

第六屆漢語作為第二語言研究國際研討會

6th International Conference on Chinese as a Second Language Research

July 30 - August 1, 2021 Washington DC



Department of
East Asian Languages
and Literatures
THE GEORGE WASHINGTON UNIVERSITY

East Asia National
Resource Center
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CASLAR-6 Conference Program (July 30 - August 1, 2021)

会议日程 (7/27 更新版)

日程说明(07/27/2021):

1. 用英文发言的报告标题前标有 **[English]**，其他报告默认为中文发言。
2. 会议日程为美国东部时间(US Eastern Time, EDT/EST)。
3. 每组报告之间需 5 分钟换场时间，请每场报告的主持人掌控好开始与结束时间，以便各组报告顺利进行：
 - a. 每组的最后一位报告人为该组的主持人；
 - b. 每个讨论组一般为三位报告人 (Day 2 上午 11:30 时段有部分讨论组为四位报告人)；
 - c. 建议每个个人报告不超过 15 分钟，问答时间 3 分钟，共 18 分钟。三人报告组总时长 55 分钟。
 - d. 特邀演讲约 35-40 分钟，问答时间 15 分钟。
4. 会议将使用 ZOOM 网络会议工具：
 - e. 个人报告和研习班 (workshops) 在 zoom meetings 进行；
 - f. 开闭幕式及特邀演讲 (plenary speeches) 在 zoom webinar 进行。
5. 为方便参会者参与会议各项活动，所有参会者均通过 Sched 界面进入会议：
 - g. 在 Sched 界面，报告人可以提前上载个人信息、报告补充资料，并公开分享信息；
 - h. 听会人可以根据自己的时区浏览会议活动，并直接点击进入 zoom 会议室；
 - i. 此会议界面提前一周开放，所有已注册的参会人在会议前一周收到 Sched 发出的邀请邮件，登录进入 Sched 会议界面。特邀演讲与研习班录像事后会放置在 Sched 平台供参会人观看，会议结束后两周 Sched 平台关闭。
6. 具体参会说明公布于会议官方网站 <https://eall.columbian.gwu.edu/caslar-6-2021>。会议注册网页：
<https://eall.columbian.gwu.edu/caslar-6-2021#reg>。若有其他问题，请联系会议组委会(caslar2020gwu@gmail.com)。

