



NEW ORLEANS

SECLA 2017

第七届美东南汉语协会年会

NOVEMBER 10-11

Hosted by: Xavier University of Louisiana Confucius Institute

SECLA 2017 AGENDA

FRIDAY, NOV. 10, 2017		
Time	Events	Location
3:00-5:30p.m.	Registration at Lobby	Country Inn Hotel
5:30 p.m.	Shuttle bus picking up at hotel	Country Inn Hotel
6:00-8:00 p.m.	Buffet	Mandarin House
8:00 p.m.	Shuttle bus sending teachers to hotel	Country Inn Hotel
SATURDAY, NOV. 11, 2017		
7:30-8:20a.m.	Breakfast	Country Inn Hotel
8:20 a.m.	Shuttle bus picking up at hotel	Country Inn Hotel
8:30-9:00 a.m.	Registration	Convocation Annex Room 111
9:00 a.m.	Opening Remarks Dr. Yu Jiang, CI Director, Xavier University of Louisiana Dr. Anil Kukreja, Dean of the College of Arts and Sciences, Xavier University of Louisiana	Convocation Annex Room 111
9:20 a.m.	Group Picture	Convocation Annex Room 111
9:30-10:50 a.m.	Keynote Speakers Dr. Susan Spillman, Xavier University of Louisiana Dr. Fuliang Guo, Hebei University	Convocation Annex Room 111
10:50-11:00 a.m.	Break	Convocation Annex Room 111
11:00-12:00	Workshop — American School Classroom Management Presenter: Mr. Chen Qiang, National Board Certified Language Teacher	Convocation Annex Room 111
12:00-1:00	Lunch	Convocation Annex Room 215

SATURDAY, NOVEMBER 11, 2017 (CONTINUED)		
time	events	location
1:00-2:50 p.m.	SESSION PANELS (FIRST HALF)	
	Session A: Outcome-orientated Multi-Chinese Language Instruction in America Session Chair: Dr. Ling Wang	Convocation Annex Room 318
	·Bei Chen: Teaching Chinese Tones to Non-native Speakers ·Pengpai Li: Study on Negative Transfer Caused by Culture: A Case Study in Writing Syllabus for Credit Course in American Universities ·Zhuo Li: The Application of Theme-based Language Teaching in Developing the Ability of Expressing in Paragraphs in Chinese ·Shanshan Liu: Learning Chinese through Paintings: Fun and Interactive Classroom Setting	
	Session B: Chinese Programs, Activities, Policies and Management Based on Chinese Language Learning Session Chair: Dr. Yan Wei	Convocation Annex Room 320
	·Xueqin Liu: How to Give Foreign Students Chinese Names ·Yan Ma: How to Motivate Americans to Learn Chinese through the Promotion of the Chinese Proficiency Tests ·Lan Wei: How to Build a More Positive Teacher-Student Relationship ·Yan Wei: How Can Confucius Institute Provide Better In-campus Service?	
2:50-3:00 p.m.	Break	Convocation Annex Hallway
3:00-4:50 p.m.	SESSION PANELS (SECOND HALF)	
	Session A: Outcome-orientated Multi-Chinese Language Instruction in America Session Chair: Dr. Ling Wang	Convocation Annex Room 318
	·Ronghua Ouyang: Language Acquisition Theories and Best Practice ·Haiyan Wang: The Application of Chinese Classical Poems in Elementary Chinese Phonetics Teaching ·Ling Wang: Variational Research on Chinese Politeness based on Age Difference ·Liping Zhong: Thinking and exploration of American Junior High School Students' Teaching Management Mode	
	Session B: Chinese Programs, Activities, Policies and Management Based on Chinese Language Learning Session Chair: Dr. Yan Wei	Convocation Annex Room 320
	·Dan Xu: Experiences Managing and Teaching a Chinese Afterschool Program ·Wei Yu: Case Study: Introduction to the Approach to	

	Learning Chinese in the Classroom ·Yanling Yu: How to Boost Chinese Language Teaching and Learning through Chinese Language Contest? ·Wenhua Zhou: How Can CI Help Local Chinese Teaching	
4:50-5:00 p.m.	Transition (From the Session Rooms to Main Conference Room)	
5:00-5:30 p.m.	Summary Report of the Conference	Convocation Annex Room 111
5:30-6:00 p.m.	Walk to Five Happiness Restaurant	3605 S Carrollton Ave
6:00-8:00 p.m.	Banquet Closing Ceremony Remarks Dr. Long Jie, Head of Education, Consulate General of China in Houston Dr. Yu Jiang, CI Director of Xavier University of Louisiana	3605 S Carrollton Ave
8:00 p.m.	Shuttle bus sending teachers to hotel	Country Inn Hotel

EXHIBITIONS		
Time	Events	Location
Saturday, Nov. 11 9:00 a.m. – 4:00 p.m.	Cool Panda Text Book Exhibition Confucius Institute at Kennesaw State University	Convocation Annex Room 215

主讲人（一）
Keynote Speaker 1



苏珊·菲慈·斯贝曼博士，1981年毕业于杜兰大学，路易斯安那泽维尔大学“威廉·阿莱西奥”资助项目法语教授。自成为泽维尔大学终身教授后，苏珊·菲慈·斯贝曼博士将多媒体与网络资源融入课程教学，不懈地进行着教学改革和研究。她不仅是 Vive la Louisiane 媒体项目的设计者（该项目包含 78 个视频剪辑、图像和互动练习等丰富内容），还是多媒体社区研究项目“The Garífuna: 充满活力的文化对话”的研发者，该项目获得美国人文基金会资助，记录了新奥尔良多语种非裔西班牙文化群体的故事和生活。

除此之外，斯贝曼博士也是团队合作课程“非洲拉美文化与文明”的主要倡导者和创立者，该课程主要追溯了拉丁美洲非裔族群文化的传播和演变。在以上工作的基础上，2016 年，她新设了“非洲裔拉美民间传说：西非民间传说及其在新世界的传播”课程，该课程主要是对所涉及的民间故事进行阅读和模拟表演。

2013 年 4 月，斯贝曼博士获得诺曼·弗朗西斯卓越教学奖，并荣获高级教授称号。

2013 年 6 月，斯贝曼博士剧作“历险记”Compère Lapin 三幕剧由美国唯一专门出版法语作品的公司 Éditions Tintamarre 出版发行。

2015 年 7 月，斯贝曼博士参加了魁北克大学举办的魁北克文化和法语教学法集中研讨会。

2015 年 9 月 19 日至 24 日和 2016 年 11 月，斯贝曼博士两次参加了路易斯安那州资助的行政管理人员及教师赴法国马提尼克岛的教育访问团，在那里她为泽维尔学生开设了马提尼克岛、瓜德罗普岛沉浸式的法语体验项目。

2013 年 6 月，斯贝曼博士剧作“历险记”Compère Lapin 三幕剧由美国唯一专门出版法语作品的公司 Éditions Tintamarre 出版发行。

Susan Fitch Spillman, Ph.D., a 1981 graduate of Tulane University, is the William Arceneaux Endowed Professor of French at Xavier University of Louisiana. Since beginning her tenure at Xavier, she has incorporated multimedia and Internet resources into all courses. She is the author of *Vive la Louisiane, un état pas comme tous les autres*, a rich media project incorporating 78 video clips, images, and interactive exercises. Subsequently, she received a National Endowment for the Humanities grant to develop a multimedia community study, *The Garífuna: A Vibrant Culture Speaks*, documenting a multi-lingual Afro-Hispanic cultural group in New Orleans.

