On behalf of the Confucius Institute at Wayne State University, I am proud to welcome you to our fourth annual conference for CLAM: The Chinese Language Association of Michigan!

CLAM was founded to bring together local educators and advocates of Chinese language and culture and to further their professional development. The annual CLAM conference is intended for participants to share their successes, challenges, concerns, and advice so that all may learn and benefit.

The WSU Confucius Institute has created a website for CLAM members, available at clam.wayne.edu. The website offers an opportunity to share ideas and lesson plans and to contact other CLAM members. The WSU-CI can offer sessions for inputting lesson plans upon request. We hope that this website will become an invaluable tool for teachers across Michigan.

Last April, the WSU-CI launched the third Michigan Chinese Quiz Bowl for middle and high school students. Forty-three teams consisting of 165 students competed for fun and prizes. The increase from 72 to 165 students in two years serves as testimony to the growing interest in Chinese language and culture in our state. We urge all Michigan middle and high school teachers of Chinese to enter teams in our fourth annual China Quiz Bowl on Saturday, April 14, 2012 at the L’Anse Creuse Pankow Center in Harrison Township. Details will be available on our website at: clas.wayne.edu/ci

The WSU-CI continues to offer a variety of programs that promote Chinese language and culture in southeast Michigan. For details on K-12 outreach, summer camps Confucius Classroom grants, university and professional programs, please visit our website at clas.wayne.edu/ci

Again, it is a pleasure and a privilege to welcome you all to the fourth annual CLAM conference. I hope that you find the conference a valuable learning experience, make some friends, and join our quest to provide exceptional Chinese language and cultural education throughout Michigan and the US!

John Brender
Confucius Institute at Wayne State University
首先请允许我代表伟恩州立大学孔子学院，热诚欢迎各位莅临“密歇根州中文协会”第四届年会。在这个快节奏的社会中，大家都很忙碌，但还是抽出周末的休息时间前来与会，在此我也对各位表达特别的谢意。

中文教学在美国的课堂上，已然成为越来越多学生们的选择，不管是在幼儿园、中小学，还是大学，这是我们乐见其成的事情。但同时，由于各种原因中文教学目前也正面临挑战，我本人虽然主要不是实际从事中文教学工作，但对这些压力与挑战也一样感同身受。有鉴于此，此次年会的主题设定为“如何更好地教、更好地学以及更好地管理”，正是希望借用“密歇根州中文协会”这个平台，以年会的方式为大家提供聆听和分享中文教学中各种经验与建议的机会。子曰：三人行，必有我师焉。此之谓也。这种教学经验的分享，我相信不仅是对我们中文教师有益，受益者无疑更是那些热爱和学习中文的美国莘莘学子。

密歇根州中文协会是我们之间的桥梁和纽带，而在座各位也跟孔子学院一样，是两种语言和文化之间沟通的桥梁——孔子学院的宗旨正是致力于适应世界各国（地区）人民对汉语学习的需要，增进世界各国（地区）人民对中国语言文化的了解，加强中国与世界各国教育文化交流合作。甚至可以说，真正起到这种桥梁与沟通作用的其实更是在座各位，因为正是你们站在课堂上，直接面对学生，让他们感受中文的魅力。因此，伟恩州立大学孔子学院也非常乐于以有限的力量和无限的热诚为各位服务。

最后，我也非常希望密歇根中文协会不仅仅是一个协会，一个网站或者一次年会，它更应该成为我们大家真切的需要：相聚在一起，分享中文教学过程中的成功与喜悦，应对中文教学中的各种挑战。

让我们在一起，因为中文。

王毅

伟恩州立大学孔子学院
Plenary Session: 11:30-12:00
Room: BC
Title: Cooking My Way to Fluency: Incorporating Unusual Approaches to Language Learning
Speaker: Benjamin Moyars

All students learn languages differently; however, many agree that environment has a significant positive or negative impact on language learning. Obviously, the most effective way to change one’s environment is to travel to the country of one's target language. Since that is typically not an easy option, students should be offered ways for that environment to come to them. In this presentation, Moyars will first provide a background of the techniques he used to become fluent in Mandarin, and share some of the successful, yet unorthodox methods he has used himself in teaching language. Moyars will then provide a number of ideas for Chinese instructors in the U.S. to incorporate more “Chinese life” into their classrooms. His goal is to allow students to learn subconsciously and through necessity, thus helping to alleviate much of the nervous pressure and embarrassment often felt in a traditional language classroom setting.