Day 1, Friday, July 30, 2021

08:30 AM - 08:55 AM	Opening Ceremony (Plenary Room)			
09:00 AM - 09:55 AM	Plenary Speech 1 (Plenary Room) Classroom-based Research in Chinese as a Second Language 汉语二语课堂习得研究 - Fangyuan Yuan 袁芳远 (United States Naval Academy 美国海军学院)			
10:00 AM - 10:55 AM	Plenary Speech 2 (Plenary Room) 【English】 Information organization in descriptions and narratives: spatial anchoring in L2 Chinese 描述与叙述的信息组织：汉语二语中的空间定位 - Arnaud Arslangul 安其然 (National Institute of Oriental Languages and Civilizations, Paris, France 法国国立东方语言文化学院)			
	Room 1	Room 2	Room 3	Room 4
7/30/2021 11:00 AM - 11:55 AM	<p style="text-align: center;">语法语用 1</p> <p><i>Usage-based grammar teaching: The case of Chinese verbal construction V-lai-V-qu</i> - Xiaolong Lu 鲁小龍 (#1), The University of Arizona</p> <p>【English】 <i>Acquisition of double-nominative constructions: a cross sectional corpus study</i> - Anna Morbiato 安娜 (#88), Ca' Foscari University of Venice, the University of Sydney</p> <p><i>Null subjects in L2 Chinese discourse by English learners</i> - Lan Zhang 张岚 (#23), The University of Memphis</p>	<p style="text-align: center;">语音 1</p> <p><i>Acquisition of T3TX in disyllabic words by Russian learners of Chinese</i> - Jing Yang 杨婧; Bei Yang; Huijun Shao (#82) Sun Yat-sen University 中山大学</p> <p>【English】 <i>Speak Mandarin in a "hǎoting" way: a new textbook on Mandarin prosody</i> - Hana Trísková 廖敏 (#43), Oriental Institute, Czech Academy of Sciences, Prague</p> <p>【English】 <i>Chinese Tone 3: from the perspective of L2 sandhi acquisition</i> - Wenhua Jin 金文华 (#126), Kennesaw State University</p>	<p style="text-align: center;">阅读 1</p> <p>【English】 <i>Oral recall as assessment of reading comprehension for intermediate level Chinese as Second Language learners</i> - Shuyi Yang 杨舒怡 (#22), Johns Hopkins University</p> <p>【English】 <i>The study of translation vocabulary dictation for reading test in learning Chinese as second language</i> - Wai Ki Ho 何慧祺 (#66), Islamic Kasim Tuet Memorial College</p> <p>【English】 <i>Assessing text difficulty in Chinese as a second language reading: An eye-tracking study</i> - Yu Liu 刘瑜; Hui-ju Chuang (#34), Brigham Young University</p>	<p style="text-align: center;">二语习得模式</p> <p>不同语言背景的学生建立汉语模式匹配的差异 - Ling Yann Wong 黄灵燕; Feiling Wong (#78), Universiti Putra Malaysia</p> <p><i>Does cross-linguistic influence occur in L2 Chinese from L1 English?</i> - Yu-Hui Liao 廖玉蕙 (#71), University of Edinburgh</p> <p>基于机器学习的语法复杂度指标研究 <i>Machine Learning-based Research on Syntactic Complexity Measurements</i> - Zhongqi Shi 史中琦; Qiaosi Yuan 袁桥樾 (#133), Columbia University 哥伦比亚大学</p>
7/30/2021 12:00 PM	<p style="text-align: center;">语法语用 2</p>	<p style="text-align: center;">听力/口语</p>	<p style="text-align: center;">阅读 2</p>	<p style="text-align: center;">词汇 1</p>

