



# CLTA-WPA NEWSLETTER

Volume 2 Issue 2

Summer 2015



## Message from the Editors

Dear CLTA-WPA Members:

Hope that you all had an enjoyable and productive summer. We are glad to announce the 2015 summer issue of the newsletter of the Chinese Language Teachers Association of Western Pennsylvania (CLTA-WPA). The newsletter serves as a venue among members of CLTA-WPA to share news and resources. Example items include but not limited to (1) descriptions of events associated with your Chinese programs that took place in the past semester or planned for the incoming semester, (2) books, publications, achievements or other milestones you may have, (3) conference/workshop announcements; reports on recent conferences, website or software recommendations, or other news related to our field, (4) job ads or other related advertisement. Pictures are welcome.

News items can be submitted to [CLTA.WPA2014@gmail.com](mailto:CLTA.WPA2014@gmail.com). Questions and suggestions can be addressed to Dr. Shijuan Liu at [SLiu@iup.edu](mailto:SLiu@iup.edu). We hope that you will find the newsletter helpful for you and your Chinese program. Thank you.

The Newsletter Committee:

Shijuan Liu (Chair), Indiana University of Pennsylvania  
Sue-mei Wu, Carnegie Mellon University

## CLTA-WPA Board of Directors

### Officers:

Sue-mei WU (吳素美), President & Founder  
Yueming YU (于月明), Vice-president  
Gang LIU (刘刚), Secretary-Treasurer  
Shijuan LIU (刘士娟), Newsletter

### Board Members (alphabetical order):

Wen-hua DU (杜雯華), Pennsylvania State University  
Mandy Lin FONG (林淑華), Shadyside Academy  
Gang LIU (刘刚), Carnegie Mellon University  
Shijuan LIU (刘士娟), Indiana University of Pennsylvania  
Haixia WANG (汪海霞), University of Pittsburgh  
Sue-mei WU (吳素美), Carnegie Mellon University  
Ying XIAO (萧映), Saint Vincent College  
Yi XU (许怡), University of Pittsburgh  
Yueming YU (于月明), Carnegie Mellon University  
Jing ZHOU (周璟), Sewickley Academy

### Inside this issue:

Message from the editors	1
Board of Directors	1
Message from the President	2
Committees	3
2015 CLTA-WPA Spring Symposium	3-6
Summer Scholarly Activities of CLTA-WPA Members	6
Sample Calligraphy Works of CMU Students	7
Vice-Premier of China Visited CI at Pitt	8-9
CI-Pitt New Teachers Orientation	10
Pitt Chinese Program Events	11
IUP Chinese Program Events	12-14
New Textbooks	15-21
Call for Papers	22-23
CLTA-WPA 2015 Fall Symposium	24-25
Membership Registration Form	26

---

# Message from the President



Dear CLTA-WPA colleagues,

Hope your summer 2015 is a very relaxing and wonderful one.

We are very happy that our CLTA-WPA has had a great start for her 1<sup>st</sup> year, and now we are moving along to her 2<sup>nd</sup> year. Due to our Board of Directors' devotion and your active participation, our CLTA-WPA has achieved some crucial milestones and held some major events. We will work together in the coming year to make our CLTA-WPA even more successful. Below are some highlights and reminders for our CLTA-WPA events and services:

1. We have recruited over 140 members, and have established several communication channels to serve our members: We contact our members and share news through our membership directory, D-list, Newsletters and the CLTA-WPA website (<<http://clta-wpa.org>>).

2. We hold two symposia/membership meetings each year, one in Autumn and the other in Spring: This year's symposia included paper presentations, a general membership meeting and open forum, a book exhibition and a drawing for prizes, and featured delicious food prepared by the host institutions.

(a) A successful CLTA-WPA Inaugural Conference was held at Carnegie Mellon University on Sunday May 4, 2014 (70 people were in attendance at the symposium)

(b) The 2014 CLTA-WPA Autumn Symposium was hosted by Sewickley Academy and CMU on the CMU campus. The theme was "Steps to AP Chinese: the articulation of K-12 and K-16 and K-16 Chinese teaching and learning". The symposium attracted 80 participants.

(c) A successful CLTA-WPA 2015 Spring Symposium was held at Univ. of Pittsburgh. (80 people were at the symposium).

(d) Thanks to DU Wen-hua laoshi and her PSU team for organizing/hosting the upcoming CLTA-WPA 2015 Fall Symposium (Oct 17, 2015, Saturday) at Penn State University. Paper/panel proposals will be due on Sept 6, 2015.

3. Two newsletters are published each year, one issue in the summer and the other issue in the winter: The first (August 2014, Summer Newsletter) and second (February 2015, Winter Newsletter) issues have been published and also posted on the CLTA-WPA website (<<http://clta-wpa.org>>). Now, this is the 3<sup>rd</sup> issue. It includes much wonderful news and achievements of our members.

What a great and wonderful CLTA-WPA family we have! Please feel welcome to drop us a line. With your suggestions and participation we hope to serve our members better and look forward to some wonderful and successful CLTA-WPA upcoming events.

Sincerely,

Sue-mei Wu 吳素美

Founder and President of CLTA-WPA

Teaching Professor of Chinese Studies

Dept. of Modern Languages, Carnegie Mellon University

Baker Hall 160, Pittsburgh, PA 15213

---

## CLTA-WPA Committees

### Membership Drive Committee

Wenhua DU (杜雯華)  
Haixia WANG (汪海霞)  
Sue-mei WU (吳素美)  
Ying XIAO (蕭映)  
Yi XU (许怡)  
Yueming YU (于月明)

### Fund-Raising Committee

Wenhua DU (杜雯華)  
Sue-mei WU (吳素美)  
Ying XIAO (蕭映)  
Jing ZHOU (周璟)  
Yueming YU (于月明)

### Website

Shijuan LIU (刘士娟)  
Sue-mei WU (吳素美)

### Public Relations

Mandy FONG (林淑華)  
Sue-mei WU (吳素美)

### Program Committee

(Conference & Workshop)

Gang LIU (刘刚)  
Sue-mei WU (吳素美)  
Yueming YU (于月明)

### K12 Program

Mandy FONG (林淑華)  
Haixia WANG (汪海霞)  
Jing ZHOU (周璟)

### Newsletter

Shijuan LIU (刘士娟)  
Sue-mei WU (吳素美)

## CLTA-WPA 2015 Spring Symposium Successfully Held at University of Pittsburgh

The Chinese Language Program at the University of Pittsburgh successfully hosted the Chinese Language Teachers Association Western Pennsylvania Spring 2015 Symposium on April 12. The symposium attracted 80 attendees from universities, colleges, and schools. It featured six sessions, and more than 30 speakers made presentations. Audience responded that the one-day event gave in- and pre-service Chinese language teachers an excellent opportunity to network and helped them gain professional knowledge and experience. The Chinese Program at Pitt would like to express their sincere appreciations for the Confucius Institute at Pitt for sponsoring the event. They were also tremendously grateful for the many volunteers from both Pitt and the Carnegie Mellon University for devoting their time to serve the event.




