

Abstracts of Presentations

(Alphabetical according to last name)

Anthony Benners 安东尼

语音识别在促进学生练习和提高口语水平方面的潜力

安东尼博士

论文摘要：随着机器学习和人工智能为基础的教育技术工具在支持教师努力改善学生学习成果方面的应用越来越广泛，语音识别等技术在提高学生语言学习成果方面具有巨大潜力，尤其是在学习汉语这样一个以声调为主要特征的语言中，掌握声调是汉语学习的一个重要挑战。语言学习的研究表明，通过听写来练习汉语声调可以有效提高这一技能，但是最好通过即时反馈的方式进行练习。在没有母语人士提供即时反馈的情况下，使用语音识别工具是否可以提供一个重要的反馈循环，鼓励汉语学习者进行更多的练习，提高他们的声调运用技能呢？本次演讲将总结有关语音识别工具在语言学习中的应用的研究，并演示一种广泛可用且免费的中文语音识别工具的使用示例，以获取听众对如何将其纳入课堂教学的反馈。

发言人简介：安东尼博士(Dr. G. Anthony Benners)现任纽约市教育局(NYCDOE)高级心理测量师和创新顾问，领导测试设计、评分和技术方面的评估创新研究和采用工作，为支持纽约市公立学校的有效教学和学习提供建议，包括内容质量、心理测量、适应性测试、安全性和考试管理等。安东尼博士一直致力于推广现代教育技术和数据系统的应用，以及数字素养的教学。他还致力于加强 NYCDOE 的世界语言考试计划，该计划每年由 20 多种语言的 40,000 多名学生参加，旨在培养纽约这个文化多元的全球城市年轻人的全球化能力。

安东尼博士获得了福特汉姆大学心理测量和量化心理学博士学位。在进入高等教育领域之前，他曾在美国陆军服役。除了参与城市、地区、州、国家和国际教育界最佳实践和最新创新的讨论外，安东尼博士还喜欢和妻子以及两个年幼的孩子一起“乘地铁卡环游世界”，欣赏纽约市的多元文化。

Chen, Dongdong 陈东东

ChatGPT: A Potential Assistant for Teaching Chinese as a Second Language

Dongdong Chen

Abstract: The emergence of ChatGPT, an effective artificial intelligence text modeling program, has sparked discussions about its potential impact on education. But what is ChatGPT exactly, and how does it work? Can it be a potential teaching assistant for Chinese language instructors, and what are the implications of its integration into the classroom? In this presentation, I will explore these questions and examine the challenges and opportunities of utilizing ChatGPT technology to teach Chinese as a second language. My goal is to draw attention to this innovative technology and showcase its potential applications for both language teachers and learners.

Presenter Bio: Dongdong Chen received her Ph.D. in Linguistics from McGill University. She is a Professor and Director of Chinese Program at the Department of Languages, Literatures and Cultures, Seton Hall University. She has published on linguistics, second language acquisition, Chinese language teaching pedagogy, and technology-assisted Chinese teaching. Currently, she is working on a monograph Digital Humanities, Computer-Assisted Language Learning and Teaching Chinese as a Foreign Language.

Chen, Dongdong 陈东东, You, Mu 游牧, Qin, Yan 秦艳, Yin, Xiaoqin 殷晓琴

在中文课堂中探索 AAPI：课程开发、项目设计、实践体会

陈东东, 游牧, 秦艳, 殷晓琴

论文摘要： 2022 年 1 月 18 日，新泽西州州长签署了一项历史性的法案，要求将亚裔美国人和太平洋岛民（AAPI）的贡献、历史和文化遗产纳入新州 K-12 社会研究学生的学习标准。该法律要求学校开设 AAPI 课程。在本次专题讨论中，我们将重点探讨中文教师如何在课堂上探索 AAPI，并分享我们设计的 AAPI 课程、AAPI 项目以及实践体会。我们希望这次讨论可以启发新思路，激励教师将 AAPI 视角融入教学实践中。

发言人简介： Chair: Dongdong Chen (陈东东), Prof. of Asian Studies, Seton Hall University;

Ms. Mu You (游牧), Chinese Instructor, West Essex High School, NJ, 讲出我们的故事, 改变我们的未来;

Ms. Yan Qin (秦艳), Chinese Teacher, Verona Public School, NJ, 我在初中做 AAPI 活动;

Ms. Xiaoqin Yin (殷晓琴), Newark School of Global Studies, NJ, 庆祝 AAPI 传统月: 拥抱多样性和团结.

Chen, Yanping 陈艳萍

自动语音识别在沉浸式中文语音教学中的应用

陈艳萍

论文摘要：国际中文教育中语音和语调教学，不同于写作，学生很难直观地理解他们的语音是怎样的。自动语音识别是人机交互的一项重要技术，可以将人类语音转换为计算机文本或图像。本文介绍了自动语音识别技术在国际中文沉浸式课堂上开展语音教学与学习研究的应用实践。该研究探讨了使用自动语音识别进行汉语语音教学的效果，以及在自动语音识别技术的帮助下最有效的语音学习方式(个人学习、结对学习、小组合作学习)。此外，本文还考察了学生的单词、句子和段落等语音学习之间是否存在相关性。

发言人简介：陈艳萍，美国阿尔弗莱德大学孔子学院国际中文教师，2019年曾在纽约州北雪城学区教授中学生中国语言文化课程。2020年至今，一直在纽约州杰尼瓦城市学区北街小学从事美国小学生的国际中文语言教学和中国文化课程，实施沉浸式中文教学，以学生为中心，擅长组织学生自主学习、合作学习、项目式学习，注重差异化教学和情景化教学，借助信息技术组织多样化的趣味学科活动，如轮转站点、沉浸式课堂、语音输入、角色扮演等。其论文“沟通式教学法在沉浸式中文阅读教学中的应用”被收录在第五届国际中文沉浸式教学大会，并受邀作主旨演讲嘉宾。2022年辅导学生获得第二届“汉语桥”世界小学生中文秀一等奖。

Cui, Qian 崔倩

汉字属性认知与对外汉字教学

崔倩

论文摘要：汉字对西方人有一定的吸引力，是许多人决定学汉语的先决条件之一。汉字本体研究与对外汉字教学存在互动关系。对外汉语教育需要汉字本体研究的支撑，同时对外汉语教学又是汉字本体研究的试金石。理想状态下，汉字本身的特点及构造理据研究的越深越透，教学上就可以利用这些研究成果，取得良好的教学效果。教学上遇到的实际情况，可以用来修正汉字研究理论成果。但是在现实情况中，两大阵营都在深耕，互动不够。我们梳理汉字本体研究一直以来对对外汉字教学方法的影响，并根据近几年前沿的汉字研究理论，为对外汉字教学提供几点参考。

发言人简介：崔倩，博士生。她的研究兴趣是中国文献学、文字学和区域语言学。主要成果：《汉语韵律二十年研究之现状与趋势》(现代语文 2020年)、《“默默”非无言》(天中学刊 2019年)、

《许昌方言字形考释二 则》(汉字文化 2018 年)、《语料库视野下“也许”“可能”的对比分析》(成都工业学院学报 2018 年)等。

Dai, Xuechan 戴雪婵

中国流行游戏在汉语教学中的应用

戴雪婵

论文摘要: 游戏活动是汉语教学中能够增加课堂趣味性与学生参与性的重要教学手段。在和汉语学习者的沟通中笔者了解到虽然学生学习到了很多中国传统文化的内容,但是对中国社会文化、流行文化接触较少,并且希望可以从更多的方面进行了解。本文以密歇根大学安娜堡分校的中文桌子、中文游戏日等活动为例,介绍如何将现在中国桌面游戏(例如比大小、谁是卧底、逛三园等)应用到课堂练习和课后语言活动中,让学生在练习的同时了解桌游文化,提升学生参与感。

发言人简介: 戴雪婵,本科毕业于北京语言大学汉语国际教育专业,硕士毕业于密歇根大学教育研究方向,目前就读于美国明德学院中文硕士项目。感兴趣的领域有:二语教学、语言习得、人脑与语言。

Du, Jialu 杜嘉璐, Li, Shujing 李术晶

Multimodal Learning in K-12 Mandarin Classrooms

Jialu Du, Shujing Li

论文摘要: Multimodal learning suggests that learners can acquire new knowledge and skills more effectively when different sensory modalities, including visual, aural, reading/writing, and kinesthetic, are involved in the learning process. With rapid technological change and increased diversity in our population, teaching our students to understand multiliteracies and multimodal texts has become ever-relevant and important. Implementing multimodal learning in Chinese classrooms helps personalize lessons according to students' learning styles to optimize their learning experiences and apply language skills in real-life situations. It can engage students' motivation and improve language learning efficiency. The session will explore how to facilitate multimodal learning both for younger learners and secondary students. Attendees will be presented with hands-on pedagogical ideas of a variety of modes and teaching practices related to multimodality in the Chinese classroom.

