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

The Confucius Institute at Wayne State University founded CLAM 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 to contact other CLAM members. We hope that this website will become an invaluable tool for teachers across Michigan.

Last April, the WSU-CI launched its fifth annual Michigan Chinese Quiz Bowl for middle and high school students at L’Anse Creuse High School North in Chesterfield Township. Seventy-eight teams consisting of 287 students competed for fun and prizes. We urge all Michigan middle and high school teachers of Chinese to enter teams in our sixth annual Michigan China Quiz Bowl on March 22, 2014 at Chatterton Middle School in Warren. Please check our website for rule changes, especially regarding eligibility. The annual art contest will take place on February 19, 2014 from 4:30 to 6:30 PM at the Confucius Institute at Wayne State University.

The WSU-CI continues to offer a variety of programs that promote Chinese language and culture in southeast Michigan, including a series of short videos called “Learn a Chinese Phrase”, which spotlight idioms for intermediate learners. Nearly 50 videos have been made available on YouTube, youku and the WSU-CI website thus far, with supplementary lessons currently in production. For details on K-12 outreach, summer camps, study abroad opportunities, sponsored performances, and various learning opportunities for university and professional communities, please visit our website at clas.wayne.edu/ci

Again, it is a pleasure and a privilege to welcome you to the sixth annual CLAM conference. I hope that you will leave with some interesting and helpful ideas, make some friends, and join our quest to provide exceptional Chinese language and cultural education throughout Michigan and the US!

John Brender
首先请允许我代表韦恩州立大学孔子学院，诚挚地欢迎各位莅临“第六届密西根州中文协会”年会。一想到很快又要见到许多志同道合的老朋友，结识更多热爱中文和中国文化的新朋友，我心里十分高兴和期待！

时间过得真快，一转眼 CLAM 已经六岁了！从她诞生之初，她便如同热情友善的大使，凝聚了四面八方喜爱中文和中国文化的朋友。对密西根州的中文教师、学生和管理者来说，这真是一年一度难得的聚会！每年我们相聚在一起，讨论如何更好地教中文，更好地学汉语，更好地管理和开展各类中文项目。内容深浅有致，形式不拘一格。大家畅所欲言，各抒己见，真正体现了 CLAM 始终如一的宗旨："Exchange Pearls of Wisdom"

韦恩州立大学孔子学院多年来致力于通过丰富多彩的项目和资源，支持东南密西根及周边地区推广中国语言和文化。如果您是学前及中小学教育工作者，我们欢迎您及您的学生参加我们的中小学支教项目、姊妹学校礼物交换、密西根州中文知识竞赛、汉办汉语桥夏令营、大底特律地区中文夏令营；在韦恩州立大学本部，每周四中午我们静候您来孔子茶座作客；还有汉语角、中国文化体验学社、暑期中国社会实践、中国国家汉办奖学金、新汉学计划。您可以在我们的中文资源室借阅原版中文书籍，也可以在我们的乒乓球外交室大显身手！更有针对社区开设的家长汉语兴趣班、商务汉语课堂，还有每年我们赞助从中国大陆来巡演的各类艺术表演。无论您在哪儿，您都可以登录我们孔子学院的网站、YouTube、Youku、Facebook 以及 CLAM 的网站，实时了解我们的活动和资源。

九月我们刚刚举办了韦恩州立大学孔子学院成立五周年的庆典。总结过去，韦恩孔院从无到有，在短短的五六年间，已经开展了全方位、多层次的中文项目，在各个层次都形成了我们的金牌特色项目，韦恩孔院的影响力和凝聚力也逐年提升。今年四月举办的第五届密西根州中文知识竞赛，我作为决赛评委，亲眼见证了学生们、老师们和家长们的热情参与以及倾情投入。啦啦队的每一次欢呼，观众席的每一次掌声，还有孩子们或兴奋、或沮丧，或迟疑不决、或恍然大悟的眼神和表情，无一不让我深深感动，同时也为韦恩孔院能为大家提供这样一个欢聚交流的平台深感欣慰与自豪。