**致謝 Acknowledgments:** We extend our thanks and appreciation to the following sponsors for this CLTA-WPA 2015 Spring Symposium 春季研討會. Thank you!

謝謝!

 University of Pittsburgh

 Confucius Institute  
at the University of Pittsburgh

Confucius Institute at the University of Pittsburgh

 University of Pittsburgh



Asian Studies Center at the University of Pittsburgh



## CLTA-WPA 2015 Spring Symposium 春季研討會

西賓州中文教師學會 (西賓州中文教師學會)

Serving Chinese Language Teachers in Western Pennsylvania and Surrounding Areas

**Time 時間:** 10AM-3:30 PM, Sunday, April 12, 2015

**Place地點:** Barco Law Building, University of Pittsburgh

**Hosts主辦單位:** Chinese Language Program, University of Pittsburgh

**CLTA-WPA 2015 Spring Symposium Program Committee:** Yi Xu 許怡 (University of Pittsburgh) & Sue-mei Wu 吳素美 (CMU)

**9:30-10:00** Welcome, Registration, Refreshments, Book Exhibitions

<p><b>Session 1: 10:00-11:00, Rm 107, Chair: 許怡</b></p> <ul style="list-style-type: none"><li>• <b>CFL Research and Instructional Applications</b></li></ul> <p>- Paired Speaking Test as a Method to Assess Students' Oral Proficiency Yi Xu 許怡, Univ. of Pitt</p> <p>- Error Analysis and Learner Strategy in L2 Chinese Character Learning Ye Han 韓擘, Washington &amp; Jefferson College</p> <p>- Corpora in the CFL Classroom: Exploring Corpora's Efficacy as an Educational Tool for University CFL Learners Taylor Barbieri 畢貞珍, Univ. of Pitt</p>	<p><b>Session 2: 10:00-11:00, Rm 109, Chair: 吳素美</b></p> <ul style="list-style-type: none"><li>• <b>Panel 1: Teaching Chinese Opera in a Content-based Curriculum 中國戲曲教學(上)</b></li></ul> <p>- Peking Opera 京劇: Kun Nie 聶昆, CMU &amp; Yue Gao 高月, Univ. of Pitt</p> <p>- Sichuan Opera 川劇: Zhimeng Tang 唐智盟 &amp; Shuhan Rui 芮舒涵, Univ. of Pitt</p> <p>- Cantonese Opera 粵劇: Lin Shi 石琳 &amp; Yu Xia 夏雨, Univ. of Pitt</p> <p>- Kunqu Opera 崑曲: Shengyi Zheng 鄭升禕 &amp; Mengpin Xu 許夢頻, Univ. of Pitt</p> <p>- 如何在漢語語言教學中結合文化內容? Qiong Wu 吳瓊, Univ. of Pitt</p>
<p><b>11:00-11:15</b> Lounge Area: Break, Refreshments, Book Exhibitions 休息/點心/書展</p>	

<p><b>Session 3: 11:15-12:15, Rm 107, Chair: 劉士娟</b></p> <ul style="list-style-type: none"> <li>- A Study of Non-Native Chinese Language Instructors as Successful Learners: Preliminary Findings. Shijuan Liu 劉士娟 &amp; Fu Wang 王芾, Indiana University of Pennsylvania</li> <li>- Filling in Collaborative Discourse: Lessons Learned From Filler Use Across Interlocutors and Interactional Contexts Frank Dolce 杜啟天, Univ. of Pitt</li> <li>- 創新互動課堂讓遠端沒有距離 Zhuoqun Rao 饒卓群, 武漢大學</li> </ul>	<p><b>Session 4: 11:15-12:15, Rm 109, Chair: 吳素美</b></p> <ul style="list-style-type: none"> <li>• <b>Panel 2: Teaching Chinese Opera in a Content-based Curriculum 中國戲曲教學(下)</b></li> <li>- Huangmei Opera 黃梅戲: Yu Wang 王瑜 &amp; Yanying Wang 王艷瑩, Univ. of Pitt</li> <li>- Yueju Opera 越劇: Yuxing Wang 王清瑩, Univ. of Pitt &amp; Zheng Gu 顧錚, CMU</li> <li>- Taiwanese Opera 歌仔戲: Sue-mei Wu 吳素美 &amp; Calvin Yen 嚴連鈺, CMU</li> <li>- A Unit Design: Connecting Cultural Content with Performance Assessment Haixia Wang 汪海霞, Univ. of Pitt</li> </ul>
<p><b>12:15-1:30 Lounge Area: LUNCH (FREE) &amp; Book Exhibitions 午餐 / 書展</b>  <b>12:15-1:30 CLTA-WPA Board of Directors Lunch Meeting (Rm 120)</b></p>	
<p><b>Session 5: 1:30-2:40, Rm 107, Chair: 劉剛</b></p> <ul style="list-style-type: none"> <li>- Classical Chinese Poetry and its Pedagogical Implications in CFL Learning: A Content-Based Approach. Gang Liu 劉剛, CMU</li> <li>- An Analysis of Classical Chinese Teaching Methods. Peter Geleta 葛雷, Univ. of Pitt</li> <li>- Why Johnny Can Read Chinese? A Review of 50 Years' L2 Chinese Reading Research Sihui Ke 柯思慧, CMU</li> <li>- An Error Analysis on Advance Level Chinese L2 Learner's Essay and Speech. Fan Fan 樊凡 &amp; Kailu Guan 官愷聯, Univ. of Pitt</li> </ul>	<p><b>Session 6: 1:30-2:40, Rm 109, Chair: 魏如君</b></p> <ul style="list-style-type: none"> <li>• <b>Panel 3: Beginning Chinese: Instruction and Assessment</b></li> <li>Liling Huang 黃麗玲, Yuyun Lei 雷雨芸 and Juchun Wei 魏如君, Univ. of Pitt</li> <li>- Practical Activities to Teach Difficult Grammar Patterns in an Intermediate Chinese Class. Wan-ching Hsieh 謝宛靜, Univ. of Pitt</li> <li>- 課堂中學生學習態度的測量評價 Huiwen Li 李惠文, CMU &amp; Zhe Ji 吉喆, Duquesne University</li> </ul>
<p><b>2:40-3:00 Lounge Area: Break, Refreshments, Book Exhibitions 休息/ 點心 / 書展</b></p>	
<p><b>3:00 - 3:30 Rm 107 CLTA-WPA Membership meeting , Q &amp; A, Group photo 會員大會/ 討論 / 問答 / 全體照/ 閉幕</b></p>	



---

## Group Picture of CLTA-WPA 2015 Spring Symposium



More pictures of the event can be found in the following link:

<https://pitt.box.com/s/tq7hrfcnjesqgqq9wayrj7pld4yr9z9i>.