发言人简介: Jialu Du is a secondary Mandarin teacher at Dwight School. Originally from China, Jialu has been teaching Chinese professionally since 2014. She earned a Bachelor's in Teaching of Chinese Language to Foreigners from Huaqiao University in China and a Master's of Secondary Education from Brandeis University, as well as a State License in Secondary Chinese Education. Currently, Jialu is also earning an advanced Master's in Curriculum and Teaching from Columbia University. Prior to Dwight, she taught Chinese in India, Myanmar, China, and other cities in the US. Her research interests include multimodal learning and international education.

Shujing Li graduated from Montclair State University with a BA in Linguistics and a K-12 certificate in TESOL. She also has an M.Ed. in Integrated Curriculum. This year is Shujing's 11th-anniversary teaching at Dwight School, an IB World School. She has rich experiences in pre-k to fifth-grade Chinese language education, and her strengths are incorporating interdisciplinary teaching and multimodal learning techniques in Mandarin classrooms. In addition to classroom teaching, Shujing is passionate about writing children's books and songs to support young learners' Chinese language acquisition and cultural competence.

Duan, Sherri 段遐

以学生为中心的探究式学习模式培养学生学习汉字的兴趣

段遐

论文摘要: 创建以学生为中心的教学环境, 对于培养学生的自我学习, 独立思考与创新能力并使他们能够应对未来的挑战至关重要。将探究式学习模式(ILM)引入中文课堂, 通过将参与责任从被动转移到主动, 培养学生的批判性思维和合作能力, 使他们更加有兴趣地参与中文的日常练习与课堂学习。

发言人简介: 段遐博士(Sherri Duan)美国克拉克森大学教育系中文教学硕士项目主任、助理教授, 研究生导师。北美《中文教育研究》执行主编, 美国国际文教学会高等教育委员会顾问。2020年荣获克拉克森大学杰出教学奖。著有《先秦至隋唐“将”字句研究》一书等。

Gao, Panpan 高畔畔

身份认同维度的近代文学作品教学与测试

高畔畔

论文摘要：中高级中文学习者常常会面临一个窘境：在语言流利度、准确度、复杂度三个维度上有明显成长，但无法用中文清晰表达自己的情绪、文化身份与认同感；能够讨论城乡差距、城市化利弊，却很难准确描述风景、意境、城市气质等，也无法借此体现个人特质、获得情感寄托。这造成了学习者语言表达的扁平化。本次报告将以麻省理工大学高级华裔班教学为例，展示如何使用《背影》《豹人》《电梯中》《聊斋志异》等主题广泛、风格多样的文学经典引导学生进行文化探索及跨文化思考，并进行功能性与思辨性相结合的语言教学与测试。

发言人简介：高畔畔，MIT 全球语言系中文讲师，曾任教于哈佛大学，并在哈佛北京书院担任年级负责老师、承担师资培训工作。2020 年加入明德中文暑校，负责二年级的教学和管理工作。高老师长期致力于教材编写和教学材料开发工作，是哈佛大学汉语高级教材《春华秋实》《言文行远》《远见博识》的合编著作者，也是中级教材《故事内外》(Cheng&Tsui)的主编。高老师曾于 2018 年获得 MIT “G&D” 语言教学创新基金奖，专为商业中文课程拍摄了一系列短片，帮助学生了解中国商业文化和经济发展情况。曾发起“中文冥想”，通过微信公众号、YouTube、Google site 等多个平台，为不同水平的学生提供分级冥想视频，将冥想与中文教学结合起来，引发了有关学习体验、学习动机的新思考。

Gong, Wei 龚薇

“是”字结构教学研究

龚薇

论文摘要：“是”字是现代汉语中一个使用频率较高的动词，也是中文二语学习者最先接触到的重要句型结构之一。然而，“是”字并不能与英文的 be 动词完全等同起来。“是”字语义丰富，结构复杂多样，因此以英文为母语的学习者在习得“是”字结构时经常出现偏误。本文首先深入分析“是”字的语法特点及各种结构，再从对比分析的角度探讨二语学习者的偏误类型以及产生原因，从而提出教学建议，帮助学习者更好地掌握“是”字结构，并加深对中文语法特点的认识。

发言人简介： 龚薇，美国维思大学中文项目负责人。曾任教于美国普林斯顿大学、北卡大学、布朗大学，北京清华大学 IUP 中文中心及多个暑期项目。

Guo, Wei 郭伟

Creating a Highly Engaged Chinese Classroom through Music and Movement

Wei Guo

Abstract: This interactive session provides the audience with concrete strategies that focus on the use of music and movement to create a highly engaged Chinese classroom for both the teacher and learners. The techniques presented have been proven to help students across all levels of proficiency to reduce their stress, develop their communication skills, and ignite their passion for learning Chinese language and culture. Participants will be invited to join scaffolded activities to do raps, sing pop songs, classic Chinese songs, and even dance a bit. Attendees will leave with new ideas, hands-on examples, and step-by-step protocols on how to immediately implement music and movement into their next lesson.

Presenter Bio: Wei Guo holds an MA in Teaching Foreign Language and TESOL from New York University, an MA in English translation from Beijing International Studies University, and a BA in English Language and Literature from Central China Normal University. Wei lives in New York, NY and has taught Mandarin Chinese at a number of schools, including Millbrook School, Riverdale Country School, the High School for Dual Language and Asian Studies, Washington Yu Ying Public Charter School, among others. Wei is experienced in designing academically challenging Mandarin curriculum and highly engaged Mandarin lessons across proficiency and grade levels. He is also an avid culture explorer, veteran conference presenter, plant lover, and cat lover.

Hong, Yuqing 洪宇清, Bi, Wenjin 毕文锦, Tang, Qinyuan 唐钦源

语言和文化是一枚硬币的正反面:有效率的教学设计

洪宇清, 毕文锦, 唐钦源

论文摘要: 语言与文化密不可分。语言教师也同时必须具备相当的文化素养。在本次研讨会中, 一个经验丰富的校长和教师组成的团队将和与会者分享如何将文化教学纳入目标语言课堂的有效教学任务以及如何共同准备全校庆祝活动。

发言人简介: 洪宇清 Yuqing Hong, 纽约市教育局第二十学区公立学校 310 小学创始校长。曾在纽约市 Department of Education 教育局任资深课程和教学专员, 阅读协调员和区域一级的英语教学培训导师。她 26 年的教育经验包括教学行政, 课程设计, 老师培训等。洪女士曾担任纽约大学 STARTALK 教学培训课程的培训师, 大学理事会中文教师顾问。目前, 她是纽约大学和纽约市立大学城市学院 ENL/双语教学系的客座讲师。

毕文锦 Wenjing Bi, 目前在纽约市布鲁克林 310 小学担任通科教育中英双语教师。曾在纽约市教育局 DELLS 项目中担任中文教材评估员和纽约州中文教师资格证考题评审员, 并兼任华美协进社成人教育部中文讲师多年。毕老师除了教授语文之外, 也致力于传播中国文化, 例如她教孩子们跳中国古典舞, 举办校中文演讲比赛, 并指导学生在当地中文报纸发表文章等。

唐钦源 QinYuan Tang 目前在纽约市 310 小学担任为五年级的多语种学习者 (MLL), 唐老师着重给英语为第二语言学生提供辅导。除了致力于协助语言学习者, 唐老师还专注于中文语言和课程的策划和教学。他喜欢与他的学生们分享他对中国文化和语言的知识, 他很高兴看到学生们对提高语言技能和对欣赏文化的多样性感兴趣。此外, 唐老师还参与编排了包括中国舞蹈和韩国舞蹈在内的多元文化表演, 以此来向他的学生展示文化多样性。

Huang, Wenjing 黄雯婧

Engaging Students in Digital Escape Rooms

Wenjing Huang

Abstract: Gamification has become a more and more popular element in language learning for Gen Z students. Escape rooms are one of them that require students to solve problems to advance toward escaping a locked room. Students decipher clues, solve puzzles, and accomplish tasks within a limited amount of time

while using the target language. This session will discuss creating digital escape rooms by integrating technology tools such as Google Form and Genially. The outcomes are for participants to implement the digital educational escape rooms concept in language learning, design digital educational escape rooms that offer motivating and engaging learning experience, and evaluate learning objectives through students' feedback.

Presenter Bio: Wenjing Huang has been teaching Mandarin to middle and high school students in both public and private schools in different states. She is a member of CLTA and presented in national and regional conferences such as ACTFL, NCLC, NECTFL and CLTA conferences and enjoys using technology to engage students in language learning.