<p>- 12:55 PM</p>	<p>【English】 <i>L1 and L2 different representations of competing syntactic constructions: A case of the Chinese Ba-construction and its SVO counterpart</i> -Xiaoming Hou 侯晓明 (#105), The Hopkins-Nanjing Center</p> <p><i>The factuality reading of Chinese modals: A corpus-based study</i> -Carlotta Sparvoli 施佳萝 (#80), University of Bologna</p> <p><i>Eventuality and L2 Chinese grammar teaching</i> -Fei Ren 任飞 (#51), Georgetown University</p>	<p><i>Teaching real-world listening from Chinese as a second/foreign language teachers' perspectives</i> - Lu Han 韩鹭 (#63), Temple University</p> <p><i>Teaching listening with challenging materials to high beginner students</i> - Woramon Prawatmuang 史静儿 (#21), Beijing Normal University</p> <p><i>Exploring oral proficiency profiles of Advanced L2 Chinese speakers: A mixed-design study</i> -Yu Wu 吴瑜 (#60), University of Rhode Island</p>	<p>Panel Discussion: <i>Empirical studies on reading instruction in Chinese L2 classrooms</i></p> <p>Panelists (panel #6):</p> <p>- Sicheng Wang 王思程, The University of Iowa - Runqing Qi 齐润清, The University of Iowa - Helen Shen 沈禾玲, The University of Iowa</p>	<p>【English】 <i>To what extent do corpus-informed Formulaic Sequences versus individual words help elementary-level young L2 learners of Chinese with oral production: An action research approach</i> -Ziwei Guo 郭紫薇 (#131), University of Liverpool</p> <p>词素意识, 词边界, 词汇知识, 汉语二语学习者 -程爽 (#15) University of Mississippi</p> <p>【English】 <i>Iconicity in the Written Vocabulary of Chinese as a Second Language and as a School Subject: English School Learners' Perception of Iconicity in Chinese Written Words</i> -Victor Wu; Chuyi Wang; Congcong Yan (#101), University College London</p>
	Room 1	Room 2	Room 3	Room 4
<p>7/30/2021 7:00 PM - 7:55 PM</p>	<p style="text-align: center;">语法语用 3</p> <p><i>Form-focused instruction in L2 Chinese</i> - Yan Liang 梁燕 (#54), The University of Auckland</p> <p>【English】 语法教学中的话题与语境设置: 以汉语教材中“有”字句的引入为例 - Haoyu Lu 路浩宇 (#17), 日本关西学院大学</p> <p>日本汉语学习者应答交际策略的可接受度调查分析 - Kaori Nishi 西香织 (#57), Meiji Gakuin University 明治学院大学</p>	<p style="text-align: center;">文化 1: 身份认同/ 跨文化交际</p> <p><i>Interculturality and pedagogy of teachers of Chinese in Australian schools: how are our teachers of Chinese positioned to deliver pedagogies of 'significance'?</i> -Scott Smith (#7), Excelsia College</p> <p>【English】 <i>Chinese Language and the Formation of Chinese-American Identity</i> -Anwei Yu 余安维 (#124), National Taiwan Normal University</p> <p>香港大专普通话学习者的双向文化认同研究</p>	<p style="text-align: center;">阅读 3: Young learners</p> <p>中学华文 E 晨读模式的设计与实践: 以新加坡崇文中学为例 -Ye Yuluan 叶语葵; Goy Yap Ching; Xu Xiao Hong (#107), Yio Chu Kang Secondary School, Singapore</p> <p><i>Learning to read in order to read to learn: enhancing initial literacy learning in a Chinese immersion context</i> - Andrew Scrimgeour 安德鲁·史恩德 (#58), University of South Australia</p> <p><i>Contribution of orthographic awareness to Chinese character reading in Chinese L1 and L2 primary students</i></p>	<p style="text-align: center;">词汇 2</p> <p>汉语和日语的再归代名词二语习得 - 母语汉语·母语日语·母语英语学习者的调查 - Yong Zhai 翟勇 (#39), Shizuoka University</p> <p>【English】 <i>L2 acquisition of Chinese separable words based on online processing</i> - Junghwan Maeng 孟政煥 (#106), University of Illinois at Urbana Champaign</p> <p>VN 结构汉字词汇的教学对策 - 以日语母语者为对象 - Yubi Fujiwara 藤原优美 (#121),</p>

