首先请允许我代表韦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”第五届年会。每年的这个时候，总是一个忙碌而又令人激动的时刻：因为学习和教学中文，那么多密歇根州中文协会的老朋友可以借这个机会再次相聚，而在这个聚会上，我们也期待着结识更多的新朋友。朋友无论新旧，欢迎你们！

我们刚刚经历了一个收获的秋天，一个色彩斑斓的季节，一个硕果累累的季节。现在，我们坐在这里，在各个讨论的小组里，回想或者聆听这一年来的耕耘：在讲台上，在教室里，那些可爱的面孔，那些稚嫩的声音，那些动听的汉语拼音以及多少有些令人纠结的声调，那些美丽如画的方块文字以及并非那么容易的横撇竖捺，那有些斑驳的几千年文明，它的西京长安或者中原汴京，它的北京上海，长江长城。谢谢你们，正是你们在这一年中辛苦的教学中，积累了丰厚的汉语教学经验，传递了有关中国语言文化的丰富的信息；谢谢你们，愿意无私地在这个年会中奉献和分享这些不可多得的宝贵经验。

如大家所知，通过丰富多样的项目和资源，韦恩州立大学孔子学院非常乐意跟各位一起致力于密歇根州尤其是大底特律地区对汉语学习的需要，增进对中国语言文化的了解，加强中国与美国教育文化交流合作。密歇根中文协会年会正是这样的重要项目之一。因此，我们满怀激动的心情期待着大家参与教学研讨会的同时，也更期待着跟各位保持着一种全天候的友谊和联系——我们的网站、Facebook、YouTube 随时都期待着各位的光临和交流。

中文是我们共同的话题和言说方式之一。通过努力，我相信在这里会多一种声音，多一扇窗户，多一个机会。那么，让我们共同珍惜和努力，一如既往。

王毅
韦恩州立大学孔子学院
On behalf of the Confucius Institute at Wayne State University, I am proud to welcome you to our fifth 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 fourth annual Michigan Chinese Quiz Bowl for middle and high school students. Seventy-two teams consisting of 262 students competed for fun and prizes. The increase from 166 to 262 students in one year 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 fifth annual China Quiz Bowl. The date and venue have yet to be determined, so please contact the WSU-CI if your school would be interested in hosting this event.

The WSU-CI continues to offer a variety of programs that promote Chinese language and culture in southeast Michigan, including a new series of short videos spotlighting idioms for intermediate learners. These videos will soon be made available on youtube as well as the WSU-CI website. 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 fifth 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
## 2012 CLAM Conference Schedule at a Glance

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Plenary Session: 11:15-12:10  
Room: BC  
Title: Living, Working, and Laughing by The Chopsticks-Fork Principle  
Speaker: Cathy Bao Bean

With delight and good humor I encourage people to realize and understand (and laugh about!) how we are all at least bi-cultural (by ethnicity, gender, generation, status, wealth, etc.) in a way that shatters stereotypes but explains the generalizations. And I do this by making the “familiar” and “foreign” into each other and by telling personal stories about ordinary events that raise extraordinary cultural questions – like: Can you fail or succeed simultaneously in two cultures?  
What difference does it make to your brain whether English or Chinese was your first language?  
What happens when you have a sub-conscious but your (grand)mother doesn't?  
How do your several Selves morph from Asian Traditionalist into Western Modernist and back again?  
How do people reach a decision – by consensus? voting? power/status?  
How do you say ‘I love you’ in America? Everywhere else?  
Can the Tooth Fairy survive the Melting Pot or the Monkey King live on Kentucky Fried Chicken?  
When is a job “well done”? 

BIOGRAPHICAL SKETCH


In a previous incarnation, she was a philosophy teacher, cook, student, carpool driver, and on the Board of Advisors of the Claremont Graduate University School of the Arts and Humanities (www.cgu.edu), the NJ Council for the Humanities (www.njch.org), and founding member of the Ridge and Valley Conservancy (http://rvclandtrust.org).

In the process, she has been learning how to make the “foreign” more familiar and the ordinary and extraordinary into each other.