## Scholarly Activities of CLTA-WPA Members in the Summer of 2015

- ✍ Drs. Shijuan Liu and Sue-mei Wu presented at the [2015 International Conference on Internet Chinese Education \(ICICE\)](#), Massachusetts Institute Technology, Boston, MA. The title of Liu's presentation is *Evolution of Technology in Chinese Language Teaching in the United States in the 21<sup>st</sup> Century*. The title of Wu's presentation is *Teaching Taiwanese Opera (歌仔戲) With CALL: A CFL Content-based Course*.
- ✍ Dr. Shijuan Liu's article entitled *An introduction to multi-screen interaction and screen mirroring technology and its applications in language teaching and learning* is published in the 2015 Summer issue of the [Journal of Technology and Chinese Language Teaching](#).
- ✍ Ms. Haixia Wang attended the STARTALK Chinese Teacher Institute at University of Nebraska-Lincoln (UNL), July 8-18, 2015.

## Sample Works of Students in the Summer Calligraphy Class of Carnegie Mellon University



Above: 王恒德( Kevin Wang)  
and his work



Above: 宋德源 (David Song)  
and his work



Right: 毋达维 ( David Wu) and  
his work

---

## Vice Premier Liu Yandong Visited Confucius Institute at University of Pittsburgh

Chinese Vice Premier LIU Yandong (刘延东副总理) visited the Confucius Institute at the University of Pittsburgh (CI-Pitt) on Friday afternoon, June 19th, 2015. LIU is visiting the US for the 6th China-US High-Level Consultation on People-to-People Exchange. The delegation including Minister YUAN Guiren, Minister of Education, observed a Chinese language class taught by CLTA-WPA members WANG Haixia (汪海霞) and PENG Shuai (彭帅). The topic of the teaching demo was “What do you want to drink?”, and the task was ordering drinks on an airplane. After class, Vice Premier LIU stressed the importance of learning a new language to better understand a culture. The delegation also went to Alumni Hall to attend a ceremony, which included performance in Chinese given by CI-Pitt students who are learning the language.



Left: Teaching Demo by WANG Haixia & PENG Shuai

Right: Students Complete a Task in the Class







Left: Vice Premier Liu (left) Gives Comments

Right: CI-Pitt Student Sabine Gross Performs a Chinese Folk Song



Left: Vice Premier Liu presents Gifts to Chancellor Gallagher

## 2015 CI-Pitt New Teachers Orientation & Pedagogy Workshop

匹兹堡大学孔子学院 2015年新进教师培训工作坊

Confucius Institute at the University of Pittsburgh (CI-Pitt) organized a professional development and pedagogy workshop for new CI-Pitt teachers. The workshop was held July 27 to July 31, 2015.

Dr. Ying Xiao (萧映) (CI Chinese Director) and Haixia Wang (汪海霞) (CI, program coordinator) successfully led the workshop. The new teachers actively participated in the sessions and discussions led by invited speakers. Several **CLTA-WPA** members were invited to give lectures on various topics. For example, Dr. Sue-mei Wu (吴素美) presented on technology-enhanced language teaching; Dr. Gang Liu (刘刚) talked about the integration of cultural content with language teaching; Ms. Jing Zhou(周璟) provided strategies and skills for language teaching in K-12 settings. In addition to the speakers, CLTA-WPA members Haixia Wang(汪海霞), Jiawei Xu(徐佳维), and Shuhan Rui (芮舒涵) actively participated in organizing the workshop and helping the new teachers to get settled.



Above: CI-Pitt 2015 New Teachers & Staff

Through this workshop, the new Chinese instructors gained knowledge and understanding about foreign language education in the U.S., and teaching Chinese as a second language. Topics addressed included the K-12 and postsecondary education system and culture in the U.S., especially related to foreign language classes, including high school administration, classrooms, students and teachers, as well as instruction and learning. In addition, the new teachers were asked to work in groups to design and teach a 30-minute Chinese class utilizing the strategies and techniques learned in the workshop. There were 35 CI-Pitt teachers who registered as new CLTA-WPA members.

Welcome!

欢迎这35位来自中国的新进教师，  
加入我们的西宾州中文教师学会这个  
大家庭！



Left: Dr. Sue-mei Wu, Dr. Ying Xiao, Ms. Haiwia Wang with CI-Pitt 2015 New Teachers .



# Chinese Language Program at University of Pittsburgh

Two students from the University of Pittsburgh, Wade Putman and Rebecca Wallace, participated in the 14th “Chinese Bridge” Chinese Proficiency Competition for College Students (East USA preliminary) at the University of Massachusetts Boston on April 12th, 2015. Their trip to the competition was funded by the Confucius Institute at the University of Pittsburgh.



Wade is a rising junior and he is declaring a Chinese major after two years' of learning at Pitt. He received Second Place Award at the Beginning Level.

Rebecca (right) is a rising senior and a triple-major student, studying Chinese, History, and Global Studies. She has continuously won various honors and scholarships and has been on the Dean's list every year. She performed martial art for talent in the Competition, and received Second Place at the Intermediate Level.



# Chinese Program at Indiana University of Pennsylvania

## 2015 Chinese New Year Celebration at IUP

The Chinese Program organized the 2015 Chinese New Year celebration event on February 20 in the Ohio Room of the HUB, along with the IUP Chinese Students Association, and the Wallwork Global Awareness Living-Learning Community. The event was sponsored by Asian Studies, the Department of Foreign Languages, Office of Housing, Residential Living, and Dining, the Office of International Education, SWUFE-Exchange Student Association, and the Student Co-op.

The event included Chinese cultural activities, games, displays of student projects and information about study abroad in China, and performances by students of the Chinese program, visiting scholars, students from China, and other talented community members. A professional group from Pittsburgh gave a stunning performance of the Chinese lion dance, and Chinese food was served at the end of event.

IUP President, Dr. Michael Driscoll, attended the entire event and gave remarks. Provost and Vice President, Dr. Timothy Moerland, and several other administrators, such as Drs. Pablo Mendoza (Office of Social Equity) and Carolyn Princes (African American Cultural Center) also attended. The event was well received and attracted more than 200 students, faculty and staff, as well as local community members.



Left: Dr. Michael Driscoll (back row, 3rd from right), Dr. Pablo Mendoza (back row, 2nd from right) with lion dance performers, Chinese language students, and Dr. Shijuan Liu (back row, 4th from right)



Above: Lion dance



Participants enjoyed the performance and the Chinese food after .





Three hosts of the performance (from left to right): Lingtao Hu (a student from China), Sierra Sailor, and Linus Morales

Students of the IUP Chinese program shared their talents in the 2015 Chinese New Year celebration. Students sang Chinese pop songs with dance and guitar. An advanced Chinese language student who studied in China also performed Chinese Yoyo. Students from Chinese language and literature courses displayed their projects on China and Chinese culture at the event as well.



Above: Sierra Sailor performing Chinese Yoyo



Chinese language students and students from China singing and dancing a Chinese pop song, *Little Apple*



Above and right: Display boards made by students in CHIN281 and FNLG121 (Chinese Literature) taught by Dr. Shijuan Liu in Spring semester of 2015.



## IUP Chinese Language Student Receives 2nd Place Award in the Chinese Speech Contest in Boston



Linus (in the middle) holding his prize with his parents

Linus Morales, a student in CHIN281 class of Spring 2015, received second place in the final contest of the 5th "Chinese Bridge" Speech Contest for University Students in New England, held in Boston, on April 12, 2015.