She is the co-developer of *Afro Latin American Culture and Civilization*, a team-taught course tracing the transmission and evolution of the Afro-informed presence throughout Latin America. In 2016 she implemented a new course, *Afro Latin American Folklore: West African Folktales and their Transmission to the New World*, which features both reading and performance of the stories under discussion.

In July, 2015, she participated in the intensive workshop in pedagogy and Québec culture, the *Stage d'Immersion des Professeurs*, at the Université du Québec à Chicoutimi. She was a member of the state-sponsored delegation of Louisiana faculty and administrators to Fort-de-France, Martinique, in September 19-24, 2015 and November, 2016, where she began work to develop immersion experiences for Xavier students on both Martinique and Guadeloupe.

In April, 2013, Dr. Spillman received the Norman C. Francis Excellence in Teaching Award, Senior Faculty. She is the author of *Compère Lapin, Voyageur*, a three-act play published in June, 2013 by the *Éditions Tintamarre*, the only publishing company in the United States exclusively dedicated to French-language works.

题目：互动与有效教学：语言教学理论及策略

Title: Interactive and Effective Teaching: Language Instructional Theories and Strategies

摘要：美国外语教师理事会（ACTFL）以“世界语言教学标准”为量规确定了语言和文化教学的五个目标教学领域，说明学生必须展示的能力：

1、沟通

有效传达语言功能

2、文化

文化比较和文化理解

3、关联

与其他学科相联系，获取信息和多样化观点，以便在学术和工作上融会贯通

4、比较

深入语言本质，将自然语言与文化竞争力相结合

5、社区

与世界各地的家庭和多边社区互动

该演讲寻求融合这些能力发展来丰富课堂教学策略，逐步培养学生的口语、阅读和写作技能。目前，传统的语法/翻译法已经在许多语言课上被交际语言教学所取代，这可以通过一些方法来实现。在每种方法中，文化的意义应该融入语言教学；在一些方法论中，文化被定义为教学的核心，而交际任务则以获得逐渐提高的目标语文化水平为导向。本演讲将简要介绍这些方法和手段，并将介绍“沟通”的基本内涵。

Abstract:

In the *World-Readiness Standards for Learning Languages*, The American Council of Teachers of Foreign Languages (ACTFL) identifies five goal areas of language and cultural instruction, stating the competencies that students must demonstrate:

1. Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purpose; 2. Cultures: Interact with cultural competence and understanding; 3. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations; 4. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence; 5. Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Seeking to adopt these competencies for the development of classroom strategies has motivated language professionals to incorporate techniques and principles that will achieve the progressive mastery of comprehension, speaking, reading and writing in the target language. The traditional grammar/ translation approach has been replaced in many language classes by communicative language teaching, which can be achieved by a number of approaches. Within each approach, the significance of culture must be negotiated and integrated into instruction; in some methodologies, culture is defined as the core of instruction and communicative tasks are oriented to the acquisition of progressive levels of cultural competency. This presentation will give a summary of each of these methods and techniques and will introduce a foundational definition of communication.

发言语种：英语

Speech language: English

主讲人（二）
Keynote Speaker 2



郭伏良，博士，教授，河北大学国际交流与教育学院院长；兼任中国修辞学会副会长，全国留学生管理学会副会长。主要研究方向：现代汉语词汇学、修辞学、汉语国际教育。曾获河北省高校社会科学研究成果二等奖、山东大学首届优秀博士论文奖、河北省社科研成果三等奖、河北大学教学名师奖。出版和主编学术著作 4 部，已发表学术论文 60 余篇。出版著作《新中国成立以来汉语词汇发展变化研究》《汉语词汇修辞论稿》。曾赴日本、韩国、英国、巴西、泰国、印尼，港澳台等海外高校讲学和学术交流。

Guo Fuliang, Ph. D., is Professor and Dean of College of International Exchange and Education, Hebei University, Vice-President, Chinese Society of Chinese Rhetoric, and Vice President, National Association of Foreign Students Management. Dr. Guo's main research areas include modern Chinese lexicology, rhetoric, and Chinese language international education. Among Dr. Guo's numerous awards, he received the second prize of the Hebei Higher Education Social Science Research Achievements, the inaugural Shandong University Best Doctoral Thesis Award, the third prize of Hebei Social Science Research Achievements, and Hebei University Eminent Teaching Faculty of the Year honor. He has published and edited 4 books, including *On the Development of Chinese Vocabulary since the Foundation of P.R. China* and *Collected Essays on the Rhetoric of Chinese Vocabulary*. Dr. Guo has published more than 60 research articles and given lectures and conducted academic exchanges in universities in Japan, the Republic of Korea, Britain, Brazil, Thailand, Indonesia, Hong Kong, Macao and Taiwan.

题目：汉语国际推广工作回顾与展望——以中国河北省为例

Title: "Reflections on and Prospect of the Promotion of Chinese Language Internationally: Using Hebei Province as an Example"

摘要：随着“汉语热”在全球范围的兴起并持续升温，中国各地院校积极开展汉语国际推广工作，本文主要内容：（一）汉语国际推广工作的重要意义：汉语教育是人民交流的重要组成部分。中国推广汉语教学的根本目的是促进与外部世界的了解、互信与合作。（二）汉语国际推广工作回顾：1、建立孔子学院及孔子课堂；2、选派汉语教师志愿者；3、接待夏令营和访华团；4、申办汉语国际推广基地。（三）汉语国际推广工作的建议和设想：1、加强孔子学院品牌建设；2、重视本土化教师培训；3、提高汉语教材编写能力；4、扩大华文教育基地影响力。

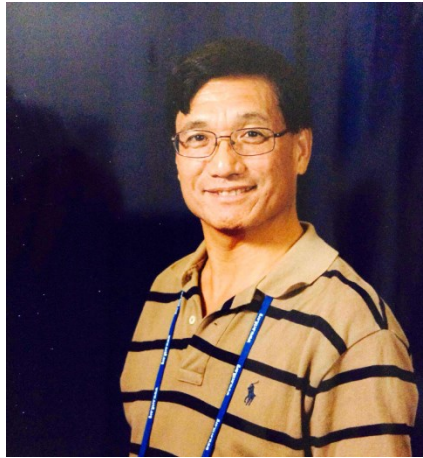
Abstract:

As the Chinese language becomes increasingly popular around the globe, universities and colleges in China have also been actively promoting Chinese language internationally. This presentation focuses on the following three parts: First, the significance of promoting Chinese globally lies in the fact that Chinese language education is a vital component of people to people communication. The fundamental goal of China in expanding Chinese language instruction is to enhance China's understanding, mutual trust, and collaboration with the outside world. Second, some main international work of broadening Chinese language reach includes 1) establishing Confucius Institutes and Confucius Classrooms; 2) dispatching Chinese language teachers; 3) hosting Summer Camps and foreign delegations to China; 4) applying to establish international Chinese language instruction bases. In the third part, I will offer my suggestion and vision on the international promotion of Chinese language, including 1) enhancing Confucius Institute branding; 2) emphasizing localized teacher training; 3) strengthening the capabilities of compiling Chinese textbooks; 4) broadening the impact of Chinese language learning centers.

