <p>Theme: content-based teaching in Chinese classes</p> <p>Chair: Lei Yang</p>	<p>1. Anecdotes Relating the Past and Present: Textbook Design of Classical Chinese As a Foreign Language Lei Yang Carleton College</p> <p>2. 经典散文在对外汉语课堂中的教学设计 ——以朱自清《背影》为例 Xiaoke Jia Bowdoin College</p> <p>3. Poetic Moon in Chinese Class Lingyan Ke Western University</p>
<p>Room: 5</p> <p>Theme: online teaching issues</p> <p>Chair: Ling Zhu</p>	<p>1. 美国汉语网络教学实践中的挑战及应对策略 Ling Zhu University of New Hampshire</p> <p>2. Best Practices for Supporting All Students in the Virtual Foreign Language Classroom Lijie Qin Oak Hill Middle School</p>

	<p>3. Reflections on Course Design of a Beginning Chinese Language Course in Asynchronous Online Environments Xiaoyan Hu University of Rhode Island</p>
<p>Room: 6</p> <p>Theme: 中文教学的新思考</p> <p>Chair: Hongchang Yao</p>	<p>1. 汉字的角色 Hongchang Yao Franklin & Marshall College</p> <p>2. 网络教学中如何给予中高年级学生有效的反馈 Shasha Yang Brigham Young University</p> <p>3. 体演文化教学法在华裔中文教学中的应用初探 Qingjun Li 牛顿中文学校</p>

Note:

- 1. Every presenter has 15 minutes for presentation.**
- 2. The Q&A session should be held after all the presentations have been delivered, for about 15 minutes.**
- 3. The chair of each panel should take notes of questions asked by the audience in Chat room and direct each question to the presenter whom the audience asked.**