		-Yu Jing Rao 饶宇靖 (#25), The Hong Kong University of Science and Technology	- Yu Ka Wong 黄汝嘉; Yetta Kwailing Wong (#8), The Chinese University of Hong Kong	Hiroshima City University
7/30/2021 8:00 PM - 8:55 PM	<p>语法语用 4</p> <p>【English】 <i>Effects of modality and individual difference on the acquisition of BA (把) and BEI (被) structures</i> - Aurora Massari; Feng Xiao (#47), Pomona College</p> <p><i>Differentiated instruction in TCSL class: The learning of “被” sentence as an example</i> -Fan Yang 杨帆 (#3), Xi'an Jiaotong-Liverpool University</p> <p><i>Chinese passive voice constructions: From corpus research to grammar teaching</i> -Jun Lang 郎珺 (#125), University of Oregon</p>	<p>汉字 1</p> <p><i>Character skills in relation to character learning beliefs and strategies: A case of beginner CFL learners in New Zealand</i> - Linda Lei 雷林达 (#95), University of Auckland</p> <p>汉字翻转课堂教学模式设计研究 -Xin Kuang 匡昕 (#4) 北京体育大学</p> <p><i>Analysis on the neural mechanism of Chinese character processing from the CFL perspective</i> -Xiaolu Wang 王小璐; Heben Cheng (#123) 浙江大学</p>	<p>教学法 1: Young learners</p> <p>【English】 <i>Awakening to intercultural awareness in young Chinese as a second language learners: Teachers' practices and beliefs in Australian early childhood classrooms</i> - Rebecca Yue Zhao 赵玥 (#93), Edith Cowan University</p> <p><i>Impact of interlocutor and task on second-grade Chinese immersion students' language use</i> - Mengying Liu 刘梦影 (#131), University of Minnesota</p> <p>【English】 <i>Chinese as a Second Language Preschoolers' Communication Strategies in Storytelling Activities</i> - Tikky S. P. To-Chan 陳聲珮; Elizabeth K. Y. Loh; Loretta C. W. Tam; Sonia W. L. Cheung (#96), The Education University of Hong Kong</p>	<p>词汇 3</p> <p>【English】 <i>A corpus-based study on web-based Chinese lettered words</i> -Jing Wu 吴婧 (#86), University of Hawai'i at Mānoa</p> <p><i>Exploring popular songs in teaching Chinese as a second language</i> -Shan Wang; Runzhe Zhan; Shaoming Wang 王少茗 (#59), University of Macau 澳门大学</p> <p>汉语的双音化对识记、辨认和正确使用词语表达的影响。 - Ling Yann Wong 黄灵燕; Zhong Kai (#79), Universiti Putra Malaysia</p>
7/30/2021 9:00 PM - 9:55 PM	<p>Workshop A: Theory & Practice</p> <p>Connecting L2 Chinese Research and Instruction 汉语二语研究与课堂教学 - Xiaohong Wen 温晓虹 (University of Houston 休斯顿大学)</p>		<p>Workshop B: Extensive Reading</p> <p>Extensive Reading: 理论到实践 - Matt Coss 高正远 (George Washington University 乔治华盛顿大学)</p>	
10-10:30PM	Exhibitor Showcase 展商时间			

Day 2, Saturday, July 31, 2021

08:30 AM - 09:25 AM	Plenary Speech 3 (Plenary Room) 现代汉语的对举形式及其教学对策 - Furukawa Yutaka 古川 裕 (Osaka University 大阪大学)			
09:30 AM - 10:25 AM	Plenary Speech 4 (Plenary Room) 【English】 Vocabulary in Chinese as a Foreign Language: State of the Art, New Insights, and Future Agenda 汉语作为第二语言词汇研究：现状，新视角及未来研究方向 - Chiara Romagnoli 罗齐亚 (Roma Tre University 意大利罗马第三大学)			
	Room 1	Room 2	Room 3	Room 4
7/31/2021 10:30 AM - 11:25 AM	写作 1 <i>Genre and register: Hong Kong written Chinese in the context of tertiary education</i> - Su Yuan 袁慷 (#99), Hong Kong University of Science and Technology 基于智慧教学的“HSK 读写”课程改革与实践 -Chen Wang 王辰 (#65), 北京体育大学 <i>The impact of task repetition on L2 writing in Mandarin Chinese</i> - Miao-fen Tseng 曾妙芬; Ziyi Geng (#117), University of Virginia	网络 1: 测试/教学 【English】 Placement test for Chinese as a second language in higher education: the SELF test (French acronym of Formative Language Evaluation System) - Ping-Hsueh CHEN 陳品學 (#30), Université Grenoble Alpes <i>The assessment of Chinese language oral skills in the SELF placement test</i> - Yijie Zhang 张一杰; Rui Yan; Mariarosaria Gianninoto (#118), Université Grenoble Alpes <i>A case study of a blended Chinese course at an intermediate level</i> - Ye Han 韩晔 (#81), Washington & Jefferson College	学习动机 <i>Attitude and motivation of South Asian secondary students learning Putonghua as a foreign language in Hong Kong</i> - Lam Man Fong 林文芳; Hong Ying (#92), 香港公開大學 <i>A study of the motivation of adult learners who learn Chinese as a foreign language in the UK</i> - Chuyi Wang 王楚怡 (#91), University of Reading 【English】 Seven motivational strategies to sustain motivation of Mandarin learners at GCSE classrooms in England - Sin Manw (Sophia) Lam 林善敏 (#10), The Education University of Hong Kong	语音 2 【English】 Intercomprehension between sinitic languages through contrastive phonology: Mandarin as a bridge language for learning Cantonese as a case study - Kexin Zhu 朱可昕; Yoann Goudin (#76), Xiamen University <i>Survival of the fittest? A preliminary study of Kenyan learners' Chinese language pronunciation strategies</i> - Mercy Mweni Kathina 梅子月; Fredrick Okoth Otieno; Methody Florian Owaki; Peter Gikonyo (#42), 天津师范大学 <i>Multimodal feedback on instructed L2 Chinese production in multilingual classrooms</i> - Chun-Mei Chen 陳春美 (#12), National Chung Hsing University
7/31/2021 11:30 AM - 12:45 PM	语法语用 5 (4 人) 【English】 <i>The acquisition of the Chinese 是 shì...的 de construction by L1 Italian learners: A preliminary analysis based on a learner corpus and experimental</i>	网络 2: 远程合作/网络社区 <i>How heritage learners and non-heritage learners perceive and learn from virtual exchange: challenges and reflections</i>	学习动机/教学 (4 人) <i>Development of motivation questionnaire for learners of Chinese as a foreign language</i> - Yu Liu (#97), Oakland University	语音 3 (4 人) 【English】 <i>To what extent are young beginner learners of Chinese aware of their own pronunciation errors?</i> - Robert Neal (#5), University of Cambridge

