

# 2014 CHINESE PEDAGOGY WORKSHOP

## SCHEDULE



**Saturday, April 19th, 2014**  
**Edwin Meese Conference Room**  
**Mason Hall**  
**George Mason University, Fairfax, VA**



**8:30am-9:00am**      **Registration and Breakfast**

**9:00am-9:15am**      **Opening Remarks**

**9:15am-11:15am**      **Keynote Lecture: The Role of Pushed Output in CFL Language Development**  
Hong Gang Jin, Hamilton College



CLTA-NCR

**11:15am-11:30am**      **Break and Refreshments**

**11:30am-12:20pm**      **Using Foldables in Your Classroom**  
Leslie M. Grahn, Howard County Public Schools



**12:20pm-1:20pm**      **Lunch**

**1:20pm-2:10pm**      **Designing Innovative Classroom Activities in L2 Chinese**  
Fangyuan Yuan, U.S. Naval Academy



**2:10pm-3:00pm**      **Teaching Vocabulary in TCSL—Lexical Approach as Example**  
Lili Ren, Confucius Institute at George Mason University



**3:00pm-4:00pm**      **General Meeting and Presentation of Certificates**

# 2014 CHINESE PEDAGOGY WORKSHOP

## SUMMARY & BIOGRAPHY

### **The Role of Pushed Output in CFL Language Development**

Empirical studies in second language acquisition in the past 30 years have shown that input alone is not sufficient for learners to acquire a second language. Pushed output, as Swain claims, is highly necessary in helping learners engage in both syntactic and semantic processing and develop automaticity in L2 production (Swain, 1985, 1991, 2000, 2005; Nobuyoshi & Ellis, 1993; Bitchener, 2004, among others). It is thus important for CFL instructors to develop awareness about roles and functions of output and effective strategies to provide adequate amount of output in CFL classrooms.

In this presentation, three output-related issues will be addressed through discussions, demonstrations, and group work: first, the theoretical framework of output studies in the field of second language acquisition; second, empirical findings on roles, functions, and effects of pushed output in L2 development; and third, strategies and best practices of pushed output in CFL classroom settings.

#### **Hong Gang Jin Hamilton College**

Hong Gang Jin is William R. Kenan Professor of East Asian Language and Literatures at Hamilton College. After receiving her master's and Ph.D. from the University of Illinois at Urbana-Champaign, Jin joined Hamilton College in 1989. Jin's primary research interest is second language acquisition and teacher education. In her 25 years of her CFL career, she has published numerous books, textbooks, and articles in professional and referred journals on second language acquisition and teaching Chinese as a foreign language. Jin has also conducted many nation-wide workshops on teacher development and curricular design in the US, Taiwan, Hong Kong, and Mainland China. Jin is involved in the US national professional organizations and committees. She was on the board of directors of Chinese Language Teachers Association (CLTA) during 2002-2006 and was the president of CLTA during 2004-2005. In 2008 Jin was elected as president of National Council of Less Commonly Taught Languages (NCOLCTL). Jin is also the co-chair of the AP Chinese development committee.

Between 2007 to 2014, Jin received 6 major federal and private grants, including the Henry Luce Foundation international studies grant, the Fulbright-Hays GPA Long Term Grants in the US Department of Education for 2008-2011; 2012-2016, and STARTALK teacher development grants during 2009-2014. Jin was named the 1998 CASE National Outstanding Baccalaureate College Professor of the Year and received Hamilton's 1963 Award of Teaching Excellence in 1996. Jin was also the recipient of NCOLCTL Walton Lifetime Achievement Award in 2013.

# 2014 CHINESE PEDAGOGY WORKSHOP

## SUMMARY & BIOGRAPHY

### **Using Foldables in Your Classroom**

Students love hands on activities. Attend this session to learn about how “foldables” or three dimensional graphic organizers can engage your students and support their learning.

**Leslie Grahn**  
**Howard County Public Schools**

Leslie Grahn is the Acting Coordinator of World Languages for the Howard County Public Schools in Maryland. She has twenty-seven years of language teaching experience at the middle and high school levels. She is a course instructor and frequent presenter at state, regional, and national conferences, specializing in best practices, specifically hands-on, interactive strategies, and facilitates workshops on the topics of student engagement, formative assessment, and differentiated instruction.

### **Designing Innovative Classroom Activities in L2 Chinese**

This presentation will introduce knowledge and hands-on skills that can be employed to develop and implement activities and tasks in classrooms of Chinese as a second language. It will begin with a brief discussion on the language requirements that should be met and thematic topics that may be chosen to develop classroom activities. It will be followed by a discussion of difficulties and challenges American students may have in the process of learning Chinese and possible ways to tackle them through classroom activities. Sample activities will be introduced.

**Fangyuan Yuan**  
**US Naval Academy**

Fangyuan Yuan is an associate professor of Chinese at US Naval Academy. She holds a doctoral degree in second language education with research interests in task-based language teaching, form-focused instruction, and second language acquisition.

# 2014 CHINESE PEDAGOGY WORKSHOP

## SUMMARY & BIOGRAPHY

### **Teaching Vocabulary in TCSL --Lexical Approach as Example**

Nowadays, people are more and more focused on the teaching method of vocabulary under the influence of reducing the sentence structure portion in Teaching Chinese as a Second Language (TCSL). I would take the Lexical Approach as an example to introduce the different ways to teach vocabulary for different levels in TCSL's classes. Michael Lewis, the founder of the Lexical Approach, thinks that language is a form of many words of prefabricated language chunks rather than consisting of traditional vocabulary and grammar. The way that people use languages is by arranging lexical chunks in advance to build sentences, instead of organizing grammar and vocabulary. In other words, lexical chunks are the key to making the output of our language easier, faster and more fluent. Lewis uses the lexical chunk as the basic unit of teaching in the Lexical Approach, which shortens the time spent on understanding and outputting language information and greatly improves the fluency and accuracy of the language. I will introduce how to apply the Lexical Approach to Teaching Chinese as a Second Language based on my teaching experience.

**Ren Lili**

**Beijing Language and Culture University**

**Confucius Institute of George Mason University**

Lili Ren is an instructor at the Confucius Institute at George Mason University. She has a rich Chinese language teaching experience and also has been involved in the Hanban Teacher Training Program. While her home college is Beijing Language and Culture University, currently she is teaching upper level Chinese language credit courses at the Modern and Classical Languages Department at George Mason University.