Dear Friends,

Welcome to the first annual conference of the Chinese Language Association of Michigan (CLAM). This year’s theme, “What to teach and how to teach it,” is intended to motivate us and assist us in the development of our careers. The CLAM Executive Board and I are very pleased to offer you a series of lectures that will assist you to develop a thorough theoretical background as well as classroom skills.

CLAM was founded earlier this year in order to assist in the professional development of Chinese educators and the Chinese community. CLAM believes all students and educators have the ability to succeed with the proper foundation and guidance.

Chinese is the most spoken and one of the fastest growing languages in the world. USA Today and the NY Times reported that U.S. elementary and junior high schools’ Chinese programs have tripled in the last 10 years and increased by over 100% in the last 2 years. The US government has increasingly promoted Chinese programs in public schools, allocating $6.7 million in 2006 to Chinese instruction and an additional $2.4 million in 2007. We are in the front of a whole wave of new Chinese learners willing and ready to take on a new global society. Highly qualified educators must be prepared to properly guide and expose students to the Chinese language, society, history, and culture.

This year we would like to thoroughly thank the Confucius Institute at Wayne State University for providing initial funding to get CLAM off the ground and for hosting its first annual conference.

In closing, on behalf of CLAM, I would like to thank each and every one of you for taking the time to further your career and the career of your fellow educators. I hope you enjoy your time here at the annual conference and that you will join us again next year.

Sincerely,

Yang Li
On behalf of the Confucius Institute at Wayne State University, I would like to welcome you to the first annual conference for the Chinese Language Association of Michigan!

Interest in Chinese language learning has exploded in recent years. In November of 2007, the MLA reported a 51% increase in Chinese course enrollment at U.S. colleges since 2002. Chinese language study at primary and secondary institutions is also on the rise. Although growth of this magnitude is exciting, it also presents many challenges. With Wayne State University receiving state approval for the first Chinese teacher-certification program in Michigan this year, we who have a vested interest in Chinese language education have a great deal of work ahead of us in order to provide our schools with highly qualified Chinese language instructors and the resources they need to develop professionally.

The WSU Confucius Institute is committed to supporting Chinese language and cultural education at all levels through its various programs and resources. By founding the Chinese Language Association of Michigan (CLAM) this year, the WSU Confucius Institute plans to bring together teachers, students, and advocates of Chinese language education and to provide them with programs and resources that will make teaching and learning Chinese more effective and enjoyable for everyone involved.

The WSU Confucius Institute has sponsored the construction of a website for CLAM, which we hope will be in use by the time of this conference. The website, available at clam.wayne.edu, offers members an opportunity to: (1) share ideas and expertise about various Chinese teaching themes via a discussion board; (2) upload and download lesson plans under a variety of headings; (3) post and browse relevant employment opportunities; (4) email other CLAM members; (5) stay abreast of CLAM meetings, events, and offerings; and (6) communicate on issues of personal concern such as immigration, cultural adjustment, etc.

In February, the Confucius Institute and CLAM will launch two Chinese quiz bowl competitions: One will be for K-12 students and the other for college and university students. Teachers and professors wishing to enroll one or more teams of four students must be CLAM members and volunteer in some capacity for their respective China Bowl. At present, we are looking for CLAM members to chair the K-12 and the College China Quiz Bowls. We need volunteers for publicity, question writing, hosting quiz competitions, scorekeeping, set up and clean up, judging cultural competitions, etc.

Again, it is a pleasure and a privilege to welcome you all to the first annual Chinese Language Association of Michigan. Along with our WSU Confucius Institute staff, I hope that you find the conference a valuable learning experience, make a few friends, and join our quest to provide exceptional Chinese language and cultural education throughout Michigan and the U.S.!
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Breakout Sessions: 9:15-10:00

Room F
Title: The Importance of Chinese Intonation

Presenter: Max Lingxu Ji, New Horizon US-Chinese Education & Culture Council

One of the challenges of learning Chinese is to master the four tones. For those whose native languages are non-tone languages, mastering the tones of Chinese can prove to be particularly daunting. My presentation intends to raise awareness among Chinese language educators and Chinese learners the importance of Chinese intonation, and attempts to give suggestions as to how to better teach Chinese tones to US students at various levels. My presentation has the following parts: (a) Same word, or same words, of different tone, may have totally different meanings; (b) Of the four Chinese tones, 1 and 2 are easier to master for US students than 3 and 4; 3 is the most challenging tone for most of US students; and (c) Effective strategies on how to correct tone errors for US students.