Hu, Jing 胡静

From Fanqie 反切 to Pinyin 拼音: History of the Romanization of the Chinese Phonetic System

Jing Hu 胡静

论文摘要: Pinyin has had a transformative effect on Chinese language teaching and learning and on Chinese society overall. According to Zhou Youguang 周有光,

“the Father of Pinyin”, Pinyin is “a bridge to speech between Chinese people, a bridge between China and the rest of the world, a bridge between cultures.” It has also enabled China to transition to the digital age: people use Pinyin to easily type Chinese characters on smart phones and computers, which makes communication between people convenient and fast. But it took Chinese a long time to get to this point.

This presentation aims to explore the long History of the Romanization of the Chinese Phonetic System, from Fanqie, a method of phonetic notation for Chinese characters, in as early as the Six Dynasties Era (220-581), to the “Wade-Giles” romanization system, to the Mandarin Phonetic Alphabet/ Symbols 注音字母/符号, to Pinyin. It emphasizes how Pinyin was developed by a committee headed by Zhou Youguang from 1955-1958 and how it was promulgated by Chinese government. The presentation further shares the comparative study between Wade-Giles romanization system and Pinyin and discusses each system's advantages and disadvantages and its critics.

发言人简介: 任教于宾夕法尼亚大学东亚语言与文明系。曾任教于美国史密斯学院、耶鲁-新加坡国立大学学院。教授初、中、高级汉语语言及文化课程。作品发表于诸多中外学术刊物及书籍如 Anthology of Tang and Song Tales; Ming Dynasty Tales: A Guided Reader; 东方研究。近期研究成果包括 合编/著的《中国当代经典电影赏析》，《中国经典文学作品赏析》。

Jiang, Haojie 蒋浩浩

理解、联结、策略——创设情境开展汉字整体教学

蒋浩浩

论文摘要：汉字难读难认难记难写，是英语为母语的中文学习者遇到的最大困难。作为 TESOL 和 TCFL 的双栖教师，本人通过创设情境教学，结合中英文对比，让学生理解、联结和采取各种策略学习汉字。实践证明，汉字情境整体教学有助于学生更好地去认（意思）、读（拼音）、听（听懂）、写（方块字）和用（如词语搭配，区别多音多意字，不同词性、语法等综合运用），走出过分依赖拼音而不识汉字，或只求认读不求书写且容易遗忘等误区，从而达到真正理解，奠定熟练掌握的长远效果。本文主题为“理解、联结、策略——创设情境开展汉字整体教学”，将从以下几个方面来论述：一、学习汉字的困境和教学误区；二、开展汉字情境整体教学的必要性；三、创设情境，通过双语比较理解汉字；四、创设情境，建立现实联结应用汉字；五、创设情境，实施多种策略强化训练。

发言人简介：蒋浩浩，杭州大学新闻系本科毕业，拥有浙江大学新闻与传播学硕士学位和美国纽约市立大学 Hunter College TESOL 硕士学位。曾在国内媒体从事一线新闻工作二十年，在中外合作大学工作三年，在美国多所学校和机构开展过中英文教学，现为 BASIS Independent Manhattan Upper School 中文教师。

Jiang, Lihui 姜麗慧

戰國文字“悉/愛”構型淺析——疑惑並思考

姜麗慧

論文摘要：截至目前，古文字業內多數學者皆將“愛”的早期戰國文字“悉ai”釋為“无心”上下構成，即“悉”是“愛”的本字。時至今日，所有中文字詞典中有關“悉”的註釋千篇一律為“从心无声”。各路專家們還一致認為，“悉”中之“无”表音而已。本文從最基本的造字構件原理——該構型的本相本義入手，否定戰國文字“悉/愛”从心无声說。認為“悉”的上部構件非「无」而是今文字籀的本字“无”，即古時少男少女行笄冠禮時必須使用的固髮飾具。本文通過對“悉”的早期金文戰國文字及至篆文構型構件的層層剖析，將古今無法自圓其說的“从心无声”之“愛”給予一個盡可能合理的詮釋，還原一個因“无/无”之誤而導致的千古難明真義的真“愛”。

關鍵詞：悉/愛，金文、戰國文字，非无，是无，本相本義。

發言人簡介：姜麗慧(著作名:姜禮惠子)，一個耐得住寂寞坐得住冷板凳的真正意義上的古文字研究型學者。曾有過 30 多年國家級大報記者、高校主編和教育集團首席古文字專家的經歷。是《漢字真相·生命起原》系列重書(天地篇、植物篇、動物篇、人物篇)作者(中國國際文化出版社 2019 年版);是「復興中華文化;復活漢字本相」、「漢字本體論·本體字·本體真相」的首倡者並積極推行者;北京師範大學哲學院國學博士課程班優秀畢業生;海峽兩岸漢字書同文國際研究會-專業委員會特聘專家;漢字山莊-漢字真相研究推廣基地創始人(籌建中)...全職浸淫古漢字構型並物象研究達 20 年之久。大量獨家原創詳見『漢字真相公眾號』。

Jin, Wenhua 金文华

汉语名词化的二语习得:个案研究

金文华

论文摘要：汉语名词化是指在动词短语或句子后附加名词化 de 的一个语法过程。英语通过在动词或动词短语后附加-er 或-ee 等后缀来实现类似的名词化过程，但是比中文更简单、语义更透明。汉语名词化的复杂性和普遍性对二语学习者构成了挑战，但关于二语汉语习得的相关研究还不多。因此，本研究考察了来自三个不同等级的英语学习者对汉语名词化结构的习得。我们的研究结果揭示了名词化的习得模式、干扰因素和学习者回避策略的存在，并为汉语作为第二语言领域提供了教学启示。

发言人简介：金文华，肯尼索州立大学终身教授，中文项目负责人，讲授各级中文课程。主要研究兴趣包括汉语二语习得与教学、语言变迁、语言态度等。

Jin, Yuzhuo 金玉卓

浅谈汉语言文字的审美特点及其在教学中的作用

金玉卓

论文摘要：中华 5000 年的历史，造就了优秀的中华文化，语就是其中的优秀代表，由语言之后诞生的汉字也成就了优秀的书法文化。中华语言还存在自身的优秀审美特点，在日常生活中也常被人们用到。本文通过展示中华语言在语音、词汇、语法方面不同的审美特点来说明汉语的美以及汉字在日常教学中的作用。

发言人简介: 金玉卓, 西南交通大学博士。主要论文:《王灼诗歌用韵考》(四川职业技术学院学报 2019 年)《〈中国方志所录方言汇编〉方言词考释》(河南理工大学学报 2020 年)《赵振铎先生音韵学思想与方法述论》(文献 语言学 2023 年)。

Ju, Ying 睢莹

多媒体工具在中文教学中的实际应用

睢莹

论文摘要: 随着科学与技术的快速发展与进步, 多媒体运用在中文教学中扮演了越来越重要的角色。运用多媒体工具制作的标准课课件画面亮丽生动、内容清楚明了, 凡是第一次看到标准课课件的老师, 一致反映亮眼、精彩。学生们则普遍表示能够抓住他们的注意力。学生从被动地听课转换为主 动想要了解更多的内容, 在不知不觉中就学习了生字词、也了解了文化知识。我将通过《中国民俗》教材中“京剧”和“中国古建筑”这两课的标准课课件具体展示与说明, 和大家分享多媒体教学是多么的美丽、多么的生动, 直接让中文教学上了一个大大的台阶。

发言人简介: 睢莹, 加州双双中文学校教师, 毕业于北京大学外语系法国文学专业, 后在美国深造获得硕士学位, 现专职担任双双中文学校高年级中文教学工作。任教课程有《中国文学欣赏》、《中国诗歌欣赏》、《中国民俗与民间艺术》、《中国历史》, 等。参与编辑并制作了《中国文学欣赏》和《中国民俗与民间艺术》标准课课件。

Lin, Hua 林桦, Wu-Bruni, Qin 武琴, Luo, Meichan 骆美婵

Teaching and Promoting Chinese Program in a High-Needs School District

Hua Lin, Qin Wu-Bruni, Meichan Luo

Abstract: This panel presentation shares the teaching practice and growth of the Chinese program in a high-needs school district. Facing the challenges of decreased enrollment and learning interests, the Chinese teacher took an innovative approach by adopting the Comprehensible Input teaching strategy in 2019. Subsequently, the teacher mentored two student teachers on the Comprehensible Input strategy in 2019-2020 and the integration of academic knowledge into language teaching in 2022-2023, which has effectively improved students' proficiency levels and challenged students cognitively and

intellectually. As a result, enrollment was increased even during the pandemic and Chinese was expanded into middle schools.

In the meantime, she has been promoting the program through a series of cultural events. This year, she launched a district-wide annual Lunar New Year event to further promote the Chinese program. This event attracted more than 200 community members and has so far successfully increased the number of enrollments in the Chinese program for the next school year.