BIOGRAPHICAL SKETCH

Benjamin “BJ” Moyars (中文名: 莫亚杰) is the owner of B. Moyars Consulting, an international firm that specializes in Mandarin language and Chinese cultural assistance to businesses and law enforcement agencies. His current project is a short-term assignment as Asia Project Manager for Light Engineering Inc. in Indianapolis, Indiana. BJ is a recent graduate of Purdue University, with a bachelor's degree in Asian studies. Moyars enrolled in a four month language course at Tsinghua University, but after falling in love with the food culture of China, he quickly enrolled in Beijing Jingsong Vocational School (北京劲松职业学校) in Beijing. The four-month language course turned into a three-year stay. While in China, Moyars worked on book recordings, voice dubbings, English teaching, and presentational speaking before returning to finish his degree at Purdue and start his own company. He makes monthly business trips to China, and travels wherever else the job takes him. When back home in Indiana, he spends time on his family's farm and helps his father raise honeybees. He can often be found at the local Chinese grocery store where he prides himself in keeping up on all the gossip.
### 2011 CLAM Conference Schedule at a Glance

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<td>3:15- 4:00</td>
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Breakout Sessions: 9:15-10:00

Room: E

Title: Idioms to Learn Chinese Language and Culture  
**Presentation Category:** Language / Linguistics / Culture (humanities or social studies)  
**Target Audience:** High School Teachers  
**Presenter:** Angela Yang  
**Language:** English

It is fun to learn Chinese idioms, especially four-word idioms. Most Chinese idioms can be traced to folklore or historical stories. Using idioms makes your sentences and conversation simple, literate and interesting. Just one idiom can express or emphasize a complicated situation and condition, or an emotional state. Some idioms are very philosophical, and others may give you immediate imagery. Understanding Chinese idioms can also help you learn Chinese people's way of thinking and their logical minds. In general, Chinese idioms are understandable because of their simple and plain characters. If you use them correctly and properly, it may show you are highly educated and a person with culture.

Room: F

Title: Yes! Chinese 朗朗中文 Curriculum Material Sharing  
**Presentation Category:** Language / Linguistics  
**Target Audience:** Elementary Teachers/Middle School Teachers/High School Teachers  
**Presenter:** Min Liu (Chinese Language Teacher)  
**Language:** English

Do you write your own Chinese curriculum? Does designing your own curriculum and finding supporting materials from scratch overwhelm you? Is your district looking at YCT and HSK tests for your students? Please join me to explore Yes! Chinese 朗朗中文 curriculum materials for students from preschool to high school. As a Chinese language teacher who is overwhelmed by the task of starting a new program, I was thrilled to discover Yes! Chinese 朗朗中文 curriculum. It is, so far, the best and most interesting YCT and HSK-based Chinese curriculum. This presentation will help you decide how it can enable you to become a better Chinese teacher.

Room: G

Title: The Causative Verb “Have” and Its Potential Chinese Counterparts  
**Presentation Category:** Language / linguistics  
**Target Audience:** High School Teachers; College Faculty  
**Presenter:** Nina Fang (Lecturer/Teacher); Oakland University  
**Language:** English

Besides the most common meaning of the English verb "have" as “to possess”, the verb “to have” carries another important meaning of causation. This presentation explores the areas of the causative “have” and its potential counterparts in the Chinese language.

Room: H

Title: “天书”or what?  
**Presentation Category:** Language / Linguistics/ Culture (humanities, arts or social studies)  
**Target Audience:** High School Teachers; College Faculty  
**Presenter:** Qiuhong (Joy) Yang, Detroit Country Day School, Anna Wu, Detroit Country Day School  
**Language:** English

To write Chinese characters appropriately, the stroke order is very important. By investigating a form of popular art, students will gain basic knowledge of how Chinese characters are formed.
With a vast territory and huge population, China has many different dialects which are of great complexity. The people of each province have a special dialect, and the people of each city, town, and village have their own special dialects as well. Fortunately, the same basic written language is used throughout all of China and Putonghua helps people understand each other. In this session, the presenter will introduce seven major categories of Chinese dialects and give some tips for learning Chinese pronunciations, grammar and characters.