Room G
Title: Brain Hemisphericity & Classroom Management

Presenter: Greg Zvric

This presentation will focus on the relationship between classroom management and students with differing thinking styles.

Room H
Title: How to Teach Happy Chinese

Presenter: Congrong Dai, Wayne State University & Fudan University

Different from Spanish, French and other European languages, Chinese is a language only few American students will choose. There are many reasons: (1) Chinese characters are hard for American students to recognize, remember and write; (2) American students think Chinese is a language quite different from their mother tongue; (3) Because of China’s economic condition, many American students are still not familiar with China and Chinese culture and lack experience with and interest in Chinese things; and (4) Traditional Chinese teaching is lacks a variety of pedagogical approaches.

The major problem facing Chinese language teachers today is not how to teach good Chinese but how to get American students interested in learning Chinese. Therefore, making Chinese learning a happy thing is important. I hope with the discussion, we can learn more about: (1) What do American students really want and what are they really interested in?; (2) How can we help American students interested in China and Chinese culture?; (3) How can we make Chinese teaching more interesting?

Room J
Title: Implementing a Chinese Program at a Private School

Presenter: Dwight. L. Wilson, Friends School in Detroit

In this session I will discuss the following: (1) The process which led me to decide to put in our Chinese Language and Culture Program which is now required throughout the school; (2) Why HANBAN the National Association of Independent Schools selected me for a nine-person delegation that spent nine days in China; (3) My experiences in China highlighting visits to schools and their officials and the interview process that I used to select a teacher for Friends School in Detroit and another for Grosse Pointe Academy; (4) How our Chinese language program has evolved over the past three years; (5) Our Chinese Summer Camp of 2007 and Chinese Arabic Summer Camp of 2008.
Session Overviews

Breakout Sessions: 10:15-11:00

Room F
Title: Adjusting Teaching Strategy to the Class Environment

Presenter: Jing Wang, Carnegie Mellon University

Classroom environment, which includes factors such as the number of students, their native language and cultural background, and the classroom's technological equipment, plays an important role in choosing the appropriate teaching method in a language course. This presentation compares the different classroom environment at the level of elementary Chinese classes in Princeton University and Carnegie Mellon University, and talks about the different teaching approaches that have been adopted at these two institutions. Possible strategies and teaching methods will be discussed and the reasons behind each approach to accommodate different student groups will be analyzed. This presentation will also touch upon the topic of combining the communicative approach and oral-aural approach to help students develop the four skills, i.e. listening, speaking, reading and writing, and using the multimedia teaching tool, such as the power point presentation, to achieve the best result in the classroom.

Room G
Title: Challenges of Teaching Immersion Chinese in America

Presenter: Wenbo Yang, Foreign Language Immersion and Cultural Studies School in Detroit

This presentation describes some challenges that native Chinese teachers encounter in American classrooms by examining differences in cultures, educational systems, and Chinese language teaching methodology. It will focus on developing efficient Chinese language programs; understanding the American educational system through the point-of-view of a native Chinese language teacher; and provide recommendations for overcoming these challenges.

Room H
Title: BRIDGING THE GAP: Adapting Familiar ‘Props’ for Teaching Foreign Languages in the Classroom

Presenter: Yen-ling von Meister, Eastern Michigan University

Many Chinese language teachers are challenged by the gap separating Chinese and western languages. Often, ‘props’ or learning aids, can be used to help bridge the differences in spoken and written Chinese and to establish a more familiar learning environment for students. The presenter will share a variety of learning aids adapted from games or activities that are known to students from other contexts, such as board games, geography lessons, etc. The session will also provide an opportunity for teachers to share their experiences and brain storm for new ideas.

Room J
Title: Chinese Teacher Certification at Wayne State University: All the Ins and Outs

Presenter: Yue Ming, Wayne State University

The College of Education and the College of Liberal Arts and Sciences at Wayne State University have recently established a new teacher certification program with a major or minor in Chinese Language and Culture. This new program is available at the elementary, secondary, or K-12 levels and may serve as part of an initial teacher certification or as an endorsement to an existing Michigan teaching certificate. Dr. Yue Ming, the Chinese Teacher Certification Program Advisor and Assistant Director of the Confucius Institute, will explain detailed procedures about admission, prerequisites within the College of Liberal Arts and Sciences, professional sequence course requirements from the College of Education, transcript evaluations, ACTFL OPI and ACTFL WPT in Mandarin Chinese, credits by examination, options for
Session Overviews

fulfillment of the 40-hour group work, and procedures for applying for the pre-student teaching waiver and student teaching placement.