In each of the twenty-five-minute presentations, Ms. Lin will share how she planned and organized the district-wide Lunar New Year event. Ms. Wu will share how her classes are designed using the acquisition-driven method in her current school. Ms. Luo will share how she integrated academic knowledge using a new curriculum to meet the new NYS world language standards.

Presenter Bio: Hua Lin (Chinese Teacher, Albany High School),
Qin Wu-Bruni (Chinese Teacher, Burnt Hills-Ballston Lake Central School District),
Meichan Luo (Intern Teacher, Clarkson University)

Liu, Jian 刘健

The U.S. Nationally Recognized Assessments Options for Chinese Language Learners

Jian Liu (刘健)

Abstract: Most educators are not trained as assessment item writers for standardized tests. Using a high-quality and appropriate assessment is an effective way to measure students' learning and their language proficiency levels. However, many world language educators may not know what assessment options are for Chinese language learners in the United States. In this session, participants will have a general overview of the nationally recognized assessment programs for Chinese language learners. Also, the presenter will share information from the test frameworks for each assessment program.

Presenter Bio: Jian Liu (刘健) is the Adjunct Assistant Professor at the New York University School of Professional Studies. He was also the Associate in Bilingual Education in the Office of Bilingual Education and World Languages at the New York State Education Department, leading different projects that support all stakeholders

in the English Language Learners community. Before that, Jian was an Assessment Manager in the Office of Assessment at the NYC Department of Education and led different projects that relate to the assessments for NYC public schools. At an earlier stage of his professional career, Jian was a high school bilingual math teacher in Brooklyn. Jian earned his B.A. from City College of New York in Mathematics, an M.A. from NYU-Steinhardt in Teacher of Mathematics 7-12 and was a Math for America 2011 Fellow. In 2015, Jian earned his M.S. Ed in Bilingual Childhood Education from City College. Most recently, Jian received his M. S. Ed in Educational Leadership and Administration from The College of Saint Rose in 2019.

Li, Ye 李晔

关于继承语高级班课程设计的设想

Ye Li

论文摘要：继承语高级班的教材的选择在体裁上应既适用于作为阅读教材，又适用于作为写作教材；在题材的选择上，应与海外华裔学生的生活相关联。而海外华文文学的不少文本符合如上所提的作为继承语高级班的中文教材的原则。笔者以对上百位继承语高级班的大学生的调查问卷为基础，提出为高级班继承语学生设计“海外华文文学”课的设想，建议以文体体例为经，以漂泊、乡愁、寻根、身份认同、异族婚恋、美国梦等母题为纬来设计这门课程。

发言人简介：李晔，美国南卡州科克大学(Coker University)教授。在美国教授中国语言、文学和文化二十余载。最新发表的有关海外华文文学研究的代表论文有“荣格理论与严歌苓笔下的人物”（《中国政法大学学报》2021年第2期）、“评严歌苓小说中地母原型的女性形象”（《中国女性文化》2021总第23辑，社会科学文献出版社）。本人亦热爱写作，发表的四十余篇散文大多取材于海外生活。亦曾自编教材指导继承语学生中文创作。

Li, Lu 李露

打造一个生机勃勃的语言项目:十点建议

李露

论文摘要: 作为一线的语言老师,我们在倾心于课堂教学的同时,或许有时会感到自己是在单打独斗、孤军奋战,特别是在大环境较为动荡的情况之下。语言老师和项目管理人可以如何打开课堂和语言项目的大门,让学生、家长、学校管理层都成为我们语言项目里活跃的一部分?如何让我们的语言项目被看到被关注,从而获取更多的支持和发展机会?从十五年的语言教育和项目运作经验里,我总结了十个可以立即操作、行之有效的方法,希望给老师们的教育和管理工作带来一些启发。另外,在互动的环节里也期待听到各位老师的分享。

发言人简介: 李露,从事中文教学和项目管理工作十五年,执教于 Riverdale Country School。除了课堂教学以外,也一直在探索课程开发、体验式学习、项目式学习、创新教育项目、跨学科学习、组织有意义有深度的游学项目,以及推动学校的 DEIB 工作。深信语言能力和文化交流能力的力量,也努力帮助更多的学生培养这些能力。

Meng, Yuanyuan 孟苑苑

Co-creating Learning Materials in a Media Chinese Class Yuan-Yuan Meng

Meng, yuanyuan

Abstract: Chinese learners who continue to take University Chinese classes beyond the third-year level are often driven by a desire to better understand today's China, including its politics, economic situation, relations with the world, prevailing cultural norms and values, among other things. The wide array of interests and needs of these learners, however, cannot be sufficiently met by published language textbooks, which typically only offer a limited range of topics in one volume. Very often, the content of these textbooks also tends to be outdated, especially if it is related to the news or policies of a bygone era. Or, if the textbook features literary works, learners may find the language of those works lack practical relevance to their life or work.

In this paper, I argue that for advanced Chinese classes, especially those that focus on the reading and discussion of current events, ready-made language textbooks do not provide an adequate or ideal source of linguistic input. Instead, I advocate an

approach to materials preparation, where both the teacher and the learner have a voice in determining what materials are to be used and their decisions are made and negotiated on the basis of the learner's proficiency level and the intended learning outcomes set for the class. Using Media Chinese courses as an example, this paper describes what is involved in the implementation of such an approach. The paper shows how learners are guided in a step-by-step manner to select the materials that not only suit their individual needs but also fit into the bigger picture of the class's overall goals. It also demonstrates how the co-created materials are used to improve their listening, speaking, reading, writing, sentence-parsing, and critical thinking skills. The paper concludes with a summary of the advantages and disadvantages of this approach.

Presenter Bio: Yuan-Yuan Meng is a senior lecturer in Chinese at Columbia University's Chinese Language Program. She is also a certified tester of the Chinese Oral Proficiency Interview with the American Council on the Teaching of Foreign Languages (ACTFL). Her research interests include formulaic language, second language reading, second language writing, second language vocabulary development, and stylistic features of Chinese journalistic language.

Ou, Mali 欧玛丽

Engaging students with projects on AAPI

Ou Mali (欧玛丽)

Abstract: The AAPI (Asian American and Pacific Islander) community has a long and complex history in the US, from the first wave of Chinese and Japanese immigrants in the mid-1800s to the current fastest-growing ethnic groups. The Covid-19 pandemic has led to a surge in racism and violence against Asian Americans, causing many to experience fear and trauma. In response to the recent hate crimes, AAPI organizations advocate, educate, and build a community to promote solidarity and address these issues. In addition, more states are looking to add the K-12 curriculum to highlight their contributions to America.

As a Chinese language teacher, I have engaged students in projects that aim to deepen their appreciation and understanding of AAPI cultures, histories, and contributions, while improving their Chinese language skills. In this presentation, I will show how my students at different proficiency levels worked individually or in teams to examine

the case of Benjamin Edelman vs. Sichuan Garden. This incident, where Edelman's actions against a Chinese American restaurant owner over a \$4 overcharge sparked conversations about the intersection of race, power, and privilege, emphasizes the need to address discrimination against AAPIs. Completing the project allowed Chinese learners to understand the importance of supporting small businesses that play a vital role in immigrant communities, and developed a cross-cultural understanding, and critical thinking skills.

Presenter Bio: Ms. Mali Ou is a New Jersey-certified teacher teaching at Watchung Hills Regional High School since 2003. She has developed the curriculum for the 4-year Chinese language program at Watchung Hills including AP Chinese and taken charge of the annual Chinese Honor Society of the World Languages Department. Besides teaching, she is also involved in teachers' training and community services. She has been President of ATTMS (The Association of Taiwanese Teachers in Mainstream Schools in NY) since 2012 and a Board Member of NJCCSF (New Jersey Chinese Cultural Studies Foundation) since 2009.