This contest was organized by the Confucius Institute of the University of Massachusetts at Boston, and held together with the 14<sup>th</sup> "Chinese Bridge" Chinese Proficiency Competition for College Students (East USA Preliminary).

In addition to the Chinese speech competition, contestants also competed in a Chinese talent performance. Only one student received the first place award, and two students, including Linus, received second place for the Intermediate level.

Linus is an IUP freshman majoring in Asian Studies with a focus on Chinese.

## Guest Speaker Gives Talks on a Chinese Novel and Chinese Language Learning

The IUP Chinese Program invited Dr. Katherine Carlitz, the Chinese Studies Coordinator of the Asian Studies Center and the Assistant Director for Academic Affairs at the University of Pittsburgh, to give a talk on *Plum in the Golden Vase* (金瓶梅), a classical Chinese novel, on March 23, 2015. The talk was open to students enrolled in FNLG 121 classes as well as any interested community members.

Dr. Carlitz also met and shared her Chinese language learning experience with students in CHIN 281 and CHIN102 courses. Dr. Sean McDaniel, Chair of the Department, attended the talk and met with Dr. Carlitz over lunch. Dr. Carlitz received her Ph.D. and M.A. in Chinese Literature from the University of Chicago, where she studied with Dr. David Roy, the translator of the novel.



Left: Dr. Carlitz gave the talk on the novel Plum in the Golden Vase in FNLG 121 course (section I).



Above: Dr. Carlitz sharing her Chinese learning experience with students in CHIN 281 class



Dr. Carlitz (middle) with Dr. Sean McDaniel and Dr. Shijuan Liu

---

# Textbook: Chinese Link 中文天地

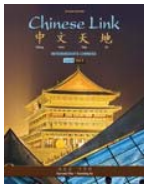


## CHINESE LINK: 中文天地 (Beginning Chinese)

Level 1, Part 1 & Level 1, Part 2. 2<sup>nd</sup> Edition, 2010. Publisher: Pearson/ Prentice Hall

By Sue-mei Wu 吴素美, Yueming Yu 于月明, Yanhui Zhang 张燕辉, Weizhong Tian 田维忠

中文天地 网页 Website: <http://www.pearsonhighered.com/showcase/chineselink2e/>  
<http://www.pearsonhighered.com/chineselink/>



## CHINESE LINK: 中文天地 (Intermediate Chinese)

Level 2, Part 1 & Level 2 Part 2. 2<sup>nd</sup> Edition, 2011. Publisher: Pearson/ Prentice Hall

By Sue-mei Wu 吴素美 & Yueming Yu 于月明

中文天地 网页 Website: <http://www.pearsonhighered.com/showcase/chineselink2e/>  
[www.pearsonhighered.com/chineselink](http://www.pearsonhighered.com/chineselink)

### Features of CHINESE LINK: Zhongwen Tiandi 中文天地 (Beginning Chinese) 特色

- The **5Cs (National Standards)** are blended consistently throughout the content and exercises in the program.
- From the beginning of the text, we help students build from words and phrases to sentences and cohesive passages and then to application in **communicative tasks**.
- The textbook contains many **drawings** and **authentic photographs**, and utilizes a clear, attractive layout.
- **Both Traditional and Simplified character forms** are listed for every **vocabulary** item. When students see the two forms side by side it helps them to make an association between the two.
- Differences in usage between **Mainland China and Taiwan** are consistently identified.
- Interesting **cultural notes** are included in each lesson and supplemented with authentic photographs from **Mainland China, Taiwan, and Hong Kong**.

### What's New to this Edition <<中文天地>> 第二版的崭新面貌

#### 1. In General 总体特色

Lessons have been revisited to provide greater balance among lessons, add more review and recycling of materials, enhance consistency, and emphasize student outcomes. More engaging and communicative exercises for learners have been added, and several of the culture notes have been updated.

#### 2. 4-color design 彩色设计

The use of a 4-color design now provides clear delineation between various items, and makes the text more appeal-

---

### 3. Chapter opening 每章开头

- Opening photos have been updated and highlight the lesson theme.

A “**Connections and Communities Preview**” section has been added to help learners make connections to their daily life and build links among their communities. Questions focus on the lesson and Culture Link themes.

### 4. Sentence Patterns 句型

Key grammar points in the sentence pattern section are highlighted in order to show the grammar in context.

### 5. Language notes 语文注释

Notes have been placed next to the Language in Use texts for ease of reference.

### 6. Grammar 语法

- Pinyin has been added to the examples to provide a more effective illustration of the key grammar notes.
- Grammar explanations have been simplified and clarified.

A new “Try It!” section has been added to provide guided communicative practice immediately following and reinforcing grammar points.

### 7. Supplementary Practice 补充课文

Questions have been added for reading comprehension practice of the supplementary texts.

### 8. Activities 练习

Activities have been updated and additional communicative activities have been added.

### 9. Culture Notes 文化点滴

- Culture Notes have been updated with new information and some new topics of interest to today's students. They are also more thematically linked to the content of the lesson.
- A “Do You Know...” section of introductory questions has been added before the reading to arouse student motivation, attention, and interest before reading the culture notes.

Comparison questions after the reading help learners to compare and discuss their culture to Chinese culture. Questions also encourage discussion on issues related to the reading and lesson's theme.

Photos have been updated to present scenes related to the reading. Captions encourage reflection of information learned in the reading.

### 10. Fun with Chinese 趣味中文

Activity questions have been added to highlight familiar words in the idiom/slang and allow students to connect real-life situations with the sayings.

### 11. Let's Go! 行动吧！

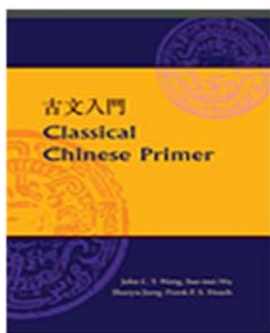
Information and activities have been updated to strongly relate to the lesson's theme.

### 12. Workbook 作业本

- The **Workbook** incorporates listening, character, grammar and comprehensive exercises into each lesson homework.



## Textbook: 古文入門 (Classical Chinese Primer)



By John C. Y. WANG 王靖宇 (Stanford Univ.), Sue-mei WU 吳素美 (Carnegie Mellon Univ.), Shaoyu JIANG 蔣紹愚 (Peking Univ.) and Frank F. S. HSUEH 薛鳳生 (The Ohio State Univ.) The Chinese University Press (CUP), The Chinese University of Hong Kong 香港中文大學出版社  
**ISBN:** 978-962-996-286-9 (Reader+ Workbook: 2007+ FREE Audio CDs: 2009) **Pages:** 456 (Reader)+160 (Workbook)+ Free Audio CDs  
**Binding:** Paperback, **Price (USD):** \$42

[http://www.chineseupress.com/asp/e\\_Book\\_card.asp?BookID=2030&Lang=E](http://www.chineseupress.com/asp/e_Book_card.asp?BookID=2030&Lang=E)

Classical Chinese Primer (Reader + Workbook+ Free Audio CDs) may also be ordered from Columbia University Press.