除了常规项目，今年孔院精心打造的系列两分钟趣味学汉语短语节目，迄今为止播出快 50 集了。每一集我们想带给大家的都是一个词语、一个故事、一段幽默和一份体验。我们将一如既往地推陈出新，同时也衷心感谢大家一直以来对我们的帮助和支持！

如果说密西根州中文知识竞赛是孩子们的盛大聚会，那么就让 CLAM 成为我们 “大人们” 的聚会吧！各位远道而来的朋友，在密西根的深秋，在我们的会场，请您留下您的经验、您的建议、您的友情与欢笑；在您离开 CLAM 之际，我们也希望您同样满载收获而归。来年深秋，让我们再相约 CLAM！

梁丽
2013 年 11 月 5 日于韦恩州立大学孔子学院
<table>
<thead>
<tr>
<th>Time</th>
<th>Room E</th>
<th>Room F</th>
<th>Room H</th>
<th>Room I</th>
<th>Room J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast &amp; Registration 8:30-9:15</td>
<td></td>
<td></td>
<td>Registration &amp; Continental Breakfast Room BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakout Session 1 9:15-10:00</td>
<td>To Teach Chinese Characters or Not, That Is the Question</td>
<td>Chinese Pronunciation: How to Avoid a Heavy Accent</td>
<td>Blended-Learning: An Efficient Way of Teaching and Learning Chinese</td>
<td>Middle School Teachers’ Forum</td>
<td>The “Learn a Chinese Phrase” Video Series: Learning through Idiomatic Phrases</td>
</tr>
<tr>
<td></td>
<td>Nina Fang</td>
<td>Tanfeng Chu</td>
<td>Li Wang</td>
<td>Anita Liu</td>
<td>Melinda Zhu</td>
</tr>
<tr>
<td>Breakout Session 2 10:15-11:00</td>
<td>An Easy Way to Memorize Chinese Characters</td>
<td>Teaching Chinese through Music and Songs</td>
<td>Using Mobile Devices to Introduce Chinese Poetry to Students of Chinese</td>
<td>The Four Michigan Confucius Institutes Linjia Jiang Jiahang Li Jiyong Li</td>
<td>The Effectiveness of Subtitles on the Improvement of Chinese EFL Students’ Listening</td>
</tr>
<tr>
<td></td>
<td>Jinhan Yu</td>
<td>Wenbo Yang</td>
<td>David Porter</td>
<td></td>
<td>Yangting Wang</td>
</tr>
<tr>
<td>Plenary Session 11:15-12:10</td>
<td></td>
<td></td>
<td>Plenary Session: Error and Language Acquisition</td>
<td>Room BC John De Mado</td>
<td></td>
</tr>
<tr>
<td>Lunch 12:15-1:00</td>
<td></td>
<td></td>
<td>Buffet Lunch Room BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stephen Boyce</td>
<td>Huishan Chang</td>
<td>Jiahang Li</td>
<td>Alice Liu</td>
<td>B.J. Moyars</td>
</tr>
<tr>
<td>Breakout Session 4 2:15-3:00</td>
<td>Learning from the Learners Kyle McCallum Chelsea Miller Dean Smith</td>
<td>Ways to Teach Mandarin Chinese Pronunciation</td>
<td>Using Technology to Promote Language Proficiency</td>
<td>Elementary School Teachers’ Forum</td>
<td>Selling to a Younger China</td>
</tr>
<tr>
<td></td>
<td>Chelsea Miller Dean Smith</td>
<td>Youmin Lee</td>
<td>Wenbo Yang</td>
<td>Melinda Zhu</td>
<td>Patrick Bresnahan</td>
</tr>
<tr>
<td></td>
<td>Kyle McCallum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakout Session 5 3:15- 4:00</td>
<td>Practical Methods for Teaching Chinese as a Second Language</td>
<td>A Case Study of Chinese Students’ Acquisition of [θ] in English</td>
<td>Making Words Memorable and Language Acquisition for Real World Application</td>
<td>3 Studies in Chinese Linguistics Yahong Xue Yi Li Feng Qi</td>
<td>Governor Snyder and China: A Deepening Friendship</td>
</tr>
<tr>
<td></td>
<td>Enid Childers</td>
<td>Lianye Zhu</td>
<td>Ernestine Lyons</td>
<td></td>
<td>Brian Connors</td>
</tr>
</tbody>
</table>
Historically, error has been viewed as a ‘negative’ in the language classroom. Linguistic research now clearly suggests that less-than-accurate functioning (Interlanguage) is an integral and legitimate stage in the language acquisition process. Can we deal with this fact? How do we assess accordingly? Is there a difference between ‘errors’ and ‘mistakes’? How do we encourage ‘standard’ language? Come and find out…Be prepared to laugh, reflect and reconsider. (Research based on works of Larry Selinker, Steven Pinker)

