CLTAC 2013 Fall Workshop Program

Theme: Strategies and Practices for Successful Chinese Instruction

Saturday, November 9
San Francisco State University Humanities Building
(http://www.sfsu.edu/~parking/directions/)

9:00 – 9:30	Registration & Refreshments 注册，茶点 Main Hallway
9:30 – 9:45	Welcome and Opening Remarks 开幕式 HUM 133 Liwei Gao, *CLTAC Vice President and Workshop Chair, Defense Language Institute*
9:45-10:45	*Plenary Talk 1*: Early Language Learning as a Strategic Priority: Global HUM 133 Competency, Chinese Language Education and the Future of US-China Relations Christopher Livaccari, *International School of the Peninsula* Chair: Baocai Jia*, Cupertino High School*
10:45-11:00	Break 茶歇
11:00-12:00	*Plenary Talk 2*: Effective Ways of Technology Integration in Chinese HUM 133 Language Instruction Su-Ling Hsueh, *Defense Language Institute* Chair: Henny Chen, *Moreau Catholic High School*
12:00-12:45	Lunch Break 午餐
12:45-13:45	*Plenary Talk 3*: 繁花不迷眼，浓淡求相宜---中文教学中的教学法 HUM 133 选择问题　Teaching right with one thousand methods Chengzhi Chu, *University of California, Davis* Chair: Zhenlin Qiao*, Defense Language Institute*
13:45-14:00	Break 茶歇
14:00-15:00	*Roundtable Forum*: 繁花不迷眼，浓淡求相宜--中文教学中的教学法 HUM 109 选择问题 Teaching right with one thousand methods *Moderator*: Chengzhi Chu,*University of California, Davis* *Discussant*s: Xiaolin Chang*, Lowell High School* Stellar Kwoh*, National Center for K-16 Chinese Language Pedagogy at UC Berkeley* Chris Wen-Chao Li*, San Francisco State University* Peiyu Chen Roth*, Defense Language Institute*
15:00-17:00	CLTAC Board/Executive Committee Meeting

Abstract and Speaker Bio

1.   Early Language Learning as a Strategic Priority: Global Competency, Chinese Language Education and the Future of US-China Relations

Chris Livaccari
International School of the Peninsula
Asia Society

Abstract

Over the last decade, we have seen an unprecedented explosion of interest in Chinese language education in the United States, and across the globe. While this is a welcome development for Chinese language educators, it is important that the field continue to develop a set of strategic priorities aimed at building robust, sustainable programs at all levels that focus not only on language proficiency, but also on a broader agenda of preparing students with the cognitive, academic, and professional skills to succeed in an increasingly globalized world – one in which the US-China relationship will continue to play a central role in maintaining global stability and prosperity.

Among these priorities, early language programs offer not only the best chance of creating pipelines of learners who can develop high levels of language proficiency, but also the best opportunity for leveraging the benefits of multilingualism to help develop globally competent professionals. And among early language programs, those that use an immersion approach (where at least 50% of the school day is taught in the target language) represent the "high tech" frontier of language education – while physicists have their Superconducting Super Colliders, language educators have their immersion programs. Chinese language immersion programs in the United States have a history that is scarcely thirty years old, but they are one of the most exciting places to get a peek at the future of Chinese language education.

Bio

Chris Livaccari is Upper Elementary Principal and Chinese Program Director at International School of the Peninsula in Palo Alto, CA, and concurrently Senior Advisor for Chinese Language Initiatives at Asia Society. He is the co-author of *Structures of Mandarin Chinese for Speakers of English* (Peking University Press, 3 volumes, 2012-2014) and the *Chinese for Tomorrow* series (Cheng & Tsui, 2 volumes, 2008-2010). He was previously Director of Chinese Language Initiatives at Asia Society in New York, where he created a collaborative network of 100 schools in almost 30 US states that teach Chinese and their partner schools in more than twenty provinces in China.