发言语种：汉语

Speech language: Chinese

专题讲座
Work shop presenter



陈强老师，美国国家教育委员会认证，据有30多年教学经验的语言教师。他曾在中国获得农业经济学学士，英国语言与文学学士学位，并在加拿大和美国大学获得英语作为第二语言（ESL），和阅读及语言教育硕士学位。他在中国高校任教的十几年中，曾担任过外语系主任，基本部主任和外语学院院长等职务。近年来，他一直致力于美国公立学校 and 高校英语第二语言和汉语教学工作。在北卡罗来纳州，他倡导并主讲网络汉语。目前他在北卡罗来纳州的罗利市英伦高中任中文教师。他为Wake 县公立学校设置1至6级，包括AP 和IB 的中文课程及教学大纲，并主讲这些课程。他在一些大学担任STARTALK 中文暑期班主讲教师。近年来他一直在为STARTALK 暑期语言项目担任顾问。

Mr. Qiang Chen is a National Board Certified language teacher with a teaching experience of over 30 years. He earned bachelor's degrees in Agricultural Economics, English Literature and Language teaching in China, and master's degrees in teaching English as second language (ESL), and reading & literacy at universities in Canada and America. He taught English as a second language in universities in China as an Associate Professor and worked as the chair of the Department of Basic Training and the Department of Foreign Languages for over ten years. In recent years he has been teaching English as a second language, and Chinese as a foreign language in American public schools, colleges and language institutes. He is the piloting instructor of the online Chinese program in North Carolina. Currently, he is a Chinese instructor at Enloe Magnet High School, Raleigh, North Carolina. He designed the Chinese curricula from level 1 to level 6 including AP and IB for Wake County Public school system, and has been teaching those courses. He also worked as the Chinese head instructor for Startalk Chinese Summer Institute at some universities. He has been AP Chinese reader for College Board, and the proposal reader and site visitor and consultant for Startalk. His professional publications focus on language acquisition and teaching.

题目：海外汉语教师及教法

以学生为中心，主体单元中文课的设计及教法

Title: Designing and Teaching of Student Centered Chinese Thematic Unit

摘要：在美国公立学校教授外语，对我们任何一位汉语教师来说都是一个非常大的挑战。每一位汉语教师不但要花很多时间去努力适应美国的教学环境，更重要的是去了解课堂管理新理念。本讲座与大家分享在美国20多年教授外语的成功之路，为了在美国公立学校成为一名合格成功的语言老师，我们要了解东西方文化差异、美国学校的管理制度、教学环境，以及学生学习气氛。我们更需要学习有关课堂管理的知识，如何处理学生与家长之间的关系，乃至同事、社区的合作，以及学生在学习外语的认知阶段,怎样调动和保持学生学习中文的积极性。希望能帮助中国来的老师们享受在美国公立学校的教学并取得成功。

Abstract: It is a big challenge to teach a foreign language for Chinese teachers in American public schools. It took us considerable time and effort to adjust to American educational practices, especially to the new concept of classroom management. In order to be successful and be qualified language teachers, we need to know cultural differences and American school environment. We also need to learn about classroom management, communication with students and parents, and effective teaching strategies based on students' diverse learning styles and capabilities. With my teaching experience in American schools, I would like to share some ideas, which I hope can help new teachers from China enjoy teaching and be successful in the path of Chinese teaching in American public schools.

发言语种：汉语

Speech language: Chinese

会场 A 发言嘉宾 (一)
Session A presenter 1



陈蓓

德州大学达拉斯分校高级汉语教师，从 2001 年至 2008 年一直从事法语教学，2008 年至今从事汉语教学，陈蓓老师具有丰富的语言教学经验，并曾经担任德州中文教师协会理事一职，希望本次讲座能为各位同仁今后的语音教学提供一二灵感。

Bei CHEN

Senior Lecturer of Chinese at University of Texas at Dallas. Ms. Bei Chen taught French since 2001 to 2008 at Communication University of China and University of North Texas, and Chinese from 2008 until now. Ms. Bei Chen has a rich experience in second and third language acquisition; she also served as board member of Chinese Language Teachers Association of Texas since 2013 to 2015.

现任职机构：德州大学达拉斯分校

Affiliation: University of Texas at Dallas

题目：“洋腔洋调”——略谈汉语声调教学

Title: Teaching Chinese Tones to Non-native Speakers

关键词：汉语作为第二语言习得，汉语四声，汉语声调，英文语调，歌词与旋律

Key Words: The Second Language Acquisition of Mandarin Chinese Tones, Comparison of Chinese Tones and English intonation, Melody and Lyrics

内容摘要:

对于外国学生而言，他们在学习汉语语言的时候，第一个遇到的难题就是汉语声调。对很多汉语教师而言，他们知道学生的汉语声调不对，可是找出产生错误的原因却不容易。本次讲座将简单介绍汉语声调的流变，并且将汉语声调和音乐的一些基础知识结合在一起，同时比较汉语声调及英文语调，在比较过程中，让老师们明白为什么大多数美国学生会犯类似的错误、如何进行教学以及如何教会学生避免错误。

Abstract:

When students begin to learn Chinese language, the very first thing they will be confronted with is the tones. For Chinese instructors, they are aware that the students' tones are not correct; however, it's not easy to tell where the error is and how to fix it. The lecture will be focusing on the tone teaching: a brief history of Chinese tones will be given at first, followed by the comparison of Chinese tones and English intonations. The speaker will also demonstrate how to incorporate the song learning to tone teaching, therefore make the learning fun and easy.

We all know tones are fundamental to speaking like a native, so let's make students learn it right, from the start.

发言语种：中文

Speech language: Chinese

会场 A 发言嘉宾 (二)
Session A presenter 2



李彭湃，女，比较文学与世界文学硕士，四川外国语大学副教授。研究方向：比较文学，双语教学。自 2016 年 7 月起在美国西佛罗里达大学孔子学院担任汉语教师，主要工作：1) 承担西佛大本科生汉语学分课程教学。2) 协助孔院院长开展文化推广活动。2017 年 4 月，她所教授的学生全体通过 HSK 一级、二级水平考试。

Pengpai Li. Master of Comparative Literature and World Literature. Associate Professor at Sichuan International Studies University, Chongqing, China. Research Interest: Comparative Literature, Bilingual Teaching. Since July, 2016, she has served as the Chinese Instructor at Confucius Institute at University of West Florida. Her main responsibilities include: 1) Teach all the Chinese credit courses at UWF. 2) Assist CI directors on cultural promotion events. Students taking her courses were successful in passing HSK Level1, Level 2 test in April 2017.