	<p><i>data</i> –Alessia Iurato (#116), Ca' Foscari University of Venice</p> <p>【English】 <i>Instructional effects on acquisition of Chinese pragmatics: A review</i> –Feng Xiao 萧峰; Kun Nie (#48), Pomona College</p> <p>【English】 <i>SBU recognition in CFL: A multiple-choice test for pragmatic receptive knowledge</i> –Sergio Conti, 谢志 (#18), Roma Tre University</p> <p>【English】 <i>The role of situation-bound utterances in Chinese as a Second Language learners' conceptual socialization</i> –Zhiqi Gong (#120), Defense Language Institute</p>	<p>– Chiu-Hung Chen 陳秋宏 (#100), University of Toronto Mississauga</p> <p><i>Online community building through task-based topics and feedback 基于任务型话题的汉语学习网络社区的建设与反馈</i> – Jingjing Ao 敖晶晶; Chensimeng Pan (#114), University of Massachusetts, Amherst</p> <p>【English】 <i>Flow Theory as a Framework for Designing and Facilitating Telecollaboration</i> – Dali Tan (#2), Northern Virginia Community College</p>	<p>【English】 <i>The potential of CLIL methodology in TCSL in Italian Universities</i> – Gloria Gabbianelli; Lucia Vedovi (#119), University of Urbino</p> <p>【English】 <i>Progressive Character Reading: Chinese literacy instruction for Chinese heritage language learners</i> – Mengping Cheng 程梦婷; John Everatt; Alison Arrow; Amanda Denston (#132), University of Canterbury, NZ</p> <p><i>Giving in Chinese culture: a pedagogy for enhancing CSL learners' cultural awareness</i> – Yawei Li 李亚伟(#19), The Ohio State University</p>	<p><i>Developing Phonological Awareness with a Game: Introducing Gamification Elements to Chinese Language Pronunciation Practice</i> – Daria Sinyagovskaya 達莎 (#45), University of Central Florida</p> <p><i>Second Language Development of Mandarin Tones: A comparative study of Native English-Speaking Children and Adults</i> –Katarina Micklus 米凯瑞(#128), George Washington University</p> <p><i>Early action-research evidence supporting a distributed training model for tone acquisition in novice and intermediate classroom CSL contexts 初中课堂中分布式声调训练的初探行动研究结果</i> – Matt Coss 高正远(#98), George Washington University</p>
12:45-1:30 PM	Social Time (社交时间)			
	Room 1	Room 2	Room 3	Room 4
7/31/2021 7:00 PM – 7:55 PM	<p>语法语用 6</p> <p><i>A case study on an English High-level Chinese Learner's developmental process of Chinese particle "le"</i> –Ka Du 杜卡 (#85), Xi'an Jiaotong-Liverpool University</p> <p>“了”在湖南安江方言与普通话中使用的对比研究及其教学启发 –Li Yang 杨莉 (#62), University of Arkansas</p>	<p>汉字 2</p> <p>汉语字词学习中的复习及其路径 – Jinghua Fan 范静晔(#109), 南洋理工大学</p> <p><i>Better teaching activities to enhance Chinese character/word recognition</i> –Yueru Ni 倪月如 (#94), Arizona State University</p> <p><i>Using collaborative teaching method to improve students' Chinese Hanzi and Japanese Kanji character acquisition</i></p>	<p>词汇/文化</p> <p>【English】 <i>"I feel there is a wall between me and Mandarin": Language ideology of tertiary Mandarin learners who speak non-Mandarin Chinese dialects in New Zealand</i> – Lin Chen 陈琳 (#102) University of Auckland</p> <p>跨文化交际视角下的现代汉语动物隐喻词研究 – Yang Zhou 周洋 (#74), 中国石油大学</p>	<p>网络 3: 科技辅助测试</p> <p><i>Assessment of online teaching for Chinese as a second language learners: perception test and production test</i> – Pengxuan Xie 谢鹏璇(#90), The University of Waikato, NZ</p> <p>以教育技术强化在线国际汉语课堂的形成性评估报告 – Xinyu Guo 郭馨钰; Yao-san Lin (#112), Singapore Center For Chinese Language 新加坡华文教研中心</p> <p><i>Design technology enhanced self-</i></p>