**Breakout Sessions: 10:15-11:00**

**Room: E**

**Title:** A New Approach for Using Literature Circles in Intermediate-Low CFL Classroom  
**Presentation Category:** Culture (humanities, arts or social studies)  
**Target Audience:** College Faculty  
**Presenter:** Ying Wu, Purdue University  
**Language:** Chinese

This session introduces the use of Literature Circles in an intermediate-low Chinese foreign language classroom in a U.S. university. The way to choose appropriate and interesting reading materials for intermediate-low language learners is discussed and a new approach to combine Literature Circles with group skit performance together is demonstrated. Students’ feedback from the reflection journals confirms the success of this new approach of using Literature Circles in intermediate-low CFL classroom.

**Room: F**

**Title:** Attitudes towards Online Oral Practice of Mandarin  
**Presentation Category:** Language / linguistics/ Administration or Program Coordination  
**Target Audience:** High School Teachers/College Faculty/K-12 Administrators/College Administrators  
**Presenter:** Bailu Li, Purdue University  
**Language:** Chinese

In order to facilitate language acquisition to be more authentic and individualized, pedagogical approaches to using computer assisted language learning (CALL) are implemented inside and outside of the classroom. The study examines students’ attitudes towards a video-based online oral training computer application that allows students to individually practice oral Chinese outside the classroom. The study sets out to explore if the participants are satisfied with the selected contents and how students perceive the benefit in terms of enhancing pronunciation, fluency and proficiency. The study was conducted at a large Midwest university. The 67 examinees represented foreign learners of Chinese at elementary level. Results showed that 67% students enjoyed the online Mandarin speaking practice. Results also revealed that 75% students thought the practice helped them to improve Chinese pronunciation and 70% students perceived that the practice helped them to improve Chinese fluency. Limitations in regards of content length, technical challenges, and unnaturalness of talking to computer are discussed to future revision and application.

**Room: G**

**Title:** Chinese Characters and Chinese Culture  
**Presentation Category:** Language / Linguistics / Culture (humanities, arts or social studies)
With more than four thousand years of history, Chinese characters are of great importance in Chinese language and culture teaching. Not only can we get most of the meaning of Chinese characters from their shapes, but also we can learn much more about Chinese culture. In this session, some strategies are offered for teachers to teach Chinese culture from characters, especially for high school and college students.

Room: H

Title: How to Engage Learning in K-5 Chinese Classes
Presentation Category: Language / Linguistics
Target Audience: K-5 / Elementary Chinese Teacher
Presenter: Song Song
Language: Chinese & English

In this session, we will focus on how to build up a content-based unit for K-5 learners.

Room: J

Title: 汉字研究与对外汉字教学
Presentation Category: Language / Linguistics
Target Audience: All
Presenter: 程邦雄 (华中科技大学)
Language: Chinese

汉字教学是对外汉语教学中的难点，要解决这个难点，不仅要解决教学领域的问题，而且要借助汉字研究领域的现有成果。汉字教学要与汉字研究结合起来，要分清汉字的书写系统和结构系统，要把结构系统放在更加重要、更加突出的地位；要注意传统“六书”理论的应用；要注意汉字演变的历史和规律；要注意繁简字的对关系；要注意汉字本身的系统性；要注意汉字文化意义的正确阐释；解释汉字要把握汉字的性质和特点，分析汉字要注意其结构的层次性。

Plenary Session: 11:15-12:10

Room: BC

“Cooking My Way to Fluency: Incorporating Unusual Approaches to Language Learning”
Speaker: Benjamin Moyars  (See page 3)

Lunch & Announcements: 12:15-1:00
Room: BC  Buffet style lunch provided for all registered participants

Breakout Sessions: 1:15-2:00

Room: E

Title: Teach to Michigan World Language Standards
Presentation Category: Language / Linguistics / Culture (humanities or social studies)
Target Audience: Elementary Teachers/Middle School Teachers/High School Teachers College Faculty/K-12 Administrators
Presenter: Fen Xing (Chinese Teacher); Baker Middle School
Language: English

How Can the Teaching and Learning of Chinese Meet Michigan World Language Standards and Benchmarks?

Room: F

Title: AAA: The Art of Activities and Assessment
Presentation Category: Language / Linguistics
Target Audience: Middle School Teachers/ High School Teachers
Presenter: Laura Nork Bradshaw (President MWLA); Avondale High School, Irma Torres (World Languages Consultant), Oakland Schools
Language: English

Come to this session to learn the art of creating interactive activities designed to get our students talking, reading, and writing. Stay with us as we conclude with a discussion on the art of assessment. We will provide you with strategies to create AAA teaching and learning in your classroom!