Peng, Tao 彭涛

高级汉语文学课的文体问题

彭涛

论文摘要: 在中高年级的课文中, 文学语言的比例逐渐增加。若选用现当代著名作家的代表作品作为学生读物, 课文的语言离日常口语和学生的实际汉语水平就有了相当的距离。然而, 在选择教授篇目时, 我们不能只考虑语言是否合适, 而放弃对文学性的追求, 教授高年级汉语的老师常常得面对这个两难的选择。本文将从文学史、叙事学、语言学三个角度来分析短篇小说的文体特点, 并从文体的角度给出选择文本、设计教学活动的具体建议。

发言人简介: 彭涛, 加州大学河滨分校比较文学博士, 哥伦比亚大学东亚语言和文化系讲师。从事汉语教学工作十余年, 曾在普林斯顿大学、明德大学暑期中文学校、普林斯顿北京暑期班任职。彭涛的研究兴趣主要是从跨学科的视角研究中国现代小说的发展和演变, 同时他也对汉语句法学、美学理论、中国现代思想史、中国现代语文改革史也有着广泛的学术兴趣。

Schultz, David 萧大龙

使中文教学变得更活力及真实 – 论中文户外教学

萧大龙

论文摘要：由于 2020 年的疫情爆发，为了实防疫措施，在美国很多学校和中文项目被迁移从室内到室外来进行中文教学。虽然在美国防疫措施已经放松了， 但是因为这位老师从户外教学中发现很多没有意料到的好处和有利于外语教学的特点，所以在他的领导们和学区的支持下，萧老师选择依然继续在户外进行中文教学。在发言中，笔者准备介绍和反思他在这三年进行户外教学经验中的利和弊，包括提高教学中的乐趣性，情商教学（SEL），以及加强学生环保意识。再次，把外语教学从屏幕上和教科书上的”纸上谈兵“状况变得更真实更活跃。在演讲中，萧老师还会通过图片，视频，示范，以及跟观众互动的形式来展示户外教学中的不可缺少的工具，教学活动，游戏，以及怎么在户外教学中恰当用到科技科技。不管你想彻底搬到外面进行中文教学，还是偶尔在良好天气下带学生到外面学一学，这次演讲会给您充分准备在您的课堂上来进行户外教学。

发言人简介：萧大龙（英：David Schultz）从 2016 至今是位于 North Shore School District, Long Island, Sea Cliff 小学的中文老师。他 2014 年毕业于北京大学国际汉语教学硕士学位，而有超过二十年的丰富教学经验。他的教学理念与使命着力于培养孩子的整体语言能力，发现与探索每个孩子的独特语言天赋。从 2020 年疫情爆发以后，他一直坚持在户外上课，并且在外语教学领域中推动与落实户外教学。他从 2016 年以来他在纽约外语教师学会（NYSAFLT）、大纽约地区中文教师学会（CLTA-NY）、长岛外语教师学会（LILT）等专业会议发言，并且在纽约外语教师学会学术周刊发表文章。

Situ, Jiaxin 司徒嘉馨

科技在中文教学中的变化和发展

司徒嘉馨

论文摘要：在我们近十几年的中文教学中，可以在教学中使用到的科技越来越多。尤其是近五年来，涌现出越来越的先进和方便的教学软件和 APP。在我的论文发言里，我会致力介绍一下近十几年来在中文教学中科技应用的发展和变化，同时重点介绍几种在我日常教学中觉得很便捷和有趣的电脑应用，包括 WordWall, Gimkit 和 Flipgrid 等等。希望老师们听了以后都能用最少的的时间制作最能激发学生学习兴趣的教学应用软件。

发言人简介: 司徒嘉馨, 纽约大学中文教育以及 ESL 硕士毕业研究生, 现职纽约上东区著名女子学校 The Nightingale-Bamford School 的中文老师和华美成人学院中文老师。除了在私立学校教学以外, 在其十三年的教学生涯中, 曾在公立学校以及不同的教学机构任教过, 教学灵活多变, 经验丰富。

Si, Yuming 姒玉明

《整全教育中文》教材

姒玉明

论文摘要: 《整全》是一套针对华裔的生活环境和文化背景, 并参照了美国 外语教学委员会使用的《21 世纪外语学习标准》而编写的中文教材。本套教材不仅注重趣味性、真实性和与华裔学业的相关性, 而且课文结构明了、条理清晰、逻辑性强, 涵盖了生物、物理、法律、历史等和社科、科学相关的内容。

发言人简介: 姒玉明, 日本东京大学理学博士、《整全的教育》作者、《整 全教育中文》教材编著者、整全教育中心创办人。

Sun, Chuanmei 孙川梅

Developing Engaging Assignments

孙川梅

论文摘要: As part of the learning process, assignments help learners to focus on the essential learning. Well-designed assignments prompt students to think more deeply about what they' re learning and provide a foundation for more robust learning that can affect the broader class experience. This presentation provides examples of assignments created in order to develop learner' s language skills and intercultural learning experience.

发言人简介: 孙川梅, 现任耶鲁大学东亚系高级讲师。曾任教于美国杜克大学、维思大学、圣路易斯华盛顿大学。

Sun, Hongyun 孙鸿运

水乳交融的语言与文化教学——重新审视学生跨文化能力的培养与评估

孙鸿运

论文摘要: 通过文化学习,既可以让 学生从教室直接进入真实的目 的语环境中,也可以发展和培 养学生的多元文化视角、思辨 能力和解决问题的能力。作为 ACTFL 的 5C 目标之一,文化教 学在外语教学中占据着举足轻 重的地位。然而,很多最基本 的问题却仍然困扰着老师们: 教哪些文化?怎么把语言和文化 教学有机地结合?如何对文化 教学的结果进行评估?

这篇报告以中级汉语课为例, 通过分享成功及失败的文化教 学实例,探讨以文化为核心的 语言教学理念与实践。作者首 先以 DMIS (Bennet, 1993) 和 PMIC (Deardorff, 2006) 的 理论框架为依托,介绍如何设 计语言和文化相结合的教学目 标和课程设置。重新审视教学 目标,课程设置,以及评估方 法,并探讨未来的改进方向, 以进一步提升学生的深层次的 跨文化理解和交际能力。

发言人简介: 孙鸿运,波士 顿大学高级讲师,曾先后任教 于哈佛大学、博敦大学,以及 哈佛北京书院、美国国务院关 键语言奖学金项目、CET 北京 等暑期中文项目。主要著作: 《故事内外》(Cheng & Tsui, 2021)

Tai, Jinqiang 台进强

“华人历史进华校”的意义、目标和途径

台进强

论文摘要: 在美国华人社区中文 继承语学校(“华校”)里,讲 授本族裔历史还属于起步阶 段,但是越来越多的人士认识 到,这是一项华校应该承担的 使命和责任。美国华人历史是 我们这个族群的共同记忆,是 我们华人在美国的现实生存之 “根”。本文作者在多年教学 实践的基础上,意在阐发华人 历史进入华校的多方面意义 和指导目标,讨论如何把华人 历史内容融入中文各年级教 学的途径,让族裔历史、身份 认同和文化比较等主题成为 中文教育的重要组成部分。

发言人简介: 台进强,河北 师范大学汉语言文学教育学士, 广州暨南大学比较文学硕士, 伦敦政治经济学院硕士,现为 华夏大纽约中文学校老师。曾 有《诗性思维机制:〈沧浪诗话〉 诗史意识新透视》《也谈希腊 艺术的永久魅力》等数篇研究 西方文学和文化比较的论文 发表在国内学术核心期刊上。 做过国内中学教师,来美后给 不同族裔不同年龄的学生授 过中文和中华文化。在多年 教学实践的基础上,他在 2022 年 5 月出版了一套华裔少 年中文读物《华裔美国人》(四 本, <https://www.chineseamerican.net/>)。 该书立足于“华裔美国人”这 个身份,在帮助华裔孩子学 习中文语言和中华文化的同时, 关注他们的性格成长、身份认 同和心理健康,实现他们对中 美

文化的深层理解以及与移民父母的沟通，同时激励华人 共建华族社区，培养新生代领袖，提升社会生存空间。该书填补了目前华裔孩子中文教材与美国 K-12 基础教育中缺失的空白，受到业界人士的好评。

Tang, Jianing 唐加宁

Methods of Forming Intercultural Competence in Foreign Language Education

唐加宁

论文摘要: Through my observation and teaching experience, I found the interaction and interdependence of language and culture is one of the most relevant issues in language education. Some overseas Chinese students found themselves having a hard time adapting themselves not only socially but academically even though they had a good score on TOEFL exam. Students should not only learn the new words and expressions but also in need of intercultural competence to comprehend the listening and reading materials. I guess it is the same with Chinese language teaching. Our experience and thought back in China, at my university, is that we encourage students to participate the contests like Intercultural Competence Contest in Shanghai, FLTRP • ETIC Cup” English Public Speaking Contest in Beijing and Jessup International Rounds, etc. In this way, students use their language ability to compose a speech or to act in a drama or facilitate their case study and problem solving and demonstrate their abilities of using the languages and culture. We give them lessons during the summer session including language skills and most of all instill some intercultural competence knowledge, theories and methods, design workshop like mimic impromptu speech exercise and so on. We have accumulated hands-on teaching strategies and curriculum by giving their aid of language learning through cultural study and have accomplished many achievements and rewards.