	表示经验的“过1”和“过2” -Aoki Moe 青木萌 (#37), 长崎短期大学	- Liang Ward 林亮; Makiko Fukuda (#83), University of Texas at San Antonio	浅谈汉越语成语中的数字使用情况对比——以两个数字合用的成语为例 - Thi Duyen Hong Pham 范氏缘红 (#110), Ho Chi Minh City University of Foreign Languages	<i>assessment activities to raise Chinese language learners' error awareness and self-efficacy</i> - Yao Wu 吴瑶 (#64), Xi'an Jiaotong-Liverpool University
7/31/2021 8:00 PM - 8:55 PM	写作 2 華語論文寫作的說服策略與教學意義 -Chia-Ling Hsieh 謝佳玲, Sun-Li Chi (#13), 國立臺灣師範大學華語文教學研究所 思维导图在新加坡小学华文段落写作教学中的运用 - Hongxia Zhou 周红霞 (#35), 新加坡华文教研中心 母语为日语的汉语学习者产出的篇章偏误及其教学策略初探 - Keika Suzuki 铃木庆夏 (#61), Kanagawa University	认知语义 汉语位移事件表述中[路径]语义成分的表达 -Ziyan Li 李梓嫣 (#41), 大阪大学 事件型成語的視角凝聚與注意力轉移 -Yuting Huang 黃郁婷 (#49), 台灣東海大學 教学方式与语义透明度对生词习得的影响 - Jianli Liu 刘健励 (#24), 北京语言大学, 南卡罗莱那大学上州校区	教材与课程 “理实一体化”课程模式在汉语国际教育本科教学能力培养课中的应用研究 - Ying Xiang 项英 (#46), 北京体育大学 中高级体育汉语阅读教材的研发与应用 -Hong Cheng 程红 (#11), 北京体育大学 <i>Creating modular lessons on current news for the advanced CSL classroom</i> -Yuan-Chen Jenny Yang 楊元禎 (#73), Rutgers, the State University of New Jersey	网络 4: 科技辅助口语教学 應用自我決定論輔助中文二語學生自主学习: 教育科技與教學法 - Ka Yee Elizabeth Loh 羅嘉怡; 劉國張、祁永華 (#56), The University of Hong Kong <i>Spoken Chinese: Use of technology tool for Chinese language teaching and learning</i> 运用 ICT 进行汉语口语教学 - Kok Weng Choong 钟国荣 (#72) 国立教育学院, 南洋理工大学 基于 SLS 网络学习平台的高中华文口语教学设计 - Ong Kwee Hoon; Esther Tan Pin Yong; Lee Hee San (#84), Anderson Serangoon Junior College
7/31/2021 9:00 PM - 9:55 PM	Workshop A: 听力 L2 Listening: From Theory to Practice 从听力理论到听力教学实践 - Wei Cai 蔡薇 (University of Calgary 加拿大卡尔加里大学)		Workshop B: 教学模式 A Lexical-Thematic Modular Approach 点线面体的话题组合扩展模式 - Phyllis Zhang 张霓 (George Washington University 乔治华盛顿大学)	
10-10:30 PM	Exhibitor Showcase			