Biography Sketch:

Since 1993, Mr. De Mado has directed John De Mado Language Seminars, LLC, a full-service consulting firm dealing exclusively with language acquisition issues. He is co-author of Allez, viens! and Bien dit!; high school, proficiency-based, French programs published by Houghton Mifflin Harcourt; avant and En route, a middle school, proficiency-based, French program published by Houghton Mifflin Harcourt; co-author of ¡Avancemos!, a high school, proficiency-based Spanish program published by Houghton Mifflin Harcourt; co-author of ¡Viva el español!, a primary/elementary school Spanish program published by McGraw-Hill; and co-author of Keystone, a middle/high school ELL program published by Pearson. John has also consulted to the US Department of Defense Schools in Europe. A member of several national, regional and state language organizations, John is best known for his motivational keynotes, provocative conference sessions and insightful professional and staff development workshops. Mr. De Mado has also produced and recorded instructional Spanish and French rap CD/DVDs entitled ¡Festejemos!, ¡Somos campeones!, La boutique magique and Une boum cool!, respectively. Each features several original raps and animations designed to reinforce specific language functions and related vocabulary.
Breakout Session 9:15-10:00

Room: E

Title: To Teach Chinese Characters or Not, That is the Question!
Presentation Category: Language / linguistics
Target Audience: High School Teachers/College Faculty
Presenter: Nina Fang, Catholic Central High School
Language: English

Teaching spoken Chinese to American students or "foreign" students in general, is a feasible task. However, teaching the same group of students Chinese characters becomes a pedagogical, philosophical and perpetually arguable issue. This presentation examines the topic from my own perspective and draws from my personal classroom teaching experiences.

Room: F

Title: Chinese Pronunciation: How to Avoid a Heavy Accent
Presentation Category: Language / linguistics
Target Audience: Elementary Teachers/Middle School Teachers/High School Teachers
Presenter: Moria Chu (Tanfeng Chu), Cass Technical High School
Language: English

A lot of Mandarin Chinese teachers and researchers have argued as to whether using Pinyin or Bo-po-mo is better. Some say using Pinyin for teaching is more likely to confuse students with their own language, English. In fact, the key to having correct pronunciation is not determined by the sound system that the teacher uses. It is determined by how much listening input we give to the students. Learning by listening to Chinese native speakers is the key to having perfect pronunciation, rather than using any specific sound system. In this session we will talk about how to make your students' pronunciation sound more like Chinese native speakers. A focused teaching approach will be employed during this session.

Room: H

Title: Blended-Learning: An Efficient Way of Teaching and Learning Chinese
Presentation Category: Language / linguistics
Target Audience: Middle School Teachers/High School Teachers/College Faculty/K-12 Administrators/College Administrators
Presenter: Li Wang, Fujia Li, Open University of China
Language: English

Language teachers in non-target language environments usually face such challenges: Chinese classroom time is quite limited, and once out of the classroom, students tend to easily forget what they have learned. How can we effectively improve the efficiency of classroom teaching? How can we use the limited class time to enable students to maximize the "output" of language? "Blended-learning" has been proven a useful way to deal with these challenges. In this session we will discuss and share thoughts and experiences on "blended learning".
Room: I

Title: Middle School Teachers' Forum
Presentation Category: Language/Linguistics/Classroom Management
Target Audience: Middle School Teachers, K-12 Administrators
Coordinator: Anita Liu, Wayne State University
Language: English/Chinese

Join the panel to discuss ideas and concerns about teaching Chinese at American middle schools. Feel free to bring questions or share your challenges and concerns with others who are likely to have had similar experiences.