发言人简介: 唐加宁，武汉大学外国语言文学学院大学英语部讲师，文化心理学博士，美国西东大学访问学者。主讲课程包括高级英语、英美社会与文化和大学英语竞赛实训(演讲)。主要研究领域 包括跨文化沟通、文化与语言和跨文化适应。2018 年至今 担任武汉 大学英语竞赛指导老师(演讲比赛)指导学生获得外研社杯英语演讲比赛全国一等奖，“外教社杯”全国高校学生跨文化能力大赛湖北省特等奖。

Tang, Lixing 唐力行, Harvey, Robin 何柔彬, Han, Min 韩敏, Jin, Yuezhou 金悦舟, Lin, Lynn 林琳

Chinese Language Teachers becoming Public Advocates and Educational Leaders

Robin Harvey, Lixing Tang, Min Han, Yuezhou Jin, Lynn Lin

论文摘要: This panel presentation focuses on the need and importance for Chinese language

teachers to grow professionally and become advocates and educational leaders in the field. In order to further improve and expand Chinese language programs in schools, we not only need a contingent of devoted and competent Chinese language teachers but also a team of strong educational leaders who will be involved in decision and policy making process and program development in both departments and schools, and furthermore in a larger arena of school districts and local communities. This panel consists of young Chinese language teachers who have already taken a first step to change and to advance their careers towards that goal.

Specifically, they will discuss the following topics: (1) sharpening teaching skills and becoming knowledgeable about current practices and trends, (2) enhancing intercultural communicative skills and building strong relationships, (3) becoming involved in school initiatives, (4) developing leadership skills, such as communication, problem-solving and decision making, and (5) last but not least, becoming an advocate of learning Chinese language and culture in American schools.

发言人简介:

Robin Harvey (何柔彬) New York University Lixing Tang (唐力行) New York University

Min Han (韩敏) Edward Murrow High School, NYC Public Schools

Yuezhou Jin (金悦舟) New Utrecht High School, NYC Public Schools

Lynn Lin (林琳) Friends Seminary, New York

Tian, Qi 田旗

重视中文教育:探讨教学经验、教学法,专业正规,同时寓教于乐

田旗

论文摘要: 我通过十多年的中文教学,在侧重 K 班至 5 年级的教学研究中,创造了标准课和一套教学法。一改中文课堂的刻板 and 沉闷。

1. 用 PPT 课件,课堂精彩,孩子心动。 2. 手工配合教学,学生十分享受。 3. 设计互动教学,学生参与,效果最佳。 4. 追求教学专业化,如笔画教学、发音教学,标准讲究。 其他试用我们标准课的老师一致反映:惊艳,学生真喜欢。

发言人简介: 田旗,本科毕业于天津南开大学生物系,后在海德堡大学获得 分子生物学博士。来美后专职从事海外华文教育至今,现居美国加州硅谷地区,任教三谷双双中文学校,现担任校长。我侧重 K 班至 5 年级的教学研究。在多年的教学中,我以丰富的教学经验,创作了标准课。

Wang, Hailong 王海龙

Addressing Common Grammatical Issues in Advanced-level Textbook Writing

王海龙

论文摘要: 海外汉语教学到了高级阶段往往会遇到瓶颈。这与美国高校外语教学要求有一定关系(多数高校有大学水平外语两年要求的门槛),此外也与语言学和教学法上面临的挑战有关。一般二语学习者在初步掌握了 survival 阶段汉语能力以后,词汇量有了一定的把握,在习语和日常用语方面也有了基本实践能力;因此这部分学生往往以为他们的汉语“够用”了而终止了学习。但是在这个阶段不再巩固和提高,如果没有语境和继续使用汉语机会的话,很容易忘掉所学而前功尽弃。

而坚持想继续学习者也容易遇到困难。因为此期他们的学习任务比以往艰巨但提高却往往不明显,主要原因是在其学习语料和内容上面临着一种从日常汉语向书面汉语和庄雅表述方面的挑战。他们不再学习日常交流和一般对话方面的初阶短文而要接触一些正规表述和在语法结构和修辞方面更加成熟接近母语者水平的语料。如何完成这种语言实践的转折和提高,编写和采用合适的教材是一个重要的因素。本文将论述如何解决这方面的问题并以实例剖析具体的相关内容。

发言人简介: 王海龙,任教于纽约哥伦比亚大学。研究兴趣包括文化人类学、汉语语言学及教学法。在北京大学出版社出版过系列教材《新编文化中国》《新编解读中国》《文化中国》《解读中国》《报纸上的中国》《报纸上的天下》《深入中国》《应用汉语读写教程》等。

Wang, Qiming 汪启明

对外汉语教师要学习音韵学之二 ——多音字教学策略刍议

汪启明

论文摘要：《HSK 六级词汇大纲》中有多音字 232 个。这些多音字对汉语学习者造成不小的困惑。多音字多为“同形、异义、多音”，但又有少量“同形、同义、多音”的，如“落”，有“lào”“luò”“lào”三个音，其中有两个都有“落后”义，读音乱，仅从现代汉语读音出发，很难找到规律。多音字产生的原因很复杂：文读与白读；方音与普通话；古多音；古假借；破读；古今音变；姓氏特读；地名特读；少数民族借音；古官制特读，汉字演变，等等。多音字音节上的表现有声母异读；韵母异读；声调异读；又有其中之一异、两异、全异的差异。从《广韵》开始，多音字就非常普遍，对外汉语教师也就必须学习音韵知识才能知其“所以然”。多音字的教学，有线下与线上之别；有汉字文化圈与非汉字文化圈之别。其教学原则应从意义有联系的入手，以教材为本，先高频后低频；先易后难；集中教学；分类（如音节有二读音、三读音；义类有动物、植物、行为；词性有名词、动词）的专题教学；结合汉字文化的历史；结合汉字结构；结合语言情境、上下文；构词能力；形音义并重；多模态教学；多形式教学；概念图教学；制作短视频；等等。

发言人简介：汪启明，西南交通大学特聘教授、二级教授，博士生导师，博士后合作导师，文学部学术委员会、研究生教工委委员，人文学院教授委员会主任。四川省第十批、第十三批学术和技术带头人，中华传统经典普及基地主任，巴蜀文献与方言研究中心主任。国家社科基金重大项目首席专家，教育部后期社科重大项目首席专家，国家十三五重点出版规划项目主持人；各类获奖 60 余项，《中上古蜀语考论》获第十八届“王力语言学奖”一等奖、四川省政府社科优秀成果一等奖；《考据学论稿》获第四届“全球华人国学大典国学成果奖”、四川省政府社科优秀成果二等奖；省政府社科三等奖 3 项，十佳图书奖 1 项。获第二批“十佳”优秀研究生导师、西南交通大学 2014-2015 重大科技成果奖。主持各类科研项目 40 余项，其中国家级项目 8 项；出版著作 40 余种，发表学术论文 160 余篇，其中南核、北核、境外重要学术期刊、集刊 60 余篇。

Wang, Ruomu 王若木

Let the Social Justice Issues be "Seen" in the Chinese Classroom

Ruomu Wang

Abstract: As educators, we have a responsibility to not only teach target languages but also to create a classroom/learning environment that promotes equity and inclusion. This session aims to provide teachers with the strategies and techniques needed to infuse social justice issues, such as gender, race and ethnic, and environmental equity, into their Chinese language instruction at the beginning level. Participants will develop strategies for seamlessly incorporating the concepts of inclusion and diversity into lesson planning and daily teaching practices, including instructional materials, lead-in activities, class routines, stories, and projects. Participants will also learn how to design activities and utilize scaffolding techniques to facilitate students with limited language exposure to explore social justice issues in Chinese-speaking countries and the U.S., to present and share their thoughts in the target language. In addition to content presentation, this session will create opportunities for attendees to share their teaching practices, and discuss the feasibility of applying the strategies to their daily instruction, eventually gaining insights into developing curricula about social justice throughout all levels.

Presenter's Bio: Ruomu Wang earned his Master's degree in Teaching Languages Other Than English and English as a Second Language at Hofstra University. After graduation, he has been working in different schools and programs to teach Chinese Mandarin to students from elementary school students to adults.