None of it has been painless. All of it has been fun - except the cooking.
Breakout Sessions: 9:15-10:00

**Room: E**

**Title:** Cross-Cultural Influences: The Chinese and Islamic Connection  
**Target Audience:** Anyone interested  
**Presenter:** Youmin Lee, Oakland Community College

Southeast Michigan and the Detroit Metropolitan area have large communities of diversified peoples from the Middle East to Asia with different religions--Muslims, Christians, Jews, Hindus, Buddhists, etc. The Detroit area, in particular, boasts the largest and oldest Arab community in the country. One way to help people understand one another and embrace each other's culture and religion is to look at art. As humans, we actually have more things in common than differences! We love to blend foreign sources into our own art and then develop our unique art forms. This session attempts to explore fusion of Chinese and Islamic Art from centuries ago to the contemporary. Cases of Chinese influence in Islamic Art will be illustrated. This module, the result of a trip to Turkey and attending a summer workshop in the Middle East and Central Asia, will be infused in my Chinese Language class with the hope of enhancing students' interest in learning language/culture and the appreciating two of the world's great cultures and art traditions.

**Room: F**

**Title:** Avoid Mother Tongue Negative Transfer  
**Target Audience:** Elementary Teachers, Middle School Teachers, High School Teachers  
**Presenter:** Lei Chen, Wayne State University

One of the major challenges that American learners face during second language acquisition of Chinese is mother tongue negative transfer. Since English and Chinese are so different from each other, for American learners, their existing knowledge of English will not facilitate their learning of Chinese. On the other hand, if American students were learning French, the similarities between English and French might facilitate their French learning process. In terms of learning Chinese, however, American learners need to deliberately overcome interference from English.

**Room: H**

**Title:** Language and Cultural Videos Produced by the Wayne State Confucius Institute  
**Target Audience:** High School Teachers, College Faculty  
**Presenter:** John Brender, Li Liang, Wayne State University

The Confucius Institute at Wayne State University has recently produced a series of two-minute videos that will soon be available on its website as well as on youtube. These videos feature amusing and important Chinese idioms intended to rouse the interest of intermediate students. The presenters argue that the amusement and utility of these expressions will make them particularly memorable, thereby augmenting the learner's vocabulary and, more importantly, providing potentially new grammatical structures that allow for unlimited substitution. The presenters will also show excerpts and discuss the purpose behind other cultural-based videos produced by the Confucius Institute at Wayne State University.

**Room: I**

**Title:** How to Utilize Yes Chinese Multimedia Teaching Platform  
**Target Audience:** Elementary Teachers, Middle School Teachers, High School Teachers  
**Presenter:** Kent Hsin, Chicago Chinese Language & Culture Center; Yu Hai, University of Wisconsin
Yes Chinese has been developing a comprehensive Chinese platform for both the teachers and students. Among dozens of features provided on the platform, three key features can be immediately adapted by Chinese language teachers of all levels:

1. **个性教室** Professional Educator Classroom (PEC) is virtual classroom where a comprehensive set of teaching and learning tools readily for access. One of the unique features PEC has is that teachers are able to fully customize the curriculum they use.

2. **快乐识字卡** Yes Chinese 3D Flashcard has been highly regarded as the most powerful teaching tool for Chinese teachers. It contains over 8,000 characters and 370,000 words or phrases which all can be instantly generated to include commonly needed multimedia features.

3. **中文阅读** Graded Reading in Yes Chinese categorizes more than 2,000 interactive multimedia articles respective of age groups and reading levels. This remarkable feature uniquely serves the needs of Chinese teachers of all levels.

**Room: J**
**Title:** The Oxymoron in Chinese Language  
**Target Audience:** High School Teachers, College Faculty  
**Presenter:** Nina Fang, Catholic Central High School

The usage of oxymoron is a rather interesting aspect of the English language. After a brief explanation of the origin of oxymoron and an initial examination of a few examples in English, we move on to examine the analogous usage in the Chinese language. Surprisingly, one finds that there are many sub-categories of oxymoron in Chinese and learns that the oxymoron is widely and firmly integrated in daily Chinese. Lastly, during the course of researching this paper, a discrepancy caught my eye. It will be presented to my peers for further discussion.

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

**Room: E**
**Title:** The Tang Dynasty: Complicating Chinese Culture  
**Target Audience:** Elementary Teachers, Middle School Teachers, High School Teachers  
**Presenter:** Alex Day, Wayne State University

This session will complicate our notion of Chinese culture by looking at the Tang Dynasty, often considered a key source of Chinese culture. This historical look will show, instead, that the Tang was a complex cultural mixture that belies essentialization. Likewise, the Tang should be considered more the end of an era—of aristocratic rule and culture—than the beginning.