Room: J

Title: The “Learn a Chinese Phrase” Video Series: Learning through Idiomatic Phrases
Presentation Category: Language and linguistics
Target Audience: All
Presenter: Mengwen Zhu, Wayne State University
Language: English

Idiomatic phrases are widely used in daily conversation, but may be very difficult to understand for foreign learners. The staff at the Confucius Institute at Wayne State University has produced a method for making Chinese idiomatic phrases fun and easy. The video series “Learn a Chinese Phrase” not only helps intermediate learners to learn idiomatic expressions but also helps them to increase their Chinese vocabulary. This presentation will focus on how two-minute videos enable learners to understand the inner meaning of idiomatic phrases in an efficient way, while exploring areas of idiomatic phrase teaching.

Breakout Session 10:15-11:00

Room: E

Title: An Easy Way to Memorize Chinese Characters
Presentation Category: Language/Linguistics
Target Audience: All
Presenter: Jinhan Yu, Wayne State University
Language: English

Unlike Romance languages or Indio-European languages which use alphabetic characters, Chinese uses a logographic writing system. For non-native speakers, this unique writing system may be hard to learn, for it does not have prefixes or suffixes to help them with memorizing. However, radicals have almost the same function as those affixes; they often present the basic meaning of a Chinese character, pronunciation and sometimes even show historical changes. In this session, we will see how grouping radicals is an easy way to memorize Chinese characters.
Room: F

**Title:** Teaching Chinese through Music and Songs  
**Presentation Category:** Language / Linguistics  
**Target Audience:** Elementary Teachers/Middle School Teachers/High School Teachers  
**Presenter:** Wenbo Yang, Foreign Language Immersion and Cultural Studies  
**Language:** English

This session addresses how to teach Chinese language skills through music and songs. The presenter will share activities and strategies to implement culture into daily foreign language instruction and foster language acquisition at different proficiency levels.

Room: H

**Title:** Using Mobile Devices to Introduce Chinese Poetry to Students of Chinese  
**Presentation Category:** Language / Linguistics / Culture  
**Target Audience:** High School Teachers/College Faculty  
**Presenter:** David Porter, University of Michigan  
**Language:** English

Classical Chinese poetry is generally thought to be well beyond the reach of beginning and intermediate language learners. Modern mobile computing platforms (smartphones and tablets), however, now make it possible to create highly interactive, hands-on, and personalized learning tools that are ideal for working with the compact textual forms of Tang dynasty poems, provided the poems are selected carefully with student learners in mind. This presentation will demonstrate a series of mobile-based Chinese language learning tools that have been developed as part of an ongoing research project on the use of Chinese poetry in Chinese language pedagogy. In combination, these tools can help even an early-stage student move from a first introduction to a multi-modal mastery of short classical poems, providing the student with both an intimate glance into the workings of Chinese poetic language as well as great personal satisfaction.

Room: I

**Title:** the Four Michigan Confucius Institutes Forum  
**Presentation Category:** Administration or Program Coordination  
**Target Audience:** K-12 Administrators/College Administrators  
**Presenters:** Linjia Jiang, Western Michigan University; Jiahang Li, Michigan State University; Jiyong Li, 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.
This study investigates the effects of subtitled TV series on Chinese EFL learners' listening comprehension. The two main research questions are: 1) What are the most effective types of subtitled TV series under the four treatment conditions: L1 Chinese, L2 English, L1 and L2, and no subtitles; 2) What is the relationship between students’ attitude towards subtitles and their listening performance. Eighty students participated in the study. The pilot study results showed that L1 and L2 subtitles are the most effective and there is a correlation between student attitudes and their performance. Because all the foreign TV series released in China require subtitles (Chen, S.J., 2004), knowing the most effective subtitles for students' listening comprehension and their attitudes towards subtitles is very important. The study has practical value in that Chinese government officials, teachers, and educators can take into account the most effective subtitles and implement them in ESL classroom in China.