Room: G

Title: “Dancing Monkeys”: Mutual Misunderstanding on the Chinese/English Language Divide
Presentation Category: Language / Linguistics/ Culture (humanities, arts or social studies)
Target Audience: Middle School Teachers; High School Teachers; College Faculty
Presenter: Stephen Boyce; Ann Arbor Public Schools; SuiWah Chan, University of Michigan
Language: English

The study of language and history has always been seen as a way to overcome the mutual misunderstanding between China and America. Unfortunately, flawed teaching strategies for both English instruction in China as well as Chinese instruction in America have exacerbated this problem. This session will demonstrate the critical importance of written Chinese in teaching Chinese history. The second part of the session will critique Chinese language instruction that focuses on conversation to the exclusion of an in depth knowledge of Chinese characters.

Room: H

Title: Story-based Authentic Input: Immerse The Students in the Chinese Language
Presentation Category: Language / Linguistics/ Culture (humanities, arts or social studies)
Target Audience: Elementary Teachers / Middle School Teachers /High School Teachers
Presenter: Wenbo Yang, Foreign Language Immersion and Cultural Studies School
Language: English

This session will demonstrate how to use children’s stories to provide ample i+1 input of language examples to help students acquire implicit knowledge more intuitively and less consciously. The role of the teacher as a facilitator of negotiating meanings and language structures in immersion language programs will be discussed. Participants will learn effective strategies and activities including games, mini-drama, role-play, listening and speaking, multi-media-assisted authentic input, etc. to foster cognition and elicit productive speech.

Room: J

Title: 论汉语口语主题教学中教师语言的输入
Presentation Category: Language / Linguistics
Target Audience: All
Presenter: 骆琳 (华中科技大学)
Language: Chinese
辨证分析了在中高级的汉语口语主题教学中，教师口语输入量与学生口语输出量的关系比问题。并就教师的口语输入在量上如何提高信息量；在范围上如何以语言为手段，输入相关的语言文化背景知识，而不是仅仅局限于有关语言本身的知识；在质量上如何更讲究策略，把系统性知识纳入一定的图式框架内，使输入的信息相关联，提高输入效率等问题作了进一步的探讨。

Breakout Sessions: 2:15-3:00

Room: E

Title: Integrating Chinese Culture and Language into an Introductory Anthropology Course
Presentation Category: Culture (humanities, arts or social studies)
Target Audience: High School Teachers, College Faculty
Presenter: Karen Crorey (Adjunct Instructor); St. Clair County Community College
Language: English

Anthropology is the study of humankind across all times and places. The session begins with a brief overview of the four anthropology subfields: archaeology, physical/biological, cultural, and linguistics. Session discussion will include how Chinese culture and basic language skills are integrated into an introductory anthropology course. Classroom examples will be discussed in all four anthropology subfields. Session attendees will participate in two activities they can apply in their classroom.

Room: F

Title: A better Way to Teach and Learn Chinese Writing
Presentation Category: Language / Linguistics/Culture (humanities, arts or social studies)
Target Audience: All
Presenter: Sui Wah Chan, Michigan State University, University of Michigan CI
Language: English

For a variety of reasons the skills for recognizing, understanding and writing Chinese characters are secondary to speaking. Chinese writing by nature is graphical forms signifying meanings intended and requires pedagogy other than that for teaching an alphabetic language. In this paper we shall present one based on etymology research. The key methods are explained and specific advantages are analyzed. It is aimed at improving the rate of recall by helping students understand the authentic meaning of the roots of the words instead of hard rote learning. It may open new ways to make learning Chinese writing fun.

Room: G

Title: Engage Children to Join in Reading Chinese
Presentation Category: Language / Linguistics
Target Audience: Elementary Teachers
Presenter: Qiuping Yuan; Lamphere Schools
Language: English

Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well will widely build a strong foundation for learning in all areas of life. The goal of reading is mainly to: (1) Enlarge vocabulary; (2) Understand culture; (3) Be knowledgeable; and (4) Read with understanding and fluency. By using different reading strategies (Read aloud, shared reading and guided reading), even young children can read age-appropriate materials. As our students keep practicing in reading, hopefully, they will achieve the above goals. The presenter is going to share her teaching experiences and videos.
Room: H

**Title**: The Four Michigan Confucius Institutes  
**Presentation Category**: Administration / Culture (humanities, arts or social studies)  
**Target Audience**: All  
**Presenter**: Kaiyao Ni, Michigan State University; Jen Zhu, University of Michigan; John Brender, Wayne State University  
**Language**: English

Michigan is home to four Confucius Institutes at four highly acclaimed universities: Michigan State University, Wayne State University, Western Michigan University and the University of Michigan. While the overriding mission of each institute is to provide programs and resources related to Chinese language and culture, each institute provides a unique focus, which complements the others. Find out about important similarities and differences between these institutes and how each can help you, your students, and your community.