<http://cup.columbia.edu/book/978-962-996-286-9/classical-chinese-primer-reader--workbook>

**About the Book:** Designed for those who have studied Modern Chinese for one or two years, but who have had no exposure to Classical Chinese before, Classical Chinese Primer is in a set of two volumes: the reader itself and a workbook. This reader includes forty lessons in total, covering selected readings from ancient fables, philosophical texts, as well as historical and literary writings. Each selection is accompanied by annotations and clear and jargon-free grammar notes. Beginners of Classical Chinese will find this reader useful in building up their basic grammatical knowledge of the language.

### Table of Contents:

A Note on Notations and Transliterations, Chronology of Major Chinese Dynasties and Periods, Introduction

#### 1. Ancient Fables (Part 1) 一. 寓言選 上

- (甲) Pulling at a young plant in order to help it grow 揠苗助長 << 孟子 >>
- (乙) Pretending to play the *yu* so as to make up the numbers 濫竽充數 <<韓非子>>
- (丙) Keeping watch at a tree stump to wait for a rabbit 守株待兔 <<韓非子>>
- (丁) Drawing a snake and adding feet to it 畫蛇添足 <<戰國策>>

#### 2. Ancient Fables (Part 2) 二. 寓言選 下

- (甲) The fox makes use of the tiger's majesty 狐假虎威 <<戰國策>>
- (乙) Carving a mark on the boat in order to find the sword 刻舟求劍 <<呂氏春秋>>
- (丙) The old man on the frontier loses his horse 塞翁失馬 <<淮南子>>
- (丁) The Duke of She is fond of dragons 葉公好龍 <<新序>>

#### 3. Selections from the *Analects* (Part 1) 三. <<論語>> 選 上 (A)學而 (B)學而 (C)公冶長 (D)述而

#### 4. Selections from the *Analects* (Part 2) 四. <<論語>> 選 中 (A)公冶長 (B)先進

#### 5. Selections from the *Analects* (Part 3) 五. <<論語>> 選 下 (A)陽貨 (B)子張

#### 6. Selection from the *Mencius* (No. 1) 六. <<孟子. 梁惠王上>> (節)

#### 7. Selection from the *Mencius* (No.2) 七. <<孟子. 梁惠王下>> (節)

#### 8. Selection from the *Mencius* (No. 3) 八. <<孟子. 滕文公下>> (節)

#### 9. Selections from the *Book of Rites* 九. <<禮記>> 選 (A) Youzi talks just like the Master 有子之言似夫子 <<檀弓上>> (B) Harsh government is fiercer than a tiger 苛政猛於虎 <<檀弓下>>

10. Selections from the *Laozi* (*Lao-tzu*) 十. <<老子>> 選
11. Selection from the *Mozi* (*Mo-tzu*) 十一. <<墨子. 公輸>> (節)
12. Selection from the *Zhuangzi* (*Chuang-tzu*) (No. 1) 十二. <<莊子. 秋水>> (節)
13. Selection from the *Zhuangzi* (*Chuang-tzu*) (No. 2) 十三. <<莊子. 徐無鬼>> (節)
14. Selection from the *Xunzi* (*Hs=n-tzu*) 十四. <<荀子. 勸學>> (節)
15. Selection from the *Han Feizi* (*Han-fei-tzu*) 十五. <<韓非子. 說林 上>> (節)
16. Selection from the *Zuo zhuan* (*Tso-chuan*) Cao Gui talks about war 十六. <<左傳>>: 曹劌論戰
17. Selection from the *Zuo zhuan* (*Tso-chuan*) Duke Huan of Qi attacks Chu 十七. <<左傳>>: 齊桓公伐楚
18. Selection from the *Zuo zhuan* (*Tso-chuan*) Zichan talks about governing 十八. <<左傳>>: 子產論治
19. Selection from the *Guoyu* Gou Jian governs the state of Yue 十九. <<國語. 越語上>>: 勾踐治越
20. *Zhanguo ce* Lord Jing Guo is going to fortify Xue 二十. <<戰國策>>: 靖郭君將城薛
21. *Zhanguo ce* Feng Xuan lives as a retainer of Lord Mengchang 二十一. <<戰國策>>: 馮諼客孟嘗君
22. Selection from the *Zhanguo ce* King Zhao of Yan ascends the throne after recovering a broken Yan 二十二. <<戰國策>>: 燕昭王收破燕後即位
23. the *Records of the Historian* The Basic Annals of Xiang Yu 二十三. <<史記. 項羽本紀>>
24. the *Records of the Historian* The Hereditary House of the Marquis of Liu 二十四. <<史記. 留侯世家>>
25. Selection from the *Records of the Historian* The Biography of the Prince of Wei Supplement: Wang Wei: "The Yimen Song" 二十五. <<史記. 魏公子傳>> (節) 附: 王維: <<夷門歌>>
26. the *Records of the Historian* The Biography of General Li 二十六. <<史記. 李將軍列傳>> (節)
27. the *History of the Former Han Dynasty* The Biography of Gong Sui 二十七. <<漢書>>: 龔遂傳
28. the *History of the Later Han Dynasty* The Biography of Dong Xuan 二十八. <<後漢書>>: 董宣傳
29. Selection from the *History of the Later Han Dynasty* The Biography of the Nan Xiongnu: section on Ming Fei Supplement: Wang Anshi: "Ming Fei Song" Supplement: Ouyang Xiu: "Ming Fei Song in Harmony with Wang Jiefu's Work" 二十九. <<後漢書. 南匈奴傳>>: 明妃段 附: 王安石: <<明妃曲>> 附: 歐陽修: <<明妃曲和王介甫作>>
30. Tao Yuanming: "The Story of the Peach Blossom Stream" Supplement: Wang Wei: "The Poem of the Peach Blossom Stream" 三十. 陶淵明: <<桃花源記>> 附: 王維: <<桃源行>>
31. Wang Xizhi: "Preface to the Lanting Gathering" 三十一. 王羲之: <<蘭亭集序>>
32. Han Yu: "Miscellaneous Notes No. 4" 三十二. 韓愈: <<雜說四>>
33. Han Yu: "On Teachers" 三十三. 韓愈: <<師說>>
34. Liu Zongyuan: "The Donkey from Qian" 三十四. 柳宗元: <<黔之驢>>
35. Liu Zongyuan: "A Note on the Xiaoshicheng Hill" 三十五. 柳宗元: <<小石城山記>>
36. Bai Juyi: "Preface to the Song of the Pipa" Supplement: "The Song of the Pipa" 三十六. 白居易: <<琵琶行序>> 附: <<琵琶行>>
37. Fan Zhongyan: "A Note on the Yueyang Pavilion" 三十七. 范仲淹: <<岳陽樓記>>
38. Ouyang Xiu: "A Note on the Zuiweng Pavilion" 三十八. 歐陽修: <<醉翁亭記>>
39. Wang Anshi: "A Note on My Visit to Mt. Baochan" 三十九. 王安石: <<遊褒禪山記>>
40. Su Shi: "On the Marquis of Liu" 四十. 蘇軾: <<留侯論>>