Plenary Session 11:15-12:10

Room BC
“Error and Language Acquisition”
John De Mado, Director of John De Mado Language Seminars, Inc.
(Please see details on Page 4)

Lunch 12:15-1:00
Room BC: Buffet Style Lunch Provided for All Registered Participants.

Breakout Session 1:15-2:00

Room: E

Title: Chinese Characters, Chinese Culture, and the Michigan World Language Standards
Presentation Category: Language /Linguistics/Culture
Target Audience: Middle School Teachers/High School Teachers/College Faculty
Presenter: Stephen Boyce, Sui Wah Chan, Ann Arbor Public Schools
Language: English

Significant portions of the Michigan world language standards concern the acquisition of cultural, historical and political information about China. This session will demonstrate an approach to fulfilling the requirements of Strands 2 & 4 of the state benchmarks and standards through the teaching of Chinese characters by analyzing the multiple layers of meaning and
history embedded in them. As a part of this presentation Prof. Sui Wah Chan will present his recent investigation into the oracle bone script collection at the Royal Ontario Museum.

**Room: F**

**Title:** Using Music to Help Learn Chinese  
**Presentation Category:** Language / Linguistics  
**Target Audience:** Elementary Teachers/Middle School Teachers  
**Presenter:** Huishan Chang, Dearborn Public School  
**Language:** English/Chinese

Music makes it easier for kids to learn. Singing topic-related songs serves as a strategy to enhance language learning because it creates a relaxed learning environment in which the students can practice their pronunciation, learn words, phrases, and sentences, and learn culture. The songs not only transmit the language for current learning topics, but also help the students unconsciously use them for later learning.

**Room: H**

**Title:** Building the Connection: CI-MSU Online Chinese Course Introduction  
**Presentation Category:** Culture/ Administration or Program Coordination  
**Target Audience:** Middle School Teachers/High School Teachers/ K-12 Administrators  
**Presenter:** Jiahang Li, Zilu Jiang, Lu Yang, Lili Xu, Wei Han, CI at Michigan State University  
**Language:** English

In this presentation, program director and instructors from the Confucius Institute at Michigan State University (CI-MSU) will introduce online Chinese courses for middle school and high school students in collaboration with Michigan Virtual School (MVS). Offered since 2005, this online Chinese course has been well established and continuously innovated and laid a solid foundation for the online Chinese teaching network for middle and high school in the United States. CI-MSU has also developed a set of online teaching pedagogy and teaching materials that is student-centered and endorses educational technology. This presentation will focus on demonstrating the current model of online Chinese courses, including strategies for integrating culture into curriculum and designing the assignments, effective instructions in using Adobe Connect, and useful ways to engage students in an online context.

**Room: I**

**Title:** High School Teachers' Forum  
**Presentation Category:** Language / Linguistics/ Classroom Management  
**Target Audience:** High School Teachers, K-12 Administrators  
**Coordinator:** Alice Liu, graduate assistant of CI-WSU  
**Language:** English/ Chinese

Join the panel to discuss ideas and concerns about teaching Chinese at American high schools. Feel free to bring questions or share your challenges and concerns with others who are likely to have had similar experiences.
Room: J

Title: Language-Partner Matchmaking  
Presentation Category: Culture  
Target Audience: High School Teachers/College Faculty/K-12 Administrators/College Administrators  
Presenter: BJ Moyars, B. Moyars Consulting  
Language: English/Chinese

Most people would agree that a great way to learn a language is through a language partner. Plans are made and the classic "I'll teach you English and you can teach me Chinese!" illusion begins to permeate the air. The two meet once or twice and the results just don't match the initial hypothesis. The traditional ideas behind finding and working with a language partner unfortunately aren't working, but there's still hope. In this presentation, the speaker will first explain the specific reasons why the traditional language partner relationship doesn't work, and then will provide a step-by-step, how-to manual on finding your student the perfect partner to learn from. If done correctly, this nontraditional system will not only create a learning bond for both individuals, but will reignite your students' interest and focus on learning Chinese.