Wang, Shuangshuang 王双双

教师培训

王双双

论文摘要: 教师队伍要专业化(海外华文教学, 大多是兼职老师)

- 1 确立教育思想:尚自然, 展个性(尊重学生个性, 不搞应试教育)。
- 2 培训教学法:组织备课小组, 研究教学内容, 学习多媒体技术。
- 3 开发标准课, 直接帮助老师教学。
- 4 培养教师团队的学术氛围, 激发教师的创作积极性。
- 5 保障教师奖金及教学设备。

发言人简介: 王双双, 68 年插队延安, 78 年入学北京大学哲学系。毕业后在北京社科院哲学所工作。曾在德国进修。来美后于 98 年在硅谷建立双双中文学校, 任校长并在一线教学至今。在教学实践中, 我与国内专家合作编写了《双双中文教材》, 又于 2012 年开始修订此教材, 修订后的教材改名为《新双双中文教材》。现在美国、欧洲和中国均有学校使用。

Wang, John (Zhongqi) 王中琪

普及型汉字拼形输入法助力中文教学

王中琪

论文摘要: 汉字是一种重字形的文字。由于缺少好学易用的基于字形的键盘输入法, 学生和老师们没有选择, 只能用拼音输入汉字, 使汉字字形的学习效率大打折扣。本文介绍一种新研发的用于中文学习的通用和普及型汉字拼形输入法。该法将汉字分解成基础部件, 然后按照部件主要形状特征在键盘上按照顺序打入最相似的字母来输入汉字、词组和句子。比如, “品”字, 打“ooo”。由于拼形的直观性, 不需要死记硬背, 几乎零基础就可以开始打字, 边用边提速。该法用于日常的汉字学习和中文写作将形成学习、应用和强化记忆的良好循环, 极大地提高汉字和中文的学习效率。

发言人简介: 王中琪, 微软 20 多年资深工程师, 北京邮电大学数字通信学士, 美国普渡大学计算机和电子工程硕士。多年来潜心钻研汉字部件理论, 发明了拼形输入法, 识字钻, 首字检字法和字典, 并且研发了相应的汉字树(Hanzishu)网络和手机 App。目标是建立与汉语拼音方案并列的、完整的汉字拼形体系, 助力中文教学。

Wu, Jing 吴晶

The practice of Cultural comparison teaching in Chinese language class

吴晶

Abstract: Language is the carrier of culture and history, in my teaching of Chinese in north America, I combined cultural with language teaching. This approach to teaching Chinese language through cultural comparison is commendable and can help students to better understand the language and culture. By making these comparisons, students can see how the Chinese culture is unique and in what aspect is similar to American culture. It also helps to broaden their cultural knowledge and awareness, which can foster cross-cultural understanding and communication. 1. comparing the holidays such as Memorial Day and the Dragon Boat Festival, or Valentine's Day and Double Seven Lovers' Day, can help students understand the cultural significance of these holidays in both cultures. This type of comparison can also help students to understand how holidays are celebrated and the cultural practices associated with them. 2. Comparing historical figures such as Confucius and Socrates or the Emperor Qianlong of Qing dynasty and George Washington can also provide students with a deeper understanding of the historical and cultural context of the language. This type of comparison can help students to understand the cultural and historical influences that have shaped the language. 3. Comparing geography, such as the size, mountains, and weather patterns of the countries, can help students to understand the language in context. For example, by learning about the location, season, temperature, and travel time of different regions in China, students can gain a deeper understanding of the language and how it is used in different parts of the country.

In conclusion, incorporating cultural comparison in Chinese language teaching can be an effective and engaging way to help students to better understand and appreciate the language and culture.

Presenter's bio: Jing Wu(吴晶), Professor of Wuhan institute of technology. Visiting professor at Alfred University. Taught Chinese as second language at St Joe's Collegiate of institute, NY, NorthStar Christian Academy, NY. Publishing: Second chief editor: A Reading Course Text Book For Technic College Students(book1, &2) **【M】**, Foreign Language Teaching & Research Press., 2008-01; A survey and an analysis on Reading strategy [J], Journal of Changchun Education Institute, 2014-05.; On Semiotics Function in Translation [J], Journal of Wuhan Technic College, 2004-04

Wu, Mengyun 吴孟芸

汉语口语教材中的情境专用语研究

吴孟芸

论文摘要：情境专用语(Situation-Bound Utterance)是高度常规化、预制的语用单元，其出现与标准化的交际场合有关，它有助于帮助二语学习者更加理解母语者的日常互动话语。本文基于从词典中检索得出的汉语 SBU 清单，以《发展汉语·系列口语》的初、中级教材为主依托，其他汉语口语教材为辅，探讨 SBU 在口语教材中独立呈现的可行性，再进一步提出 SBU 在教材中呈现形式建议和教学中的关注建议。最后得出，SBU 在口语教材中具有独立呈现的可行性。在呈现形式上，生词部分可以给生词标注“SBU”，并将原本拆开为词的词组以高度预制的 SBU 为单位进行呈现；课文部分添加注释；练习部分让情境练习贯穿教材始终，并针对多情境功能意义的 SBU 设计精准的情境操练；附录部分增加“情境专用语索引表”。在教材和教学的关注上，教师应从“背景”、“说话者”和“地点”三个维度补充 SBU 的使用情境；“打招呼、问候”、“询问”、“否定”功能应作为 SBU 教学重点，同时有意识地向学习者归纳呈现同功能意义的不同表达法；三类语义类型呈现的数量优先级为混合语义型/隐性语义型>透明语义型，特别要关注混合语义型 SBU 的字面意义和情境意义。

发言人简介：吴孟芸，华东师范大学汉语国际教育专业硕士研究生在读。研究兴趣是交互文化语用学，跨文化语用学和中文教材。

Xiu, Zhuhan 修竺含

粤语句末助词“啫”词源考

修竺含

论文摘要：现有资料表明，句末助词“啫(tse 55)”大致出现于十九世纪初期，从后置现象、历史来源、共现情况、使用频率、语音转换角度挖掘，证实其本字为限定副词“只”。“只”在先秦有语气助词用法，六朝时获得限定副词功能，有重新分析为助词的基础。位移后，句末位置催化副词“只”虚化成助词“啫(tse 55)”，从行域跨到知域，并且越来越主观化。随着语用程度加深，语义指向某一固定成分的力度越来越弱，最后同整个句子所具有信息量的自然焦点重合。

关键词：句末助词“啫”；限定副词“只”；自然焦点；位移

发言人简介：修竺含，香港浸会大学中文系在读博士。曾于 2017 至 2019 年间，受国家汉办/孔子学院委任，赴泰国履任汉语教师职务，在此期间获得语合中心颁发“优秀汉语教师”称号。研究方向：汉

语史、方言语法。出版专著《对外汉语 理论与教学实践（哈尔滨工业大学出版社）》。协助浸大中文系举办“第13届世界汉语教育史年会”等国际会议。

Xu, Peisong 许沛松

Redesigning the Intermediate Chinese Course Curriculum for Asynchronous Learning

Peisong Xu

论文摘要: This presentation reports on a redesign of the curriculum for an intermediate heritage Chinese course using the backward design approach during the post-pandemic period. It discusses how to build stronger alignment between asynchronous course design and synchronous classroom instruction, as well as how to adapt differentiated instruction to effectively meet the needs of heritage students and sustain their motivation and interests. A variety of learning activities and collaborative projects for asynchronous days constructed using a genre-based approach and incorporating three modes of communication, will be demonstrated. These examples illustrate the use of genre as a concept to select relevant materials for learning tasks, scaffold language application and asynchronous instruction, and leverage learners' background knowledge to support language and intercultural development. The assessment methods and challenges in classroom practice will also be discussed.

发言人简介: Peisong Xu (许沛松) is a senior lecturer in Chinese at Yale University. She is currently teaching the intermediate and advanced heritage Chinese courses at Yale.

Yan, Shuyu 严书宇

探讨文化中文课程的打开方式 ——课程与教学理念研究

严书宇

论文摘要： 随着 2006 年中文 AP 课程的设立，学校系统外的华裔儿童中文学习也开始了与这一语言文化教学理念融合，文化内容开始越来越受到“青睐”，文化中文课程是富有吸引力的华裔中文课程。《小枇杷》文化中文课程也应运而生。在《小枇杷》文化中文内容开发十年的基础上，开始了文化中文课程的开发与教学实践。本论文研究将基于《小枇杷》云课堂三年的文化中文课程开发的理论研究和实践探索，聚焦文化中文课的教学层面，通过对课程内容和课程目标的思考，探讨文化中文课程的“打开方式”。深入研讨如何实现文化课程的有效教学，聚焦文化中文课程在实践层面的核心问题，寻求合理的教学途径和明确的教学理念。

发言人简介： 严书宇，华东师范大学课程与教学研究专业博士，原上海师范大学副教授。2001-2004 年参加国家教育部课题，完成子课题“社会科课程研究：反思与构建”，参与编写教育部社会科课程教材和上海是高中地理教材，出版著作《寻求理解之路》。2005 年来美，曾担任《语文报北美月刊》主编，美国德州 Lone Star College 大学中文项目教授，创办 Texas Phoenix International school，研发《小枇杷》文化中文课程至今。

Yang, Jenny 楊元禎

21st Century skills in the college language curriculum: challenges and strategies

Jenny Yang 楊元禎

Abstract: In line with the shift toward content-based and project-based instruction in the language classroom, and as a response to the increase in students minoring in Chinese with a major in a different discipline, instructors are increasingly incorporating 21st Century skills into their language classrooms. This presentation addresses the challenges and offers strategies for successfully building 21st Century skills into the post-secondary CFL curriculum, with examples from advanced Chinese language courses.

Two common challenges of incorporating 21st Century skills into the college language curriculum are: 1) how do we fit the teaching of these skills into an already tight schedule,

and 2) how do we include these skills in summative assessments? This talk shares two strategies that have proved effective in our efforts to incorporate 21st Century skills front and center into our curriculum: include them as course learning goals (rather than an afterthought), and purposeful scaffolding (in-class activities designed to teach these skills).