Appendix I: Grammar Summary

Appendix II: Simplified Character Texts with Pinyin

---

## Textbook: A Changing China (Advanced Chinese) 中国新象 (高级中文教材)

By Sue-mei WU (吳素美) & Yueming YU (于月明), Carnegie Mellon University

*A Changing China (Advanced Chinese)* 中国新象 (高级中文教材) program systematically emphasizes and integrates the “5Cs” principles of the National Standards for Foreign Language Education—Communication, Cultures, Comparisons, Connections, and Communities—throughout the program. It encompasses 8 Units (16 lessons). It is designed to be completed in one academic year of college-level study and mainly for learners of Chinese as a foreign language at the intermediate-high or advanced-low levels of proficiency, as designated by the ACTFL standards (typically, 5<sup>th</sup> to 6<sup>th</sup> semester or third-year Chinese language courses at most North American universities or colleges). Heritage students in intermediate-level courses can also make use of many features of this textbook to advance their proficiency and literacy skills. The program will advance their language competency in all four skills. Students will expand their explicit knowledge of socio-cultural influences on Chinese language use, and will be able to apply the knowledge to conduct culturally appropriate spoken and written communication across various social domains and genres. The advanced level program encompasses themes and topics carefully selected to be closely related to current and crucial issues related to social change in China, such as population growth, the single-child generation, lovers and marriage, housing, traffic, education, pop culture and healthy living. The topics, content, exercises, activities, and literacy training at this advanced level are well blended and linked with the theme-based Chinese societal phenomena presented throughout the curriculum. The program will help learners to gain a deeper understanding of the cultural background of Chinese language and society. Learners will also develop a repertoire of strategies and resources to assist their learning so that they will gradually become autonomous learners who are able to conduct independent learning on Chinese language, culture, history, and society.

### LEVEL 3, PART 1:

第一单元: 人口	UNIT 1 : POPULATION (Lesson 1 & Lesson 2)
第二单元: 独生子女这一代	UNIT 2: THE SINGLE-CHILD GENERATION (Lesson 3 & Lesson 4)
第三单元: 恋爱, 婚姻	UNIT 3 : LOVERS AND MARRIAGE (Lesson 5 & Lesson 6)
第四单元: 住房	UNIT 4: HOUSING (Lesson 7 & Lesson 8)

### LEVEL 3, PART 2:

第五单元: 交通	UNIT 5: TRAFFIC (Lesson 9 & Lesson 10)
第六单元: 教育与就业	UNIT 6: EDUCATION AND EMPLOYMENT (Lesson 11 & Lesson 12)
第七单元: 流行文化	UNIT 7: POP CULTURE (Lesson 13 & Lesson 14)
第八单元: 健康, 养生	UNIT 8: HEALTHY LIVING (Lesson 15 & Lesson 16)

### Level 3, Part 1 范围和顺序 SCOPE AND SEQUENCE (SAMPLE)

课程 & 主题 Lessons & Topics	教学目标 & 交际活动 Objectives & Communications	语法要点 Grammar	补充阅读 Supplementary Reading & 媒体文字通 Media Literacy
<p>第一单元: 人口 UNIT ONE : POPULATION</p> <p>第一课: 人口问题的新挑战 LESSON 1: The New Challenges of Population Issues</p>	<ul style="list-style-type: none"> <li>- To learn the population situation in China</li> <li>- To learn the pros and cons of China's population policy</li> <li>- To learn to express your own opinions on the population policy</li> <li>- To review how to say numbers, percentages, and to learn how to say times</li> <li>- To be able to use causative verbs</li> </ul>	<ul style="list-style-type: none"> <li>I. 倍数的说法</li> <li>II. The Causative verb 使</li> <li>III. 在……方面</li> <li>IV. 表达次序的词语: 首先……, 其次……</li> <li>V. “来”的用法</li> </ul>	<p>(补): 台湾的人口问题</p> <p>(媒): 出生婴儿性别比例</p>
<p>第二课: 生了女儿以后……</p> <p>LESSON 2: After Having a Baby Girl……</p>	<ul style="list-style-type: none"> <li>- To learn the traditional Chinese concept on men and women</li> <li>- To learn how this old concept has influenced Chinese people's thinking towards having children</li> <li>- To learn to analyze and comment on the relationship between this old concept and China's population policy</li> <li>- To learn to use some special conjunctions</li> <li>- To learn how to use zero-subject sentences for coherence</li> </ul>	<ul style="list-style-type: none"> <li>I. 连接词 Conjunctions</li> <li>A. 本该……, 但是/可是……</li> <li>B. 反而</li> <li>C. 因此而</li> <li>D. 连……, 也……</li> <li>E. 于是</li> <li>II. 主词省略 Zero-subject (Omission of subject)</li> </ul>	<p>(补): 港台重男轻女观念仍然严重</p> <p>(媒): 民意调查: 生两个孩子最合适</p>
<p>第二单元: 独生子女这一代 UNIT TWO: THE SINGLE-CHILD GENERATION</p> <p>第三课: 独树一帜的“九零后” LESSON 3: The Unique “Post-90s”</p>	<ul style="list-style-type: none"> <li>- To know the special characteristics of the generation of youth in China born in the 90s</li> <li>- To know and understand the social background that has fostered this generation</li> <li>- To know how this generation may influence the future of China</li> <li>- To be able to describe people's merits and shortcomings</li> <li>- To be able to analyze and comments on the younger generation in China today</li> <li>- To be able to make comparisons between young people in China and those in other countries</li> </ul>	<ul style="list-style-type: none"> <li>I. The use of 为</li> <li>II. The use of 于</li> <li>III. 令人+V.</li> <li>IV. 不管</li> </ul>	<p>(补): 我是一个“九零后”</p> <p>(媒): 网络成为束缚, 台湾年轻人被“绑架”</p>
<p>第四课: “八零后”的烦恼 LESSON 4 : The Worries of the “Post-80s”</p>	<ul style="list-style-type: none"> <li>- To know the characteristics of the post-80s young generation in China</li> <li>- To know some typical worries of the post-80s young generation</li> <li>- To learn about the daily life of the post-80s young generation in China, Taiwan and Hongkong</li> <li>- To be able to use the “V+ 上” &amp; “能 V. +即+ V.” patterns in the expressions.</li> <li>- To review the conjunction: “既(又)…又…”</li> </ul>	<ul style="list-style-type: none"> <li>I. V + 上 (爱上)</li> <li>II. 能 + V. + 即+ V.</li> <li>III. 以前的重要语法点复习</li> <li>A. 既(又)…又…</li> </ul>	<p>(补): 香港的“八零后”</p> <p>(媒): 年轻人在台湾</p>