Breakout Session 2:15-3:00

Room: E

Title: Learning from the Learners: How Chinese Learners Learn Chinese  
Presentation Category: Language /Linguistics/Culture  
Target Audience: Elementary Teachers/Middle School Teachers  
Coordinator: Kyle McCallum, Chelsea Miller, Dean Smith, Wayne State University  
Language: English/Chinese

Chinese learners who have studied in China will discuss their experience and the strategies they have developed for themselves to aid their learning.

Room: F

Title: Ways to Teach Mandarin Chinese Pronunciation  
Presentation Category: Language /Linguistics/ Classroom Management  
Target Audience: Elementary Teachers/Middle School Teachers/ High School Teachers/College Faculty  
Presenter: Youmin Lee, Oakland Community College  
Language: English

This session attempts to discuss and explore ways of teaching Mandarin Chinese pronunciation, one of the most daunting tasks for westerners learning to speak Chinese. Methods will be discussed and tips will be shared in the hope of exchanging ideas among participants on this important aspect of teaching and learning Chinese.
Room: H

**Title:** Using Technology to Promote Language Proficiency  
**Presentation Category:** Language / Linguistics  
**Target Audience:** Elementary Teachers/Middle School Teachers/High School Teachers  
**Presenter:** Wenbo Yang, Foreign Language Immersion and Cultural Studies  
**Language:** English

The presenter will share strategies on how to use technology to promote language proficiency. Participants will learn step by step how to set up an account, create a class, send connections to parents, upload audio/video, record/post a comment, download programs, etc. using the following digital storytelling tools: voicethread.com; storybird; photo story 3; media sharing websites: projekt; vialogues; popplet; free internet based programs: tagxedo; audacity; and balabolka.

Room: I

**Title:** Elementary School Teachers' Forum  
**Presentation Category:** Language / Linguistics/Classroom Management  
**Target Audience:** Elementary School Teachers, K-12 Administrators  
**Coordinator:** Mengwen Zhu, graduate assistant of CI-WSU  
**Language:** English/ Chinese

Join the panel to discuss ideas and concerns about teaching Chinese at American elementary schools. Feel free to bring questions or share your challenges and concerns with others who are likely to have had similar experiences.

Room: J

**Title:** Selling to a Younger China: An Analysis of Changing Trends in Consumption Behaviors among the Young Chinese  
**Presentation Category:** Culture  
**Target Audience:** K-12 Administrators/College Administrators  
**Presenter:** Patrick Bresnahan, Wayne State University  
**Language:** English

As the Chinese consumer based marketplace continues to develop, a new generation of consumers takes to the stage—the upper educated consumer. The purpose of our research is to determine what influences young adult Chinese citizens in their purchasing decisions, and discuss how the influencers can be utilized by interested parties. The first phase of this project involved traveling to three major universities in China. Here we surveyed students of various disciplines based on three factors: Price and value added, social media influence, and environmental consciousness. The second phase of our research consisted of analyzing the data collected and discovering the trends and influencers in order to make educated conclusive remarks. The final phase focused on conveying where past research had placed these trends, introducing our findings, and concluding with how trends have changed over the last decade.
Breakout Session 3:15-4:00

Room: E

Title: Practical Methods for Teaching Chinese as a Second Language
Presentation Category: Language /Linguistics/Culture
Target Audience: Elementary Teachers/Middle School Teachers/High School Teachers
Presenter: Enid Childers, Wayne County Community College District
Language: English

Use practical methods for Chinese instruction at all level. Three methods include engaging students by encouraging the use of Maobi(毛笔) to write hanzi in watercolor board and to silkscreen important grammatical constructions onto T-shirts. Examples of these and other methods will be presented.