Day 3, Sunday, August 1, 2021

08:30 AM - 09:25 AM	Plenary Speech 5 (Plenary Room) An Overview of the BLCU-CAPT Speech Corpus and Related Research BLCU-CAPT 语音语料库及基于该语料库的研究述介 - Wen Cao 曹文 (Beijing Language and Culture University 北京语言大学)			
	Room 1	Room 2	Room 3	Room 4
8/1/2021 9:30 AM - 10:25 AM	语法语用 7 <i>Using machine translation to enhance learning of Chinese resultant complement constructions in the CFL classroom: An examination of pre-editing and post-editing strategies for accurate translation</i> - Xuan Yang; Caitríona Osborne (#115), University College Dublin <i>Acquiring L2 Chinese RCs with DCLs revisited: L1 transfer, task, and context</i> - Chun-yin Doris Chen 陳純音; Hui-ming Du (#87), National Taiwan Normal University 【English】 <i>Processing and comprehension of Chinese relative clauses among Intermediate L2 Chinese learners</i> - Hongying Xu 徐红英 (#113), University of Wisconsin-La Crosse	师资培训与发展 <i>Effect of Chinese language teachers' cognitive dissonance on curriculum reform and instruction: A Singapore case study</i> - Guat Poh Aw 胡月宝; Sharon Quek; Qiying Tong; Tan Kar Chun (#67), National Institute of Education, Nanyang Technological University, Singapore <i>High-Leverage Teaching Practice in an introductory-level Chinese class</i> - Ying Yue 岳莹 (#36), Beloit College <i>Transitioning from Face-to-face to Online Teaching in Mandarin Chinese</i> - Miao-fen Tseng 曾妙芬; Luoyi Cai, Ziyi Geng (#53), University of Virginia	教学法 <i>Bringing Creative Puppetry into CSL Teaching</i> - Jasmine Yu-Hsing Chen 陳幼馨 (#9), Utah State University Kahoot!在短期密集初級聽說課的應用效果及教學啟示 - Xin Zhang 张欣 (#75), Yale-China Chinese Language Center at the Chinese University of Hong Kong <i>Adopting multiliteracies pedagogy in teaching Chinese as a second language to university students at the preliminary level</i> - Chiping Chau 周志平 (#29), The Hong Kong Polytechnic University 香港理工大学	文化 <i>The role of culture in the acquisition of Chinese as second language</i> - Peter Gikonyo; Mercy Mweni Kathina; Fredrick Okoth Otieno; Methody Florian Owaki (#44), University of Nairobi 构建以文化为中心的汉语教学模式——汉语作为第二语言教学实践与跨文化理论研究 - Chunxiang Song 宋春香 (#50), 中国政法大学 <i>Effectiveness of transitional and maintenance bilingual education on Chinese as Second Language in Malaysian higher educational institutions</i> - Chew Moi Leong 梁秋梅 (#27), 马来西亚吉隆坡拉曼大学学院 Tunku Abdul Rahman University College, Malaysia
8/1/2021 10:30 AM - 11:25 AM	语法语用 8 <i>Civilisation lexicon as resource for lexical learning skill</i> - Songsong Shen 潘松松; Yoann Goudin (#127), Université de Montpellier	专门领域中文 【English】 <i>Acquisition of domain-specific Chinese in MOOC-based language program: a preliminary investigation</i> -Valentina Ornaghi 欧华兰 (#31), Sapienza University (Rome)	汉字 3 【English】 <i>The next steps for CFL teaching in Ireland: Investigating the effects of four character-teaching approaches on beginner learners</i>	网络 5 利用 4C 教學設計來提高學生學習興趣 - Saya Sone 王伯羽 (#28), Experimental Chinese School (ECS) <i>Integration of digital tools into</i>