<p>第三单元: 恋爱, 婚姻 <b>UNIT THREE : LOVERS AND MARRIAGE</b> 第五课: 中国人婚 恋观念的变化 <b>LESSON 5: Changes in the Concept of Lovers and Marriage</b></p>	<ul style="list-style-type: none"> <li>- To get to know the traditional Chinese concept on love and marriage in feudal society</li> <li>- To learn the fundamental changes that have taken place in the past several decades in the concept</li> <li>- To learn the social background for the changes in the concept</li> <li>- To learn to introduce the changes in Chinese</li> <li>- To learn to express your own thoughts on the changes in the concept</li> </ul>	<p>I. “之” 的用法</p> <p>II. 由…… V.</p> <p>III. 直到…… 才</p> <p>IV. The use of “给”</p>	<p>(补): 青年中的 “闪婚” 热潮</p> <p>(媒): 同性恋情侣</p>
<p>第六课: 当代中国青年人 婚姻 面面观 <b>LESSON 6: Ka- leidoscope of Con- temporary Chi- nese Youth’s Marriage</b></p>	<ul style="list-style-type: none"> <li>- To learn how Chinese youth view love and marriage today</li> <li>- To learn how Chinese parents handle their children’s marriage</li> <li>- To learn to comment on the social background for the youth’s attitude towards marriage</li> <li>- To learn to compare the present-day Chinese youth’s attitude toward love and marriage and that of the young people in another country</li> <li>- To learn the use of some classical words in formal Chinese</li> <li>- To review the use of potential complement</li> <li>- To learn to describe people’s appearance</li> <li>- To learn to describe people’s personality</li> </ul>	<p>I. “当” 的用法</p> <p>II. 为此: for this reason, because of this</p> <p>III. Verb + 不上</p> <p>IV. Verb + 不起</p>	<p>(补): 当我再次登上相亲节目时 ……</p> <p>(媒): 更多的 “80后” 认为离婚应持谨慎态度</p>
<p>第四单元: 住房 <b>NIT FOUR: HOUSING</b> 第七课: 婚房热 <b>LESSON 7: House Fever of Newlywed Cou- ples</b></p>	<ul style="list-style-type: none"> <li>- To learn why newlywed couples in China have house fever</li> <li>- To learn about housing issues for Chinese couples in Chinese societies such as China, Taiwan, Hongkong and Singapore.</li> <li>- To learn about housing conditions and how they have impacted Chinese people</li> <li>- To practice how to express your opinions and make comments</li> <li>- To review directional complements and resultative complements construction</li> <li>- To review disposal sentences: the 把BA construction</li> </ul>	<p>I. 对…来说</p> <p>II. A. 具有 B. 有/拥有/具有</p> <p>III. 至于</p> <p>IV. 以前的重要语法点复习 A. 趋向补语和结果补语: B. 把字句 C. 或者 / 还是 D. 除了…(之) 以外 E. 先… 再… 然后</p>	<p>(补): 台北居 大不易</p> <p>(媒): 上海婚房热</p>
<p>第八课: 房奴 <b>LESSON 8: A Slave to One’s House</b></p>	<ul style="list-style-type: none"> <li>- To learn about old and new housing policies in China</li> <li>- To learn the causes and results of the new housing policies in China</li> <li>- To learn how and why the phenomenon of being a slave to one’s house appeared in China</li> <li>- To practice expressing general observations and providing your ideas on housing issues</li> <li>- To review passive sense sentences: the 被Bei construction</li> </ul>	<p>I. 基本上 basically</p> <p>II. 趁……</p> <p>III. Measure words for houses</p> <p>IV. 即使…., 还是…</p> <p>V. 以前的重要语法点复习 A. 被字句 B. 被字句和把字句的比较 C. V. + 起来</p>	<p>(补): 房地产的 理财规划</p> <p>(媒): 房屋广告: 小资男女, 好宅计划</p>

附录 Appendix

- (1) 课文(简, 繁体字)和拼音 Chinese Transcriptions (both simplified and traditional character versions) of Language in Use (Text) with Pinyin
- (2) 课文英文翻译 English Translation of Language in Use (Text)
- (3) 生词索引 Vocabulary Index

---

## Journal SCLT Call For Papers

STUDIES IN CHINESE LEARNING AND TEACHING



汉语习得与教学研究

### “Studies in Chinese Learning and Teaching (SCLT) 《汉语习得与教学研究》”

is an open-access journal which provides a free platform for the teachers and students in the field of Chinese education to share their research results and practical experiences in their teaching and learning. The journal can be accessed at <http://mlrc.hss.cmu.edu/sclt/Index.html>. It is now calling for manuscript submissions.

*Studies in Chinese Learning and Teaching (SCLT)* publishes pedagogical reports and research papers in the field of Chinese learning and teaching. SCLT also publishes critical reviews of books and software that contribute to Chinese pedagogy, and student work in their Chinese classes (e.g., essays and calligraphy). In addition, SCLT serves as a forum for Chinese learners, educators and program administrators to exchange thoughts on all aspects of Chinese education. SCLT welcomes the following five types of manuscripts:

- 1) Pedagogical reports (in Chinese or English)
- 2) Research papers (in Chinese or English)
- 3) Reviews of books and software (in Chinese or English)
- 4) Forum entries (in Chinese or English)
- 5) Student work (in Chinese or English)

All manuscripts should include a coversheet with the name and contact information of the contributor(s). Students should also include the name and contact information of their advisor(s). Pedagogical reports and research papers should include **another** page with the title of the paper and abstracts written in both English and Chinese (300 words in each language, single-spaced). Manuscripts and cover sheets should be submitted through

[sclt-submission@lists.andrew.cmu.edu](mailto:sclt-submission@lists.andrew.cmu.edu).

All articles published in SCLT will be blind peer-reviewed. For more detailed information about each type of manuscript, please refer to [MANUSCRIPT SUBMISSION AUTHOR GUIDE](http://mlrc.hss.cmu.edu/sclt/Manu.html) at <http://mlrc.hss.cmu.edu/sclt/Manu.html>.

For any questions regarding SCLT, please contact Dr. Yueming Yu, SCLT Editor-in-Chief at [yyu@andrew.cmu.edu](mailto:yyu@andrew.cmu.edu), or [sclt-info@lists.andrew.cmu.edu](mailto:sclt-info@lists.andrew.cmu.edu).

# **Journal of Technology and Chinese Language Teaching (JTCLT)**

A double blind, peer-reviewed online publication with in-print complement since 2010

Website: <http://tclt.us/journal/>

Registered at Library of Congress ISSN 1949-260X (2010) and indexed by MLA (since 2011), Google Scholars (starting Oct. 2015), and SSCI (under evaluation) with in-print version **Series of U.S. Technology and Chinese Language Teaching** (《美国科技与中文教学丛书》) published by China Social Sciences Press (中国社会科学出版社, ISBN: 978-7-5161-0873-4)

## **CALL FOR PAPERS**

**For December Issues of 2015 and June Issue of 2016**

Unpublished researches, case studies, pedagogy, book/software/application reviews/introductions, both qualitative and quantitative studies in CALL Study and Technology-enhanced Chinese Language Teaching are all welcome

Send your manuscripts to [editor@tclt.us](mailto:editor@tclt.us)

Manuscripts will undergo a double blind, peer review. The review process will take two months. Articles and book reviews should follow JTCLT's style sheet and guidelines ([tclt.us/journal](http://tclt.us/journal))

JTCLT authors hold the copyright of their publication in the online version. China Social Sciences Press (中国社会科学出版社) owns the copyright of the print version.