Room: F

Title: A Case Study of Chinese Students’ Acquisition of [e] in English
Presentation Category: Language /Linguistics
Target Audience: College Faculty
Presenter: Lianye Zhu, Michigan State University
Language: English

The phonetic acquisition of English as a second language has been a heated topic for several decades. Topics such as Japanese learners’ difficulty in acquiring [u] and [i] and Chinese learners’ problem in acquiring voiceless interdental fricative [e] have been studied from various perspectives. Recently, researchers have begun to pay attention to cognitive procedures, i.e. the relation between perception and production of target sounds. In this case study, three Chinese advanced English learners participated in four speaking tasks and two listening tasks followed by an interview. The investigation of their perception, production, and the tolerance of inaccurate [e] revealed that: a) the formality of speech style had a significant relation with pronunciation accuracy while speaking rate did not; b) Chinese learners’ greatest challenge was to distinguish between [e] and [s] in both perception and production; c) learners’ tolerance of inaccurate pronunciation corresponded with their production of that pronunciation.

Room: H

Title: Three Studies in Chinese Linguistics
Presentation Category: Language /Linguistics
Target Audience: College Faculty
Presenter: Yahong Xue, Yi Li, Feng Qi, University of Michigan
Language: Chinese and English

Study One:汉语非基本颜色词研究 by Yahong Xue

非基本颜色词是基本颜色词的下义范畴，是人类跨越范畴认知的产物。本文从认知语义视角对汉语非基本颜色词的体现形式及认知理据进行研究。研究发现，汉语非基本颜色词体现形式主
要有专名颜色词、实物颜色词、间色词及程度颜色词四种。其主要语义认知理据为隐喻、转喻和概念整合；其体现形式及语义认知理据从一个侧面揭示了语言范畴与认知能力、群体共识、民族文化的关系。

Study Two: The Trace of the Flexible Disyllabic Words in Tang Poetry by Yi Li

As is widely known, there are many flexible disyllabic words in Chinese, like [law'xu] ‘tiger’, also used as [xu], [me'th'an] ‘coal’, also as [me] and [koñ'ren] ‘worker’as [koñ]. Many linguists gave their explanations on this issue. For all, there are three of them. One explanation is the avoidance of ambiguity. The logic was in this way: there are fewer syllables in Chinese, and there are fewer monosyllabic words in Chinese, and in order to avoid the ambiguity of homophony, putting one syllable on the word seems reasonable. The second one is metrical reason. The truncation is one of them, like [lë'tșə'u'ta'əwe] ‘Lanzhou University’ usually produced as [lë't'a]. The third reason is due to loan words. Take the [koñ'ren] as an example, since worker in English is a two-element word, with “work” equivalent to [koñ], and the suffix “-er” to [rən]. In my research, I purport that these kind words may have arisen due to the needs of rhyme. I will prove it with quantitative methods by checking the flexible words in Tang poetry.

Study Three: 试论句子焦点和语体的关系  by Feng Qi

说话人的焦点操作策略对句子焦点的确定起到了决定性的作用，这一结论在对话体中体现得尤为明显，反过来说，不同的语体对句子焦点的确定起到了不同的作用。即语体的差异导致语法规律的差异，对话体语义相对于其他类型的语体，包括书面语体，在焦点的确定上，更能体现区分焦点强迫形式与焦点操作策略这两个层次的意义。

Room: J

Title: Governor Snyder and China: A Deepening Friendship
Presentation Category: Culture/ Administration or Program Coordination
Target Audience: K-12 Administrators/ College Administrators
Presenter: Brian Connors, Michigan Economic Development Corporation
Language: English

Hear the latest update on Michigan’s rapidly-expanding governmental and business ties with China firsthand, from the official responsible for Michigan’s China programs. Introduction will include Governor Snyder’s most recent China Trade Mission, and ongoing plans to deepen the relationship between the Middle Kingdom and the Great Lakes State.
IMPROVE YOUR CHINESE WITH THESE FUN PHRASES!

These videos provide memorable phrases that help Chinese language-learners remember not only new vocabulary but new structures that allow for unlimited substitution.

Each video features a native speaker of Chinese who models pronunciation and an inquisitive learner who helps viewers to better understand the meaning of each Chinese phrase or idiom.

Search for "Learn a Chinese Phrase" on:

clas.wayne.edu/ci

YouTube

youku.com

Facebook