现任职机构：西佛罗里达大学孔子学院

Affiliation: Confucius Institute at University of West Florida

题目：美国大学汉语课程大纲中的母语文化负迁移现象研究

Title: Study on Negative Transfer Caused by Culture: A Case Study in Writing Syllabus for Credit Course in American Universities

关键词：学分体系，预见性，母语文化负迁移；

Key Words: Credit System, Teacher's Anticipation and Vision, Negative Transfer

内容摘要：中国与美国大学学分体系不同。成熟的课程大纲能反映教师的预见性。孔院教师应对母语文化的负迁移现象保持警觉，多做调研，善于学习，多思考，才能快速融入美国大学学分体系。

Abstract: The first challenge for CI teachers teaching a credit course in USA will be writing a syllabus, which shall fit into the American credit system. During the process, the teacher should be aware of negative transition r caused by cultural differences. Only by researching and thinking can he be able to fit into the American credit system.

发言语种：中英双语

Speech language: Chinese and English

会场 A 发言嘉宾 (三)
Session A presenter 3



李卓，现担任德克萨斯州南方大学孔子学院汉语教师志愿者。2014年毕业于厦门大学英语语言文学专业，获文学学士学位。2017年获西安外国语大学汉语国际教育专业硕士学位。2014年至2015年，通过网络授课的方式，辅导美国密西根大学汉语课程的学生汉语，帮助学生在课后操练语言点。2015年至2016年，曾在“哥伦比亚大学在北京汉语暑期项目”（CIB）、北京大学 CSI 汉语项目、首都师范大学 CET 学术项目中担任汉语实习教师，教授来华美国大学生中级汉语。她热忱于汉语教学以及体验不同国家的文化。

Zhuo LI is a volunteer teacher at the Texas Southern University Confucius Institute. She earned her M.A. from Xi'an International Studies University and her B.A. from Xiamen University, respectively majoring in Teaching Chinese to speakers of other languages and English language and literature. From 2014 to 2015, she tutored Michigan University students on Chinese after class via Skype. From June 2015 to August 2016. She taught Chinese to American university students at CIB (Columbia in Beijing Summer Program), CSI (China Studies Institution) at Peking University, and CET Academic Program at Capital Normal University. She has great passion on teaching and experiencing different cultures.

现任职机构：德克萨斯州南方大学孔子学院

Affiliation: Texas Southern University Confucius Institute

题目：主题式教学模式在培养汉语口语成段表达能力中的作用

Title: The Application of Theme-based Language Teaching in Developing the Ability of Expressing in Paragraphs in Chinese

关键词：主题式教学法，口语成段表达，课堂教学

Key Words: Theme-based pedagogics, Oral expressions in paragraphs, Classroom teaching

内容摘要：在美国外语教学界，特别是在中小学外语课程中，主题式教学逐渐得到了广泛的认同（白建华，2013），其优势在于，采用该模式进行课程设计可以使课程内容达到美国基础外语教育的 5C 标准。而从解决汉语学习者口语表达过程中“无话可说”、“只言片语”或“语无伦次”的问题上来说，主题式教学模式也发挥着重要的作用。本人将展示两个在华汉语短期强化项目中的主题式教学模式教案，并据此介绍利用该教案进行课堂实际操练的方法。最后，通过记录学习者在学期末的口试录音，以及通过采访调查汉语教师对该教学模式的评价，对主题式教学在提升学生口语成段表达能力方面的作用进行可发展性分析和局限性分析。

Abstract: In the field of teaching foreign languages in America, typically in primary and middle schools, theme-based language teaching and learning has been widely acknowledged (Bai, Jianhua, 2013). The advantage is that in teaching mode, course contents can meet 5C standards for Foreign Language Learning. In developing the oral Chinese ability of expressing in paragraphs, this pedagogy plays a significant role. In this speech, two teaching plans will be displayed and analyzed, for the purpose of explaining detailed steps and measures with Theme-based teaching through specific examples. Lastly, in order to analyze the development and limitation of the pedagogics in aspect of improving students' skills of organizing paragraphs, it will show students' expressions that were recorded at the end of the semester, and show Chinese teachers' evaluations on Theme-based teaching.

发言语种：中文

Speech language: Mandarin Chinese

会场 A 发言嘉宾（四）
Session A presenter 4



刘闪闪，毕业于郑州大学，汉语国际教育硕士，2011 年作为国家汉办/孔子学院志愿者教师，任教于泰国 Phanomsarakham “Phanom Adun Witthaya” School，目前是路易斯安那州泽维尔大学孔子学院的一名公派汉语教师。

现任职机构：奥特邦特许学校

Affiliation: Audubon Charter School, New Orleans, Louisiana

题目：画中学——绘画教学萌动课堂

Title: Learning Chinese in through Paintings: Fun and Interactive Classroom Setting

关键词：汉语教学 绘画教学 萌动课堂

Key Words: Chinese language teaching Painting as an effective teaching tool; fun and interactive classroom setting

摘要：语言的学习是以交际为目的，但在汉语学习中如果仅仅依靠说讲的模式进行汉语教学，势必会让汉语学习过程枯燥乏味，同时影响汉语本身的魅力。在课堂环境中如何才能使学生积极的配合教师教学，快乐的学习第二语言,这不仅仅是语言技能的传授，更需要行之有效的教学方法。

而绘画教学正是以其独特的魅力，抓住了美国学生敢想、敢做的特点，在玩中学、寓教于乐，通过“激情”、“领悟”、“延伸”、“拓展”汉语教学而达到培养海外学生学习汉语热情与兴趣的目的。

Abstract: Language learning is for communication. But the learning process will be boring, and the Chinese language becoming lackluster, if we were only focusing on speaking. To motivate

students to work with the teacher's instruction and learn a second language with joy requires not only the teaching of language skills, but also effective teaching methods.

Using painting as a main tool has unique advantage. It takes advantage of US students' boldness in imagination and implantation, and enhances learning through fun. This will help students develop the motivation and interest in learning Chinese through enthusiasm, comprehension and expansion.

发言语种：中文

Speech language: Mandarin Chinese

会场 A 发言嘉宾 (五)
Session A presenter 5



欧阳荣华博士，美国北佛罗里达大学教育人文学院终身教授，北佛罗里达大学孔子学院院长，美国华人人文社科教授协会会长。1982年毕业于南京大学英语系，1988-1993年，在美国宾夕法尼亚州印第安那大学获得英语硕士和教育博士学位，2006年在美国佐治亚州南理工大学(现被合并到肯尼索州立大学)获得信息技术硕士学位。曾任北佛罗里达大学教育人文学院儿童教育、文学、TESOL系系主任，肯尼索州立大学少儿、小学部研究生项目负责人，美中教育联合会副主任兼秘书长，美南汉语测试中心主任，美国亚特兰大南京大学校友会会长，美国爱默蕾中文学校（现名亚特兰大现代中文学校）理事长兼校长，华人旅美人文学教授协会理事，副会长，国际华人教育技术协会副会长等。他的研究兴趣在于“教育技术”“教育理论和实践研究”，“第二外语英语教育”，“少儿、幼儿教育”，“学习兴趣与评估”和“中美教育比较”。主要研究成果有《教育学》，《教育技术学》，《美国中等教育行政管理》，《透视美国：美国的婚姻和家庭》，《比较研究：教育技术在中国中学里的实践》，《教育媒介还是教育技术？》，《网络教学：教程设计和教学技巧》，《网上教学：我们应该怎么看、如何做？》《教育技术与师范教育》，《评估的理论和方法》等。