Room: J

**Title**: 《汉语学习：文化习得与宽容 ——以“香蕉”、“红茶”与“袭人”三个词为例》  
**Presentation Category**: Language / linguistics  
**Target Audience**: All  
**Presenter**: 李军均 (华中科技大学)  
**Language**: Chinese

当前汉语教学，存在形式至上、工具为要的观念，因此导致语言学习与文化的背离。语言学习有两个层次，工具层次是语言能力（linguistic competence），能力层次是交际能力（communicative competence）。第二语言教学的目标，应该是培养学习者的交际能力，而不仅仅是语言能力。汉语学习者交际能力的培养，关键是文化习得。而文化习得的内容，不仅仅限于语言交际、非言语交际、交际习俗与礼仪、社会结构与人际关系、价值观念等肤浅的文化印象，更应该是系统且有深度的文化知识，由此培养一种文化能力。在这方面，课堂教学有着极大局限性。文化决不是在课堂里可以轻松传授给学生的，需要在具体语境中去习得，所以汉语教学与学习应做好养成教育，在实践中去认知文化，培养具有适应性的语言交际能力。

**Breakout Sessions: 3:15-4:00**

Room: E

**Title**: Learning from Learners: How Successful Students Study Chinese  
**Presentation Category**: Language / linguistics/ Administration or Program Coordination  
**Target Audience**: Middle School Teachers/ High School Teachers/ College Faculty K-12 Administrators  
**Presenters**: John Brender, Wayne State University (moderator); Brian Connors, Connors Consulting & Translation; Benjamin Moyers, Moyars Consulting & Translation; Michael Switney Wayne State University; Claire Brender, Michigan State University  
**Language**: English

How do successful non-native students of Chinese learn and study Chinese? Which elements of classroom teaching and personal study habits do they attribute most to their abilities to produce and comprehend Chinese? What advice do they offer to teachers and fellow students of Chinese? In this session, a panel of non-native speakers of Chinese will present their individual learning odysseys while offering a panel discussion with session participants.

Room: F

**Title**: The Use of Technology in Chinese Language Teaching  
**Presentation Category**: Language / Linguistics
**Target Audience:** High School Teachers; College Faculty  
**Presenter:** Xiaoshi Li, Michigan State University; Dennie Hoopingarner, Michigan State University; Paula Winke, Michigan State University  
**Language:** English

This session aims to introduce two projects that use the technology tools developed at Michigan State University in Chinese language teaching/learning and spark discussion about the role of technology in teaching/learning Chinese. The first project is about the application of a teaching technique, Literature Circle (LC), in an intermediate-advanced Chinese class. LC is a widely used teaching technique in English classrooms and proven very effective, but it is rarely used in Chinese classrooms. This project describes not only how LC can be applied to Chinese language classroom but also how it is improved by adding technology components. The second project is about how we used task-based, formative assessments of oral proficiency in a Chinese classroom to evaluate and help students self-monitor their oral development. We then explain how the students in our Chinese class recorded their own voice/video segments and then played back their recordings to self-rate their oral performance.

**Room: G**  
**Title:** Non-Native Chinese Teachers: A Forum  
**Presentation Category:** Target Audience: All  
**Presenters:** Greg Henery, L’Anse Creuse Schools; Karen Crorey, St. Clair County Community College; Stacey Aksman, Plymouth Canton Schools  
**Language:** English

In this open forum, three non-native teachers of Chinese discuss their challenges and successes in the classroom, while soliciting ideas, advice, and teaching strategies from audience members.

**Room: H**  
**Title:** Improving Chinese Reading Skills with Clavis Sinica  
**Presentation Category:** Language / Linguistics  
**Target Audience:** Middle School Teachers/High School Teachers/College Faculty  
**Presenter:** Noelle Sunyu  
**Language:** Chinese

The best way for intermediate students to improve their Chinese literacy skills is through extensive reading practice. But American students face major challenges in trying to read Chinese texts. The Clavis Sinica software has been designed specifically to help students overcome these challenges, enabling them to read new texts more easily and master new vocabulary more efficiently.
CLAM Online!

Exchange teaching ideas and contact fellow members online at:
clam.wayne.edu