西賓州中文教師學會 (西賓州中文教师学会)  
The Chinese Language Teachers Association of Western Pennsylvania  
(CLTA-WPA)  
(<http://clta-wpa.org>)  
Serving Chinese Language Teachers in Western Pennsylvania and Surrounding Areas

## CLTA-WPA 2015 Fall Symposium 秋季研討會

**Time 時間:** 10AM-3:30PM, Saturday, October 17, 2015

**Place 地點:** Pennsylvania State University, University Park Campus

<p><b>Session 1: 10:00-11:10, Willard 267</b></p> <p><b>Panel Chair:</b> 杜雯華</p> <p><b>Panel: Authentic Materials in CFL Curriculum: Applications in Intermediate, Intermediate High and Advanced Level</b></p> <p>Panel Presenters:</p> <ul style="list-style-type: none"><li>- Incorporating Chinese TV Show and Drama in Intermediate Curriculum, Feng Ying 馮穎 (PSU)</li><li>- Use Online Authentic Materials in Intermediate or intermediate High Classes, Nan Meng 孟楠 (PSU)</li><li>- Design and Applications of Authentic Materials in a Movie Class, Jia Yu 喻佳 (PSU)</li></ul>	<p><b>Session 2: 10:00-11:10, Willard 273</b></p> <p><b>Panel Chair:</b> 吳素美</p> <p><b>Panel : Flipped Classroom, CBI and Technology in CFL Classes (Part 1)</b></p> <p>Panel Presenters:</p> <ul style="list-style-type: none"><li>- Yue Gao 高月 (Univ. of Pitt)</li><li>- Shengyi Zheng 鄭升禕 (Univ. of Pitt)</li><li>- Mengpin Xu 許夢頻 (Univ. of Pitt)</li><li>- Yuxing Wang 王滄瑾 (Univ. of Pitt)</li></ul>
<p><b>11:10-11:30</b> Lounge Area: Break, Refreshments, Book Exhibitions</p> <p>休息/點心/書展</p>	



<p><b>Session 3: 11:30-12:40, Willard 258</b>  <b>Chair: 劉士娟</b></p> <p>- Applications of Multi-screen Interaction and Screen Mirroring Technologies in Language Teaching and Learning, Shijuan Liu 劉士娟 (Indiana University of Pennsylvania)</p> <p>- The Effects of Synesthesia on Chinese Language Learning: A Case Study, Linus Morales 毛訥言 (Indiana University of Pennsylvania)</p> <p>- 雙音節情感類心理動詞與名詞賓語語義搭配與中文教學, Yan Zhou 周燕 (Bucknell Univ.)</p>	<p><b>Session 4: 11:30-12:40, Willard 273</b>  <b>Panel Chair: 吳素美</b></p> <ul style="list-style-type: none"> <li>• <b>Panel : Flipped Classroom, CBI and Technology in CFL Classes (Part 2)</b></li> </ul> <p>Panel Presenters:</p> <p>- Yu Wang 王瑜 (Univ. of Pitt)</p> <p>- Yanying Wang 王艷瑩 (Univ. of Pitt)</p> <p>- Sue-mei Wu 吳素美 (CMU)</p> <p>- Developing Early L2 Tonal Awareness, Seth Wiener 賽斯 (CMU)</p>
<p><b>12:40-2:00</b> Lounge Area: LUNCH (FREE) &amp; Book Exhibitions 午餐 / 書展</p> <p><b>12:40-2:00</b> CLTA-WPA Board of Directors Lunch Meeting 理事會議 (Willard 267)</p>	
<p><b>Session 5: 2:00-2:40, Willard 267</b>  <b>Chair: 劉剛</b></p> <p>- Can Language Be Taught through Poetry? -- The Role of Classical Chinese Poetry in CFL Classroom, Gang Liu 劉剛 (CMU)</p> <p>- Engaging College Students in the Thematic Unit on “Travel Experience”, Haixia Wang 汪海霞 (Univ. of Pitt)</p>	<p><b>Session 6: 2:00-2:40, Willard 273</b>  <b>Chair: 于月明</b></p> <p>- 關於漢語國際教育師資培養的幾點思考, Yueming Yu 于月明 (CMU)</p> <p>- “Are We Staff or Faculty?”: A New Insight Into Chinese Language Instructors’ Identity, Ye Tian 田野 (Bucknell University)</p>
<p><b>2:40-3:00</b> Lounge Area: Break, Refreshments, Book Exhibitions 休息/點心/書展</p>	
<p> <b>3:00 - 3:30 Willard 258</b> CLTA-WPA Membership meeting, Q &amp; A, Group photo 會員大會/討論/問答/全體照/閉幕</p>	



**致謝 Acknowledgments:**



We extend our thanks and appreciation to the Department of Asian Studies at the Pennsylvania State University for this CLTA-WPA 2015 Autumn Symposium 秋季研討會.

Thank you! 謝謝!



Membership Application Form 會員註冊  
The Chinese Language Teachers Association of Western  
Pennsylvania (CLTA-WPA)  
西賓州中文教師學會 (西賓州中文教師学会)  
(CLTA-WPA, <http://clta-wpa.org>)

Membership Year: (Now or Sept 1), 20\_\_ – August 31, 20\_\_

English Name: First \_\_\_\_\_ Last \_\_\_\_\_

中文姓名: \_\_\_\_\_

Institution(s) \_\_\_\_\_

Preferred Address  
\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone: Home: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Work: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  
Cell: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_


E-mail address: \_\_\_\_\_ @ \_\_\_\_\_

CLTA-WPA Membership – Now (or Sep 1, 20\_\_ – Aug 31, 20\_\_)

Type of Membership: (Select one)

<input type="checkbox"/> Regular	\$20
<input type="checkbox"/> Student *	\$10
<input type="checkbox"/> Three year membership	\$50
<input type="checkbox"/> Institution (non-profit organization)	\$75
<input type="checkbox"/> Life membership	\$150

\* Student applicants must include a letter from their institution or another document (e.g. copy of student ID) verifying current enrollment.

 Donation to CLTA-WPA \$ \_\_\_\_\_ (Every donation, large and small is deeply appreciated.  
Thank you for making a difference with your generous contribution!)

**Total amount enclosed with this form \$ \_\_\_\_\_**

Make **check** payable to “Chinese Language Teachers Association of Western PA” or “CLTA-WPA” and mail the form and check to:

CLTA-WPA (or Chinese Language Teachers Association of Western Pennsylvania)

C/O Gang LIU (CLTA-WPA Treasurer)

Department of Modern Languages, Baker Hall 160

5000 Forbes Ave, Carnegie Mellon University, Pittsburgh, PA 15213

We will provide you with the receipt(s). If you have any questions with the membership fee, please contact Gang Liu: [gangliu@andrew.cmu.edu](mailto:gangliu@andrew.cmu.edu). Thank you.