Dr. Ronghua Ouyang, professor of College of Education and Human Services, Director of Confucius Institute at University of North Florida, and President of the Association of Chinese Professors of Social Sciences in the United States (ACPSS). Dr. Ouyang graduated from the English Department at Nanjing University, China in 1982 and received his master degree in Rhetoric and Linguistics in 1988 and doctoral degree in education in 1993 from Indiana University of PA. He received his second master degree in Information Technology in 2006 from Southern Polytechnic State University (Now it is merged to Kennesaw State University). He had served as coordinator of ECE graduate program, Associate Director and Secretary of Sino-American Education Consortium (SACE), and Director of the Chinese Proficiency Testing (HSK) Center in Southern America at Kennesaw State University. He was ex-Chairperson of the Department of Childhood Education, Literacy and TESOL, College of Education and Human Services, University of North Florida. He has also served as President of Atlanta Nanjing University Alumni Association (GANUAA), Principal and President of the Board of Directors at Emory Chinese Academy (currently named Atlanta Contemporary Chinese Academy), a board member and Vice president of the Association of Chinese Professors of Social Sciences in the

United States (ACPSS), and vice president of the Society of International Chinese in Educational Technology (SICET). His research interests are focused on Educational Technology, TESOL, Research on Educational Theories and Practice, Early Childhood and Elementary Education, Learning Motivation and Assessment, and Comparative Education. His publications include books: *Education, Educational Technology, Secondary Education Administration of America, Marriage and Family in USA* and articles: “Comparative Study: Educational Technology in Chinese Middle Schools”, “Educational Technology or Educational Media”, “Online Education: Curriculum Design and Instructional Strategies”, “Online Education: How to Approach and Teach”, “Educational Technology and Teacher Training in the United States”, “Assessment Theories and Methods” and etc.

题目：语言获得理论和优化教学手段

Title: Language Acquisition Theories and Best Practice

关键词：语言习得，行为主义，自然主义，社会交际，优化教学

Key Words: Language acquisition, Behaviorism, Nativism, Social interaction, Best practice

内容摘要：母语获得理论包括行为主义，自然主义，社会交际等。但是，母语获得理论不能足以解释第二语言的成功获得。那么，母语获得理论和第二语言获得理论区别何在？此发言将对母语和第二语言获得理论以及教学模式加以比较，对优化第二语言教学的手段进行探讨。

Abstract: First language acquisition theories include behaviorism, nativism, social interactionism and others. However, first language acquisition theories are not sufficiently equipped to explain the degrees of levels of success that second language learners achieve. Then, what is the difference between first language acquisition and second language acquisition? This presentation is to compare the first language and second language acquisition theories and instructional models and discuss best practices in instruction and learning second language.

发言语种：中英双语

Speech language: English and Chinese

会场 A 发言嘉宾（六）
Session A presenter 6



王海艳，河北大学国际交流与教育学院副教授，汉语国际教育专业硕士生导师，中国现当代文学专业在读博士，路易斯安那泽维尔大学孔子学院汉语教师。在泽维尔大学开设初级到高级四门汉语课程、负责泽维尔大学孔子学院 K-12 日常教学管理及科研事务，为“中美强”学生大使遴选及指导教师、“中国俱乐部”指导教师。

Haiyan Wang, Visiting Associate Professor of Chinese Language and Literature from the College of International Exchange and Education, Hebei University, Master instructor of International Education in Chinese Language, and a doctoral candidate in Chinese Modern and Contemporary Literature. At Xavier, Professor Wang teaches classes at elementary through advanced Chinese levels. Professor Wang also serves as the faculty advisor of the Xavier China Club and supervises the U.S.-China Strong Student Ambassador Program (Xavier chapter).

现任职机构：路易斯安那泽维尔大学孔子学院

Affiliation: Confucius Institute at Xavier University of Louisiana

题目：中国经典诗词在初级汉语语音教学中的应用

Title: The Application of Chinese Classic Poems in Elementary Chinese Phonetics Teaching

关键词：中国经典诗词，初级语音教学，创新手段

Key Words: Chinese classic poems, elementary phonetics teaching, creative tools

摘要：运用中国经典诗词进行初级汉语语音教学是一个创新性的教学手段，它能激发学生不仅学习到汉语语音的基础知识，也能欣赏到汉语之美，了解到诗词背后的中华悠久历史及灿烂文化。将中国经典诗词（如唐诗、宋词、经典现代诗等）融入汉语语言教学，能使学生深刻体会中国诗词凝炼、含蓄、韵律之美，沟通不同种族人群的共同审美心理。我们坚信并已经证明，运用中国经典诗词进行汉语语音教学是一个有效、有趣、创新的教学手段。

Abstract: This session proposes an innovative approach in elementary Chinese phonetics teaching : to use Chinese classic poems as a major tool in motivating students to learn not only the basic phonetics knowledge of Chinese language (such as Chinese phonetic system), the beauty of this language, but also the profound history and culture behind it. With the incorporation of poems in our teaching practice, Tang poems, Song lyrics and modern compact poems in particular, students have demonstrated an intense interest in the beauty of poems because of their highly polished and rhythmic words that portray an immensely complex and rich scene, activity or emotion. We strongly believe and have already testified that using classic poems in the delivery of Chinese phonetics language instruction is an efficient, fun-packed and creative teaching method.

发言语种：汉语

Speech language: Chinese

会场 A 发言嘉宾 (七)
Session A presenter 7



王玲，语言学博士，副教授，亚特兰大爱默蕾大学孔子学院中方院长，南京大学文学语言学系硕士生导师。主要研究方向：社会语言学、城市语言调查、对外汉语教学、语言规划与政策研究等。

Ling Wang, Doctor . of Linguistics, Associate Professor, Chinese Director of the Confucius Institute of Atlanta at Emory, and supervisor of linguistics M.A. students. Main research interests include sociolinguistics, urban language survey, teaching Chinese as a second language, language policy and planning and so on.

工作单位：亚特兰大爱默蕾大学孔院/南京大学

Affiliation: Confucius Institute of Atlanta at Emory/Nanjing University

题目：基于年龄差异的汉语礼貌变异研究

Title: Variational Research on Chinese Politeness based on Age Difference

摘要: 20 世纪 50 年代以来, 中西方学者对礼貌行为的研究和关注越来越多 (Goffman 1950; Lakoff 1973; Leech 1983; Thomas (1995), 研究的主要内容涉及礼貌语言等级、礼貌语言机制等方面, 结合实际调查的礼貌变异研究较少。近年来, 有学者开始从变异语用学的角度来研究礼貌变异现象 (Barron & Schneider 2009; 任育新、陈新仁 2012)。语言变异学派研究显示, 语言是一个由符号的各种变异形式构成的系统。同一个社区中的成员, 由于性别、年龄、职业、受教育程度、生活经历等方面的差异, 其所掌握的语言变异形式系统也不尽相同 (Labov 1966、1972、1994; Bailey 1973; Bell 1984)。基于此, 本研究以致谢为例, 采用问卷调查和访谈相结合的方法, 考察不同年龄段的汉语母语者在不同语境下的致谢行为的表现状况, 具体包括所使用致谢语言的等级、致谢类型和致谢语言的使用等内容。另外, 结合相关数据分析语境、权力关系和社会距离等社会因素对不同年龄的母语者致谢行为的影响状况。最终, 分析出致谢行为的变异特征和发展规律, 揭示不同年龄段的汉语母语者实现致谢行为过程中呈现的中国当代社会文化特征。