**Room: F**
**Title:** Effective Classroom Management in US Classrooms  
**Target Audience:** Elementary Teachers, Middle School Teachers, High School Teachers  
**Presenter:** Wenying Zhou, Michigan State University

Chinese teachers usually encounter the challenge of managing U.S. students in the classrooms. American students may not be as obedient as the Chinese students we are familiar with—they are talkative during your instructional time; they are energetic when you want them to be quiet; and sometimes they are not motivated to learn Chinese. How can we make them follow instructions? And how can we motivate them? This session will discuss some of the challenges and share thoughts on some of the useful ways to deal with the challenges.
Room: H
Title: The Online Interactive Language Exercises for Introductory Chinese
Target Audience: Middle School Teachers, High School Teachers, College Faculty
Presenter: Jinyi Li, University of Michigan

This Online Interactive Language Exercises for Introductory Chinese is aimed at enhancing the introductory level Chinese students’ ability in listening and comprehension and to enhance speaking accuracy without an instructor. This will be accomplished by providing students with listening and speaking exercises in addition to their normal written assignments.

Room: I
Title: Meeting World Language Requirement Using Standards-Based Curriculum
Target Audience: Elementary, Middle & High School Teachers, K-12 Administrators
Presenter: Irma Torres, Oakland Schools

This session will familiarize participants with the latest information (FAQ) from the Michigan Department of Education regarding the state world language requirement. Additionally, the presenter will share examples of standards-based curriculum for elementary through high school Chinese classes.

Room: J
Title: Secrets Revealed: Why American Students Stop at Chinese 101
Target Audience: Elementary Teachers, Middle School Teachers, High School Teachers, College Faculty, K-12 Administrators, College Administrators
Presenter: BJ Moyars, Moyars Consulting LLC

Have you ever wondered what keeps many American students from continuing past the Chinese 101 level? Developing an understanding of American culture can help a teacher motivate students to learn. That doesn’t mean teachers must abandon all their current teaching methods. It just means to get the best from your American students – and continue to grow your language department’s enrollment numbers – adding a little American-style motivation and understanding of American culture might be the key to keep students coming back.

Plenary Session: 11:15-12:10

Room BC
“Living, Working, and Laughing by The Chopsticks-Fork Principle.”
Cathy Bao Bean, President, Society for Values in Higher Education
(Please see details on page 3)

Lunch: 12:15-1:00
Room: BC Buffet style Lunch provided for all registered participants
Breakout Sessions: 1:15-2:00

Room: E
Title: Funny Tales from China: What I Wish I Had Learned in Class
Target Audience: Elementary Teachers, Middle School Teachers, High School Teachers, College Faculty, K-12 Administrators, College Administrators
Presenter: BJ Moyars, Moyars Consulting, LLC

Foreign language students often hope to make a trip to the country they study, only to find out there are gaps in what they learned, making them feel like a beginning language student all over again. For instance, learning from a Beijing taxi driver that you sound like an old Taiwanese woman isn’t exactly a confidence builder; nor is learning the word for deodorant two days after you need it. This presentation will give teachers a humorous look at what can really happen overseas in the words of a student who tried out his newly-acquired language skills on the streets of Beijing.

Room: F
Title: How to Become a Successful Teacher?
Target Audience: Elementary Teachers, Middle School Teachers, High School Teachers
Presenter: Huishan Chang, Dearborn Public Schools

A successful teacher produces successful students. Every teacher wants to be successful in the classroom. Every teacher wants to be that favorite teacher that their students remember. For Chinese language teachers, it is important to apply the strength from both Eastern and Western education into the Chinese language classroom. I would like to lead everyone to think about how to be successful in the classroom based on our own learning experiences as well as our teaching experiences.

Room: H
Title: Chinese Your Way-Technology Your Way
Target Audience: Middle School Teachers, High School Teachers, College Faculty, K-12 Administrators
Presenter: Wenyi ng Zhou, Wei Yan, Huiling Yuan, Chunhui Zhou, Fenghua Chen, Shuo Yang & Meng Chen, Michigan State University

It is important for Chinese language teachers to maximize the students’ language input and provide opportunities for them to produce Chinese language output. How can we achieve that? Apart from the teacher serving as the only provider of the Chinese language input, what other tools can they employ? This session will highlight details of some of our successful efforts and provide participants with the tools to increase the students’ Chinese language input and output, including the design of the Chinese curriculum and the use of Web 2.0 technology tools.