To illustrate, examples will be drawn from pathway projects and projects with real-life applications implemented in our advanced Chinese language curriculum to develop the 21st Century skills of collaboration, creativity and critical thinking, among others.

Presenter's Bio: Dr. Jenny Yang is Associate Teaching Professor and Language Program Coordinator in the Department of Asian Languages and Cultures at Rutgers, the State University of New Jersey. She is also the Chair of the Curriculum and Pedagogy Board at the Language Engagement Project. She is passionate about innovative approaches in the language classroom, initiatives to promote language education in K-16 in the U.S., and strategies to advance student success in higher education and beyond.

Zhai, Nigel 翟乃刚

中国教学大纲本土化的实践与思考——以加拿大多伦多私校 Somerset Academy K-8 全 日制中文项目和 Yip's Canada Chinese School K-8 周六中文项目为例 翟乃刚

论文摘要: “本土化”是“国际中文教育”的必由发展路径，也是成功的标志。这已经成为学界诸多学者的共识。目前，业界对国际中文教育本土化的实践和研究大都集中于“三教(即教师、教材、教法)”方面(丁安琪 2013)。实际上，“本土化”是一个系统工程。李宇明(2017)提出国际中文教育当地化(即本土化)的主要内容包括观念、教学内容、师资、教材、教法、管理、标准、资源等方面。进而李宇明(2022)在研读 170 余篇相关文献的基础上，根据国际中文教育的形势发展和实战经验，从观念、教育管理、教学活动等三个方面，讨论了国际中文教育本土化问题。我们认为，“三教”本土化是国际中文教育的重要基础性工作，学界进行重点实践和研究符合实际。但同时符合当地政策和教学需求的“本土化大纲”的研究和制定不容忽视或曰亟待加强。笔者将介绍多伦多中文教育领域探索实践经验，分享在此过程中的一些反思，以期为同仁进一步研究提供有益的参考。

发言人简介: 翟乃刚, Nigel Zhai, 加拿大中文教育学会会长 CSCLE.CA ,GTA 汉语考试服务中心主任 HSKGTA.COM. 从事国际中文教育事业近 20 年, 现为多伦多私校中文项目负责人、教师, 华东师大国际汉语文华学院“汉语国际教育”博士在读。

Zhao, Chengxin 赵成新

**A Contrastive Analysis of Nan/Yi(difficult/easy)Type of Middle Constructions
in Chinese and English and a Study of Errors in Acquisition of Chinese as 2nd
Language**

Zhao Chengxin

Abstract: The Middle Construction is a special language phenomenon that transcends the general language characteristics. At present, the Chinese academic circles have had lots of research on the “qilai” (起来) type of middle constructions, but there is a lack of in-depth research on other types of middle constructions, such as Nan/Yi(difficult/easy)type. This paper compares and contrasts the similarities and differences in the structure of Chinese and English Nan/Yi(difficult/easy)type of middle constructions from the syntactic and semantic levels. It focuses on the manifestations of agent-implying, modifiers and semantic direction in both languages. With the help of the actual interlanguage corpus of English native speakers, the errors of the “Nan/Yi” type made by English native speakers, and the causes are analyzed. The purpose of the paper is to provide proof and information for the study of Chinese-English middle constructions.

Presenter’ s bio: Zhao Chengxin is the Chinese Dean of Confucius Classroom of New Energy Education Center, New York. He is a professor of linguistics at Henan University, China. His field of study includes contrastive analysis between English, Chinese and teaching Chinese as a 2nd language.

Zhong, Leyi 钟乐意

**Creating a Real Chinese-language Context and Practice Space, Cultivating
Students’ Language Ability**

Zhong Leyi 钟乐意

论文摘要: Chinese language teachers face a challenge when teaching Chinese as a second language in other countries in view of the lack of a Chinese-language environment, which prevents them from consolidating and applying what they have learned in real life. Repetitive input will just make the Chinese lesson lose its vitality. As Benjamin Franklin said: Tell me, and I’ ll forget; teach me, and I’ ll remember; involve me, and I’ ll learn. The more the students are involved, the more they will learn and remember. This is why, I

work to create a real Chinese-language context and practice space both inside and outside classroom.

Chinese class activity: language skills and cultural awareness

I. In the classroom

1) Close to end of each semester, Chinese-I students are required to ask and reply questions in Chinese with a partner, helped by an English outline on the whiteboard of what they learned that semester. I video each pair, since this also counts as the semester's oral test.

2) My Chinese-II and Chinese-III students are required to do role play – one as a waitress, the other three as friends eating in a Chinese restaurant. These performances look great on video, showing varied vocabulary and the correct use of the Chinese “measuring words”.

II. Outside the classroom

1) My Chinese-I students are asked to make a Pinyin video introducing the initials and vowels, showing admirable passion, talents and creativity. 2) At the end of the semester, my Chinese-I students are asked to make a video in which they introduce themselves and their family in Chinese. This practice helps to create a link between the community and our Chinese class: family members engage in the activity, and enjoy learning a few Chinese sentences.

III. Cultural awareness. The lesson about China's Mid-autumn Day gave the students an understanding of the Chinese people's reverence for the moon. My students can recite the Chinese poem *Jing ye si* by Li Bai and sing the famous Chinese song “The Moon Represents My Heart”, with musical accompaniment by other students. The video shows them reciting the poem with great feeling, and with a real understanding of the rhyme and cadences of the Chinese poem. In the Moon Song video, the students exhibit their musical talents, showing their understanding of the hidden meaning in the Chinese moon song.

This kind of language practice allows the students to not only acquire the necessary linguistic abilities, but also to find great joy in achieving them. It also allows students at different levels to cooperate with more advanced students and learn through peer power.

发言人简介: 钟乐意, 湖南省重点中学高中英语教师。曾在英国伦敦, 美国内华达州基础国际学院, 美国犹他州西列姆斯中文沉浸式初中和 西列姆斯高中教授汉语和中国文化。现任教于纽约州北街沉浸式中文 小学和纽约州杰尼瓦初中。

Zhou, Kang 周康

Designing a Comprehensive Chinese Calligraphy Course

Kang Zhou

论文摘要: The presentation discusses the design and implementation of a comprehensive Chinese calligraphy course offered at the college level, covering three main areas: introducing projects to aid understanding of Chinese arts and culture, emphasizing a learning platform for student engagement and reflection, and exploring ways to establish a positive relationship between language and art classes. The course aims to provide an in-depth understanding of Chinese calligraphy and cultural significance while broadening students' knowledge of Chinese art, culture, and worldview.

发言人简介: 周康，现任 MIT 全球语言系中文讲师，曾在布朗大学、威廉姆斯学院、哈佛大学从事汉语教学工作。具有多年中文暑期强化项目的教学及管理经验，先后在哈佛大学北京书院(2012-2015)、明德中文暑校(2018-2021)任年级负责老师并承担师资培训工作。周康长期致力于教材编写与视听材料开发工作，是哈佛大学汉语中级教材《知行合一》、《见多识广》以及汉字读本 Beginning Mandarin Chinese Characters (Tuttle 2018) , Intermediate Mandarin Chinese Characters (Tuttle 2021)的合编著作者。2022 年获得 MIT 人文社会科学院优秀教学奖(SHASS Levitan Teaching Awards);2016 和 2019 年获得 MIT “G&D” 语言教学创新基金奖，专为初中级课堂编写了阅读材料，并拍摄了一系列教学短片，促进语言学习与文化教学。2018 年他在 MIT 首开中国书法课程，努力探索书法教学的新方向。研究兴趣主要包括:汉语教学法、语法教学、课外阅读材料编写、书法教学。

Zhou, Ying 周瑛

全新的地理课堂

周瑛

论文摘要: 分享如何用我们的地理课件，轻松教汉字，趣味教地理。应该说，我们的地理标准课件做得很专业，而且美轮美奂。学生在不知不觉中欣赏着课堂的内容，轻松地跟老师互动。比如介绍怎么教中国的山地和高原;怎么介绍黄河;怎么介绍省市自治区等。老师的教学过程自如，学生上课感觉轻松。在我校选地理课的学生越来越多，家长也越来越重视。文化课中的地理课能为进一步学习中华文化打下良好的基础。

发言人简介: 毕业于日本岐阜大学，在日本和美国均从事中文教学多年。现任三谷双双中文学校副校长，并兼职《中国地理常识》、《成语》课的教学。二十多年以来，我对华文教学怀有极大的热忱，一直探索中文教学方法，哪怕点点滴滴。使学生快乐地学习中文、对中国文化有兴趣，是我一直以

来的追求。我有幸地参与了编写地理标准课件，并将标准课件用于网课和实体课的教学；接下来计划参与《成语》标准课的编写和开发。