关键词: 礼貌用语; 语用变异; 年龄

Abstract: Since the 1950s, Chinese and Western scholars have paid increasingly more attention to courteous behavior (Goffman 1950; Lakoff 1973; Leech 1983; Thomas 1995; Chen Xinren 2010). The main subjects include level of polite expressions, mechanism of politeness and so on. However, variational research on Chinese politeness based on surveys has gotten less attention. In recent years, some scholars begin to focus on variational research on Politeness from the perspective of pragmatic variation (Barron & Schneider 2009; Ren Yuxin, Chen Xinren 2012). Variationist sociolinguistics finds that language is a system of sign with variation. Members of the same community share different types of variation because of different gender, age, occupation, education and so on (Labov 1966、1972、1994; Bailey 1973; Bell 1984). This study, using questionnaire and interview methods, takes thanks-giving acts as an example to analyze basic features of Chinese politeness at the different context, including levels, different types of thanks-giving acts and language use of thanks-giving act. Furthermore, the study tries to find the connection between context, power relation and social distance and polite behavior of Chinese speakers at different ages according to some data. Eventually, it will summarize the variational features and pattern of development of thanks-giving acts and find out cultural characteristics of contemporary Chinese Society which Chinese native speakers at different ages exhibit during the realization of the process of thanks-giving acts.

Keyword: politeness expressions; pragmatics variation; age

会场 A 发言嘉宾（八）
Session A presenter 8



钟丽萍，女，汉语言文学教育，硕士，现任教于阿拉巴马农工大学孔子学院，曾任教于印度尼西亚华联汉语智星师范学院。主持中国教育科学“十二五”规划教育部规划课题子课题“少教多学”语文读写教学课堂策略与方法研究；论文《“学情”视角中的课堂阅读经验发展》发表在中国中文核心期刊《语文学习》；全国教育硕士学科教学专业教学技能大赛一等奖。荣获第十五届全国多媒体教育软件大奖赛一等奖。

Liping Zhong,, Master of Education in Chinese Language and Literature, currently teaches at Confucius Institute at Alabama A&M University. She once taught at the Indonesia Hualian Chinese Zhixing Normal College. Ms. Zhong presided over the China Education Science "12th Five-Year" Planning Program of the Ministry of Education's Subjects Less Teaching and More Learning of Chinese Reading and Writing Teaching Strategies and Methods of Teaching and Research; the "'Learning Situation' from the Perspective of Classroom Reading Experience Development" was published in the Chinese core journals *Language Learning* ; the First Prize of National Teaching Professional Skills Competition of Master's Degree in Education . Awarded the First Prize of the Fifteenth National Multimedia Education Software Grand Prix Competition. Personal mobile phone: 2563371905, personal mailbox 10527280@qq.com

现任职机构：Confucius Institute Alabama A&M University

题目： 美国初中生教学管理方式思考与探索

Title: Thinking and exploration of American Junior High School Students' Teaching Management Mode

关键词： 美国初中生、教学管理方式、思考与探究

Key words: American junior high school students 、 Teaching management mode 、 Thinking and exploring

内容摘要：美国初中生的教学管理方式明显不同于中国初中生的教学管理方式，美国初中生的个性特点也不同于中国初中生的个性特点。在实地调查研究的基础上，当前美国中小学的教学组织方式具有以下三个显著特点：第一，充分尊重学生的成长规律。第二，努力促进学生的全面发展和个性发展。第三，注重培养学生的创新性思维。

Abstract: The teaching management style of American junior high school students is obviously different from that of Chinese junior middle school students, and the personality characteristics of American junior high school students are different from those of Chinese junior middle school students. On the basis of field investigation and research, the current American primary and secondary school teaching organization has the following three characteristics: first, fully respect the growth of students. Second, efforts should be made to promote students' all-round development and personality development. Third, pay attention to the cultivation of students' innovative thinking.

发言语种：中文

Speech language: Chinese

会场 B 发言嘉宾（一）
Session B presenter 1



刘雪芹, 女, 博士, 副教授, 主要从事现代汉语语法和对外汉语教学研究。现任阿拉巴马农工大学孔子学院中文教师。主要担任基础汉语、汉语阅读与写作、中国文化研究三门大学学分课的教学工作, 同时组织和参与各项中国文化传播活动。

Xueqin Liu, PH.D, Associate Professor, is mainly engaged in modern Chinese grammar study and teaching Chinese as a foreign language. Dr. Liu is an instructor of the Confucius Institute at Alabama A&M University. She teaches 3 credit Chinese courses: basic Chinese, Chinese reading and writing, studies in Chinese culture, and organizes and participates in the Chinese cultural dissemination activities.

现任职机构: 阿拉巴马农工大学孔子学院
Affiliation: Confucius Institute at Alabama A&M University

题目: 如何给外国学生起中文名字
Title: How to Give Foreign Students Chinese Names

关键词: 外国学生, 中文, 姓名
Key Words: foreign students, Chinese, name

内容摘要：本文主要介绍给外国学生起中文名字的意义、方法和注意事项。给外国学生期中文名字的意义有利于称呼学生和提高学习中文的乐趣。方法有了解学生的性别、爱好、文化、宗教等，取谐音字、选取中国传统特色的姓氏和名字、名字以两到三个字为佳、选取具有鲜明性别特色的字、把学生的中文名字做成名牌、要求在课堂上互相以中文名字称呼等。注意语言和文化上的禁忌，注意避免使用可能引发不佳联想的文字。

Abstract: This article mainly introduces the meaning, method and precautions of Chinese students to foreign students. To use Chinese names for foreign students is helpful in calling students and improving the fun of learning Chinese. Before giving a Chinese name to a foreign student, the teacher should know the student's gender, hobbies, culture, religion, etc. It is good to take the homophonic word, select the traditional Chinese name with two or three words, and choose distinctive gender characteristics of the word. The student's Chinese name can be made into name card to show the class. It is necessary to ask the students to call each other in Chinese name in the classroom. Instructors need to pay attention to language and cultural taboos and pay attention to avoid the use of words that may lead to bad association.

发言语种：中文

Speech language: Chinese

会场 B 发言嘉宾 (二)
Session B presenter 2



马妍，东北财经大学国际商务外语学院副教授，北卡州大访问学者。她曾于 2013 年作为访问学者在北卡州梅瑞迪斯学院教授汉语和中国文化，并由此对跨文化交际和汉语及中国文化的国际推广产生了浓厚的兴趣。她目前就职于北卡州立大学孔子学院，承担汉语教学工作并负责 HSK 考试和孔院/汉办奖学金项目。

Yan Ma is a visiting professor from the School of International Business Communications at Dongbei University of Finance and Economics. She served as a visiting scholar at Meredith College in the spring semester of 2013, where she taught Mandarin and Chinese culture and began to develop interest in promoting global awareness of Chinese language and culture and cross-cultural communications. She is currently a Chinese instructor at the Confucius institute of NC State University and is responsible for HSK/YCT tests and CI/Hanban Scholarship program.