Room: I
Title: A Comparative Study of Lexicon Sizes in Chinese and English
Target Audience: Elementary, Middle & High School Teachers, College Faculty, K-12 Administrators, College Administrators
Presenter: San Duanmu, Xinting Zhang, Yan Dong, Michael Opper, University of Michigan

Linguists, language teachers, and ordinary people often wonder how many words there are in languages they know, such as English or Chinese, and whether the numbers differ a lot between languages. In a recent book, Cai (2008) estimates that Chinese has 100,000 words and English has 20 times as many, or 2,000,000, and that the large difference between them has led to many social and cognitive differences. We offer a close study of how words and morphemes are counted in the languages, using two electronic
lexicons (CELEX 1995 for English and Xiandai Hanyu Cidian 2005 for Chinese). We show that under a careful analysis, the two lexicons show striking similarities.

**Room: J**

**Title:** Amplifying Vocabulary through Character Knowledge  
**Target Audience:** Elementary Teachers, Middle School Teachers  
**Presenter:** Qiuping Yuan, Lamphere Schools

The fact that Chinese characters cannot be sounded out poses great challenges for many Chinese language learners. Is there any shortcut to enlarge Chinese vocabularies? Should we teach strokes and radicals? Is Pinyin helpful for recognizing Chinese characters? The presenter will compare the main difference between Chinese and English vocabularies, discuss some Chinese character teaching methods, share her teaching experiences, and show her students’ videos.

**Breakout Sessions: 2:15-3:00**

**Room: E**

**Title:** Transcultural and Translingual “Playing” with Chopsticks-Fork Principle Exercises  
**Target Audience:** Elementary, Middle & High School Teachers, College Faculty  
**Presenter:** Cathy Bao Bean, Society for Values in Higher Education

We will explore:

- How learning about a second culture and its language can help us better understand our first culture and language; and
- How developing a sense of humor and an appreciation of playing with words and ideas can more than double the value of living “on the hyphen” as an Asian-American or Americanized-Asian.

**Room: F**

**Title:** Strategies for Communicative Interactions  
**Target Audience:** High School Teachers, College Faculty  
**Presenter:** Sara Bostwick, President MIWLA 2012-2013

This session will cover various techniques to elicit communication and interaction in the target language among students.

**Room: H**

**Title:** Using Mobile Devices to Teach Chinese Character Writing Skills  
**Target Audience:** Elementary Teachers, Middle School Teachers, High School Teachers, College Faculty  
**Presenter:** David Porter, University of Michigan

Character writing is the most difficult part of learning Chinese. This presentation will feature a demonstration and discussion of a new app developed for smartphones and tablets to help beginning students learn to write characters correctly. The app uses stroke animations and touchscreen drawing practice to show students how characters should be written and provide stroke-by-stroke feedback as they practice writing the characters themselves. In this way, students develop the habit of writing characters correctly from the beginning, ensuring that they master not only the shapes of the characters, but also the proper rules governing stroke order and direction. The app can be easily customized for use with any textbook or curriculum.
Room: I  
**Title:** Learning from Tonal Traps and Other Mistakes  
**Target Audience:** Elementary Teachers, Middle School Teachers, High School Teachers  
**Presenter:** Li Liang, Wayne State University / Huazhong University of Science and Technology

When learning a new language, there are literally hundreds of things you can do wrong. Since Chinese is a tonal language with many homonyms and Chinese characters are quite intricate, it is easy to use the wrong tones or characters and end up saying or writing something unintended. Sometimes these unintended mistakes can be quite amusing or embarrassing. In this session, the presenter will examine some funny mistakes found in students’ speaking and writing while analyzing what these mistakes could reveal about Chinese language and culture. Ultimately, understanding these “traps” can provide students with amusing anecdotes that will bring tones—and important new vocabulary—to their attention!