He was the founding Director of the High School for Language and Diplomacy – NYC, and a founding member of the faculty at the College of Staten Island High School for International Studies, where he created the Chinese and Japanese language, East Asian history, and Model United Nations programs. Chris was tenured as a US Foreign Service Officer in 2002 and held postings as Deputy Director of the Tokyo American Center at the US Embassy in Tokyo, Japan and Vice Consul at the US Consulate General in Shanghai, China. He is a graduate of Columbia University, the University of Chicago, and New York University, and is a lifelong learner of classical and modern Chinese, Japanese, and Korean.

2. Effective Ways of Technology Integration in Chinese Language Instruction

Su-Ling Hsueh
Defense Language Institute

Abstract

We've been striving for effective and fun Chinese language teaching and learning with the assistance of technology. Numerous iPad applications, web 2.0 websites, and software seem promising to reach this goal. Yet, technology can be a hindrance for classroom instruction without sound design and integration of pedagogy and content. It is supposed to enhance but not replace interactions between teachers and students. A successful Chinese teacher ignites a student's passion for Chinese learning and encourages learners to make progress in a positive way. The methods and instructional tools enable teachers to present the content in a way that students can receive, produce, and sustain the language. Pedagogy is the tactics used to create effectual learning activities for students to grasp fundamental words and phrases to communicate in the target language. iPad apps and Smartboard toolkits make it easier to develop instructional activities and accomplish learning tasks. Web 2.0 platforms are ideal to exhibit students' creation (projects) with interactive feedback and peer support.

In this talk a case study will be presented to provide practical guidance. The list of the most current emerging technologies for Chinese learning will also be introduced. Finally, several effective instructional, teachers' favorite, and students' preferred mobile apps will be demonstrated step by step. Attendees are encouraged to bring with them any type of mobile devices, e.g., iPhone, iPad, and laptop, to the workshop.

Bio

Su-Ling Hsueh received Ph.D. in Instructional Psychology and Technology from Brigham Young University in 2009. Her research and developmental areas include, but are not limited to: instructional psychology, technology assisted language learning, pedagogy, and 2nd language acquisition. She serves as an Assistant Dean at the Defense Language Institute Foreign Language Center. Besides administrative leadership and logistics support, she has endeavored to promote the integration of instructional technology, pedagogy, and content for sound language instruction.

3.　繁花不迷眼，浓淡求相宜---中文教学中的教学法选择问题
Teaching right with one thousand methods

Chengzhi Chu
University of California, Davis

Abstract

中文教师在教学实践中面临一系列教学法选择问题。学术文献和教学法课程中谈到的教学法，从语法翻译法、直接法、听说法，交际法、任务法，乃至无法而法的"后方法"这些"大法"，到沉浸法、暗示法（Suggestopedia），自然法，社团法，全身反应法、游戏法之类的"特法"，再到逆向设计法、主题教学法之类的"专法"，再到《听力教学八十一法》、汉字教学361法之类的"小法"，再加上5C's 和3C's &2S's之类的教学框架，形形色色，五花八门，听上去似乎各有其理，但又常常互相抵触，令从事实际教学的教师难免乱花迷眼，不知所该取舍。针对如是情况，本报告提出分析有关问题的几个维度，结合教学实例与听众同仁一起思考：面对大大小小、各式各样的教学法，我们应该如何评判，在教学中怎样取舍？

报告拟分四个部分：一、教学法的五个层次；二、语言的三维属性与教学法；三、语言学习主体（学习者）的三个侧面与教学法；四、衡量教学法好坏的标准与决定教学法取舍的依据。

Bio

储诚志，加州大学戴维斯分校副教授，语言学习中心代主任，中文部主任，语言学博士生导师，加州中文教师协会会长，全美中文教师学会常务理事，

华南师范大学国际文化学院客座教授，L2 Journal 、 《国际汉语教育》、《汉语世界》等期刊编委。在汉语语言学（语 法、词汇、方言、汉字），认知语义学，语料库语言学，汉语作为第二语言的教学和习得，以及计算机技术在汉语教学中的应用等领域发表论文，教材和软件共计数十种；是《汉语中介语语料库系统》(1995,北京语言大学)和《中文助教》软件 (2004, 斯坦福大学) 的研究主持人 ， 大型中文分级泛读系列丛书《汉语风》(2007--, 北京大学出版社) 的主设 计者与共同主编。

<u>Sponsor(s)</u>

Chinese Language Teachers Association (CLTA)