现任职机构：美国北卡州立大学孔子学院

Affiliation: Confucius Institute at North Carolina State University

题目：如何通过汉语水平考试激发美国人学习汉语的热情

Title: How to Motivate Americans to Learn Chinese through the Promotion of the Chinese Proficiency Tests

关键词：汉语水平考试；孔院奖学金；全球语言认证

Key Words: Chinese proficiency tests, CI Scholarships, global languages endorsement

内容摘要:

随着中美经济文化交往日益频繁，美国人学习汉语的热情日益高涨，参加汉语水平考试的人数不断增加。自从中文被纳入 AP 课程，汉语学习者的年龄渐渐提早，越来越多的中小学生开始学习汉语。以北卡州为例，各地中小学沉浸式中文课堂持续升温，开设数量不断增加，越来越多的学校考虑采用汉语水平考试作为测评方法。2015 年，北卡教育局通过表决，依据 HSK/YCT 成绩评定学生汉语水平，并将其作为学生所掌握的一门全球语言标注在高中毕业证书上。本文主要分析美国当地人参加汉语水平考试的动机，探讨孔子学院如何在北卡地区推动汉语水平考试，以期更好地为当地汉语教师和汉语学习者服务。

Abstract:

With the increasing economic and cultural exchanges between China and the U.S., Americans are more interested in learning Chinese and taking the Chinese proficiency tests. Since Chinese language and culture has been included into AP courses, local kids start to learn Chinese at an early age. Recent years there is an increase of Immersion Chinese classes in NC so there should be a greater demand for HSK/YCT tests at all levels, which is one of the most effective assessment tools to understand students' Chinese ability. In 2015 North Carolina started to offer a "global languages endorsement" and HSK/YCT is connected with Mandarin. This presentation gives an analysis on the motivations for local people to take HSK/YCT and provides measures on how to advertise and organize Chinese proficiency tests in order to provide the best service to the local teachers and learners of the Chinese language in North Carolina.

发言语种：中文

Speech language: Chinese

会场 B 发言嘉宾 (三)
Session B presenter 3



魏兰，现任路易斯安那国际学校中文教师。从事教育工作多年，多次获得先进称号。上课风格幽默有趣，深受学生喜爱。相信没有教不好的学生，只有不会教的老师。致力于成为，既能教好学生文化知识，又能引导学生树立正确人生观的老师。

Lan Wei, Chinese teacher at Louisiana International School. She has been engaged in education for many years and won teacher awards title multiple times. Her humorous and interesting teaching style is deeply liked by students. She believes that there is no student that couldn't be taught; rather, only teacher don't know how to teach. Ms. Wei is committed to becoming a teacher who not only teaches students knowledge, but also to guide students to establish a correct outlook on life.

现任职机构：路易斯安那国际学校
Affiliation: International School of Louisiana

题目：如何建立积极，有效的良性师生关系
Title: How to Build More a Positive Teacher-Student Relationship

关键词：学习效率，学习效果，积极，学生中心，课室管理
Key words: effective, efficient, positive, student center, classroom management,

摘要：良性师生关系的建立对教育教学非常重要，我们一直探讨如何提高教学效率、如何运用有效的课室管理方法，而建立健康积极的良性师生关系就会使教师在教学和课室管理变得游刃有余。来自国内的中文教师要和美国学生建立良好的师生关系，会比在国内遇到更多的困难。在今天的发言中，我想就如何建立积极、有效的良性师生关系，结合我自己在美国教学的一些经历，遇到问题所引起的思考，以及总结的处理方式，和大家做一个分享。

Abstract: The establishment of positive teacher-student relationship is very important to education and teaching. We have been discussing how to improve teaching efficiency, and how to use effective classroom management methods a lot. The establishment of healthy and positive benign teacher-student relationship will make teaching and classroom management much easier. As a Chinese teacher came to the United States, we will encounter more difficulties when we want to establish a good relationship with American students. In today's speech, I would like to share with you on how to build a positive and effective teacher-student relationship according to my own experiences working with American students. Also I will share some of my thoughts and reflections.

发言语种: 中文

Speech language: Chinese

会场 B 发言嘉宾（四）
Session B presenter 4



姓名：魏燕

个人简介：南京师范大学外国语学院教授、博士，美国北卡罗来纳州立大学孔子学院中方院长。从事美国文学与文化研究，2010.8-2011.8 赴美国哈佛大学美国文明系任访问学者。南京师范大学第九届青年教师“教学十佳”，“青蓝工程”优秀青年骨干教师。近期代表作：《今天为什么还要缅怀乔治·华盛顿？》；《“道德情操”：爱默生思想创新的突破点》。

Name: Yan Wei

English Bio: Dr. Yan Wei is a Professor of English at the School of Foreign Languages and Cultures, Nanjing Normal University. She is presently the Chinese Director at the Confucius Institute at North Carolina State University. Her interests of research involve American literature and culture, especially the literary achievements made by the New York Intellectuals and the cultural legacy by Ralph Waldo Emerson. She was the visiting scholar to Harvard University in the academic year of 2010-2011. She won several awards on the teaching and academic performances. Her recently publication includes *Why should we remember George Washington now? "Moral Sentiments": The Breakthrough of Emerson's Creative Theory.*

现任职机构：北卡罗来纳州立大学孔子学院

Affiliation: Confucius Institute at North Carolina State University

题目：孔子学院如何提供更好的校园服务

Title: How Can Confucius Institute Provide Better In-campus Service?

关键词：校园服务；多元文化

Key Words: in-campus service; diverse culture

Abstract: Participants will learn how to provide better in-campus service for the host university of a Confucius Institute by creating new programs and enhancing the cooperation between the home university in China and the host University in the US. The Confucius Institute at North Carolina State University has created some successful programs, which can be shared with other colleges/universities. This presentation will share about our Diversity Week workshops and 3+2 program. Participants will learn how to deepen cooperation with universities in China--- through interscholastic projects that can enhance global education on both sides. The CI at NC State will share its experience in helping US students, faculty and staff at NC State better understand Chinese culture, and bringing Chinese students to NC State for their graduate degree through a combined degree program. The attendees will leave this session with better understanding of partnership in a global context. They will be able to use their knowledge to improve diversity on campus and expand Chinese programs; strengthen their programs and reach out to a bigger audience through effective cooperation and marketing; and create better partnerships with universities in China.

摘要： 如何提高孔子学院在美国大学的接受度，这是孔子学院发展过程中不可忽视的战略问题，本选题着重介绍北卡州大孔院在这方面的实践和经验。演讲涉及两方面内容：1、孔院与美国大学的其他部门合作，创建新项目，推广中国文化，帮助提升大学的多元文化。2、加强中方合作院校与美国大学的合作，增进学术交流，增加校际合作，实现双赢。

发言语种：英语

Speech language: English

会场 B 发言嘉宾（五）
Session B presenter 5



徐丹，毕业于北京师范大学汉语文化学院，专业为语言学与应用语言学-对外汉语教学方向，研究方向为初级对外汉语课堂教学法。现为俄克拉荷马大学孔子学院公派教师，主要负责俄大孔院成人汉语课的教学及中文课后班项目的管理工作。

Dan Xu graduated from Beijing Normal University, majoring in Linguistics and Applied Linguistics in the field of Teaching Chinese as a Foreign Language. Her research focus involves classroom teaching approaches for beginning Mandarin learners. She now works at the University of Oklahoma Confucius Institute, teaching Chinese language to adults and managing the Chinese afterschool program.