Room: J  
**Title:** Exploring Evidence-Based Practice for Teaching Writing in Public School Classrooms  
**Target Audience:** Elementary Teachers, Middle School Teachers, High School Teachers  
**Presenter:** Mei Shen, Michigan State University

According to the most recent national report of writing assessment results, a great number of students experience difficulties with meeting the writing criteria in schools and developing writing proficiency as required. Therefore it is critical that evidence-based writing instruction be implemented in public schools to help improve writing outcome for all students. In this presentation, the presenter will share her experience as a participant observer in an elementary writing classroom, exploring what the teacher has implemented as parts of the evidence-based practice for writing instruction. Examples include: writing across genres and disciplines, setting goals and audiences, vocabulary practice, and peer editing. Additionally, the presenter will discuss parts of effective writing instruction that are missing, such as explicit teaching of writing strategies, providing topic choice to enhance commitment to write, etc. Implications on improving Chinese writing outcome will also be discussed in the presentation.

Breakout Session: 3:15-4:00

Room: E  
**Title:** The Influence of Multiple Cultures in Chinese Language Teaching  
**Target Audience:** Middle School Teachers, High School Teachers  
**Presenter:** Wenxia Wang, Michigan State University

This presentation is about how multiple cultures influence Chinese instruction in U.S. secondary schools, and how Chinese language teachers, especially those who are not educated in the U.S., can address them in their teaching and connect their teaching to students’ real lives. Chinese language teachers from China or Taiwan are facing challenges of cultural differences with their students, their U.S. schools/U.S. education, and between the U.S. and China and Taiwan; these cultural differences can negatively affect their teaching. This study investigated the influences of student culture, school culture, and general U.S. and Chinese cultures on Chinese language teachers’ instruction, and how teachers dealt with the cultural differences and included them in their Chinese instruction, classroom management, and curriculum design. It is very important to address these challenging aspects of Chinese instruction, so that Chinese language teachers can relate their teaching to students’ real lives and make their teaching more successful.
Room: F  
**Title:** A Chinese View of Pearl S. Buck’s “The Good Earth”  
**Target Audience:** High School Teachers, College Faculty  
**Presenter:** Yi Wang, Wayne State University / Huazhong University of Science and Technology

_The Good Earth_ is a novel by Pearl S. Buck, an American writer who spent much of her early life in China. The novel, published in 1931 and awarded the Pulitzer Prize in 1932, was said to help prepare Americans to consider the Chinese as allies in the coming war with Japan. In this session, we will critically examine Ms. Buck’s perceptions and portrayals of China and Chinese culture of the 1930s from a Chinese perspective.

Room: H  
**Title:** The Change of Tones in Chinese History  
**Target Audience:** Elementary Teachers, Middle School Teachers, High School Teachers  
**Presenter:** Genhui Liu, Wayne State University / Huazhong University of Science and Technology

There are three periods in Chinese history: Ancient Chinese, Middle Ancient Chinese, and Modern Chinese. There are four tones in Middle Ancient Chinese, which we can clearly identify from classical literature, including Ping sheng, Shang sheng, Qu sheng and Ru sheng. The fourth tone, Ru sheng, also called the Entering Tone, is still retained in some Chinese dialects, such as the Wu dialect, the Yue dialect (Cantonese) and the Hakka dialect. Some Chinese Teachers from southern China may need to pay more attention to the influence of the pronunciation of the Entering tone accent. In this session, some suggestions will be provided to solve these problems.

Room: I  
**Title:** Michigan’s Government Goes to China--Marketing "Michigan" to China (密西根、密歇根、还是密执安?)  
**Target Audience:** All  
**Presenter:** Brian Connors, Michigan Economic Development Corporation

Michigan Governor Rick Snyder recently returned from a multi-city trip to China. Join us for a conversation in English and Chinese about the State of Michigan’s new efforts to brand and market Michigan in China.

Room: J  
**Title:** Adult L2 learner’s Advantage and Disadvantage  
**Target Audience:** High School Teachers, College Faculty  
**Presenter:** Jing Zhou, Wayne State University

In this linguistic study, we find that there is a critical age for learning languages, which peaks in your youth and drops sharply around puberty. For adults however, fluency can prove to be quite difficult. Luckily, adults have their own unique advantages when it comes to learning a new language. In this session, we will discuss how to employ these advantages and bypass any disadvantages we might perceive.
Network with Michigan Educators and Advocates of Chinese Language and Culture on:

clam.wayne.edu

Share and Search for Teaching Ideas

Find Conference Participants and Other Members

See our videos on the “Confucius Institute at Wayne State University” youtube channel!

Like us on facebook!