	<p>话语标记在中高级汉语口语教学中的实践研究:以“真有自己的”为例 - Dongxin Qiao 乔东鑫 (#33), 北京体育大学</p> <p>基于汉语二语教学的汉语“的”标记功能分析 - Lijun Zhao 赵丽君 (#38), 大连理工大学国际教育学院</p>	<p><i>Teaching Methodology for Specialty Chinese Based on Smart Class: A case study of legal Chinese</i> - Linlin MA 马琳琳 (#20), 中国政法大学</p> <p>泰国学生汉语文化专有项学习策略分析 - Natthawut Sukprasong 姜志成 (#52), Ubon Ratchathani University</p>	<p>- Caitriona Osborne; Qi Zhang; Bob Adamson (#14), University College Dublin</p> <p>【English】 <i>Mnemonics as a key for Chinese characters learning</i> - Chiara Piccinini (#70), Università Cattolica del Sacro Cuore</p> <p>大学初级班键写式汉字教学实践及习得成效 - Phyllis Zhang 张霓 (#55), George Washington University</p>	<p><i>curriculum and instruction</i> - Min Wang 王敏 (#16), Georgetown Day School</p> <p><i>Online learning in difficulty times: The implementation of technologies in Chinese language teaching and learning process</i> - Dan Wang 王丹 (#130), University of Tennessee</p>
<p>8/1/2021 11:30 AM - 12:30 PM</p>	<p>Workshop A: 语音</p> <p>【English】 Chinese prosodic transcription (CHIPROT) for teaching purposes—a cookbook 为教目的的汉语韵律音标 (CHIPROT) '菜谱' - Hana Třísková 廖敏 (Oriental Institute of the Czech Academy of Sciences, Prague 布拉格捷克科学院东方研究所)</p>	<p>Workshop B: TBLT</p> <p>Creating Tasks in a Task-Supported and Task-Based CFL Class 以任务为导向的中文课堂教学设计 - Miao-fen Tseng 曾妙芬 (University of Virginia 弗吉尼亚大学)</p>		
<p>12:30-1:30 PM</p>	<p>Social Time (社交时间)</p>			
<p>2:00 PM - 2:55 PM</p>	<p>Plenary Speech 6 (Plenary Room)</p> <p>【English】 Chinese Verb Complement Constructions of Manner: A Corpus-Based Comparison between L1 and L2 Speakers 从一语、二语语料库对比分析看二语的构式习得:以汉语情态补语为例 - Hong Gang Jin 靳洪刚 (Hamilton College 汉明顿大学 (美国), University of Macau 澳门大学)</p>			
<p>3:00 PM - 3:30 PM</p>	<p>Closing ceremony (Plenary Room)</p>			

CASLAR-6
July 30 - August 1, 2021