现任职机构：俄克拉荷马大学孔子学院

Affiliation: Confucius Institute at the University of Oklahoma

题目：中文课后班管理与教学经验分享

Title: Experiences Managing and Teaching a Chinese Afterschool Program

关键词：青少年汉语教学、课程大纲、课堂管理

Key Words: Teaching Chinese to young learners, curriculum, classroom management

内容摘要： 着重介绍俄大孔院中文课后班项目的管理和教学情况。针对课后班的特点和局限性，介绍包括招生、课程大纲设计、针对 K-6 年级学生的汉语课堂教学方法和课堂管理方法及文化活动设计等。

Abstract: The current presentation introduces the management and teaching of the Chinese afterschool program at OUCI. Based on the features and limitations of an afterschool program, I will discuss how we recruit students and tailor the curriculum for learners differs from that of public schools. This presentation will introduce the approaches of classroom teaching and management, as well as the design of cultural activities accounting for these features and limitations.

发言语种： 中文

Speech language: Chinese

会场 B 发言嘉宾（六）
Session B presenter 6



于威，TESOL 硕士，特洛伊大学孔子学院蒙哥马利校区汉语教师，北京经济职业管理学院英语教师。研究方向：英汉翻译和英语写作的课堂训练活动。

Wei Yu, Master of Arts in TESOL. Visiting Scholar at Confucius Institute at Troy University and a lecturer of English at Beijing Institute of Economics Management. Main research focuses on teaching activities in translation and writing practice.

工作单位：特洛伊大学孔子学院

Affiliation: Confucius Institute at Troy University

题目：特洛伊大学孔子学院孔子课堂汉语辅助教学案例介绍

Title: Case Study: Introduction to the Approach to Learning Chinese in the Classroom

摘要：课程设置重在体验。学生的特点是“动”和“做”，乐于参与活动体验学习过程、巩固和运用学习成果，并随时展示学习成果。结合课程设置特点和学习特点设立各种活动日，以培养学习兴趣，并随时展示学习成果。文化体验活动日分别为：春节日、元宵节日、中秋节日、七夕日、孔子诞辰纪念日、中国书法日、中国结编织日、太极拳日、熊猫日等等。学生们在活动中体验了文化的乐趣，增加学习汉语及汉字的兴趣和积极性。学习活动设计是通过说唱视频练习基本词汇和短句子；通过填图描画巩固运用所学的词汇；通过故事讲解提高汉字学习的兴趣；通过身体动作游戏保持学习兴趣；通过实践操作体验中国文化等。

关键词：学生特点 兴趣培养 课堂活动 成果展示

发言语种：汉语

Abstract: The design of the syllabus for the program focuses on experiencing the language and culture in the classrooms at elementary and middle schools. Based on the learning style of Doing and Enjoying in the schools, combining the style with the focus of the syllabus, the design of the approach to the class activities is to set up the Theme Day with the different topics according to the student's interests and the key culture elements. With these approaches, the learning motivation could be built up and developed while the achievement should be displayed in order to encourage the students to move on. The Theme Day will provide the students opportunities with a wide range of scope in both language and culture for them to experience and to show their talents in learning about another language and culture. With the various classroom activities, such as picture coloring, story-telling, body moving, doing by following the videos, singing and dancing, creating games and making videos, the students do enjoying the learning and improving themselves. Sharing the achievement is also the significant way to encourage students to make further progress.

Key Words: different learning styles; cultivating motivation; activities in the classroom; works display

Speech language: Chinese

会场 B 发言嘉宾（七）
Session B presenter 7



于艳玲博士，武汉理工大学外国语学院教授，北卡州立大学访问学者，现就职于北卡州立大学孔子学院，承担汉语教学工作并负责一年一度的北卡中文大赛。她的研究方向主要是二语习得，翻译理论与实践，跨文化交际。

Dr. Yanling Yu is a professor with the School of Foreign languages at Wuhan University of Technology, China. Currently, she works in the Confucius Institute as a visiting professor at NC State University.

现任职机构：北卡州大孔子学院
Affiliation: Confucius Institute at NCSU

题目：如何通过汉语比赛提升汉语教学效果
Title: How to Boost Chinese Language Teaching and Learning through Chinese Language Contest?

关键词：汉语教学，中文大赛
Key Words: Chinese Language Teaching and Learning, Chinese Language Contest

内容摘要：如何有效推进对外汉语教学？北卡中文大赛是否会促进北卡州的对外汉语教学？就举办了八届的中文大赛，北卡州大孔子学院将分享其中的经验教训，借此加大中文大赛的普及度。

Abstract: How to motivate Chinese language teaching and learning effectively? Efforts to improve the effectiveness of language teaching and learning have always focused on the change in language teaching methods. On behalf of CI at NC State, locally-driven Chinese Language Contest held for 8 times will be shared with discussion, which has been a great incentive for language teaching and learning in those schools that participated in the Language Contest.

发言语种：英语

Speech language: English

会场 B 发言嘉宾（八）
Session B presenter 8



周文华，南京师范大学国际文化教育学院副教授，北卡州大访问学者，专业为汉语作为第二语言教学。在北卡州立大学孔子学院，主要教授中级和高级汉语课，负责 2016 年南京汉语留学项目以及本土汉语教师培训项目。2017 年成立北卡中文教师学会，成功举办第一届年会。

Wenhua Zhou - Visiting professor from Nanjing Normal University, is majored in Teaching Chinese as a Second Language. He teaches Intermediate and Advanced Chinese classes at the Confucius Institute, served as the program Director for the CI's 2016 Study Abroad Program to Nanjing Normal University, has the responsibility to the Local Teacher Training programs. In 2017, He reopened the CLTA-NC and held the first annual conference successfully.

现任职机构：北卡州立孔子学院

Affiliation: Confucius Institute at NC State University

题目：孔子学院如何促进当地汉语教学

Title: How Can CI Help Local Chinese Teaching

关键词：教师需求，动机，教师学会

Key Words: Teachers' demands, motivation, Chinese teachers association

内容摘要：通过对北卡汉语教师的调查发现，当地中文教师很希望能有一个组织帮助他们：培训，获得教材、教具，与其他老师交流等等。中文教师学会就是这样一个可以起到搭建当地中文教师平台，促进当地中文教学的组织。而且，中文教师学会可以很好地整合孔子学院的汉语项目，全面促进当地中文的教与学，达到双赢的局面。

Abstract: Through the survey among local Chinese teachers at North Carolina, we found local Chinese teachers were eager to have an association to help them with Chinese teaching training, teaching materials (such as textbooks, culture items etc.) and other information. CLTA-NC is an association that can build a platform for local Chinese teachers to promote the local Chinese teaching. Meanwhile, CLTA-NC will help the combination of all Chinese programs of CI to improve the Chinese teaching and learning. We will get win-win through CLTA.

发言语种：汉语

Speech language: Chinese

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Confucius Institute at Savannah State University

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Confucius Institute at University of West Florida
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