Plenary Session: 11:30-12:00

Room BC
An Overview of WSU’s Confucius Institute and its Programs
Presenter: Dean Robert Thomas, Wayne State University:

Dean Thomas will sketch the history of his interactions with colleagues, students and faculty in China since the early 1980’s. He will describe the growth of Chinese Studies at Wayne State University and give an overview of the recently established Confucius Institute at WSU in partnership with Huazhong University of Science and Technology in Wuhan, China.

BIOGRAPHICAL SKETCH
Robert L. Thomas was born in Dover-Foxcroft, Maine. After graduation from Foxcroft Academy, he did his undergraduate studies at Bowdoin College, majoring in Physics. His graduate work in Physics took place at Brown University, where he completed his Ph.D. in the Department of Physics. He joined the Department of Physics at Wayne State University in 1965, initially as a postdoctoral research associate, and subsequently as a faculty member. His research group in applied physics pioneered the field of thermal wave imaging. Over the past several years he has been a co-inventor on nine U.S. Patents on sonic infrared imaging of cracks, recently cited as one of “25 Innovations That Changed the World.” An elected member of Wayne State University’s Academy of Scholars, and a Fellow of the American Physical Society, he is currently Dean of the College of Liberal Arts and Sciences and Professor of Physics and Astronomy. He has traveled to China eleven times since 1985, and as Dean of the College of Liberal Arts and Sciences, has led the establishment of the Confucius Institute at WSU.

Lunch: 12:00-1:00

Room BC
Buffet style Lunch provided for all registered participants

Breakout Sessions: 1:00-1:45

Room F
Title: Using Resources in English to Teach Chinese

Presenter: Iris Hong Zhan, Michigan New Century Chinese School

One of the major roadblocks in teaching Chinese to young children is the lack of Chinese language stimulus in their English environment. I find it very helpful to use teaching materials that are familiar to the students from their daily life, such as some popular children’s books and games.

I have a very long list of books I routinely read in my class. To name a few, The Very Hungry Caterpillar by Eric Carle can be used when teaching food, color and counting in Chinese. Brown Bear Brown Bear What Do You See by Bill Martin and Eric Carle is perfect for reviewing some animals and colors. Go Away Big Green Monster by Ed Emberley is such fun reading about color and body parts, especially for younger students. There are also some beloved children’s games, such as Bingo, I Spy…, and Simon Says, can make learning Chinese more exciting.

When we use these resources in English to teach Chinese, students sometimes find it easier to relate and to register. More importantly, they find it more interesting and meaningful to them.
Session Overviews
Session Overviews

Room G
Title: Mnemonic Techniques and Technology: Optimizing the Learning of Chinese Characters

Presenter: Ying Zhang, Bryant University, Rhode Island

In this presentation, participants will explore the use of mnemonic techniques in Chinese character instruction and how to integrate technology to enhance learning outcomes. Character learning will be explored in the presentation stage, during autonomous learning processes, and during the assessment stage. Alphabetic-language learners of Chinese as a foreign language are generally confronted with memorization difficulty. This challenge is a major contributor to the discouragement of students who study Chinese as a foreign language. With an aim to make character learning more entertaining and effective, the author employs many memory tricks to help Chinese learners recognize the form and pronunciation of characters. The mnemonic devices include the keyword method, chaining, stories, illogical images, English alphabet association, a combination of these strategies, etc. Many software applications, web-based activities, and quizzes as well as useful web resources are introduced to assist in character introduction and learning.

Room H
Title: Introducing Culture in Chinese Language Courses

Presenter: Jiuming Liu, Wayne State University & Huazhong University of Science and Technology

This presentation will focus on: 1) The necessity of introducing culture in Chinese language courses; 2) which cultural content to include; and 3) methods for introducing culture in Chinese language courses.

Room J
Title: Beyond the Textbook: New Online Resources for Creating Custom Learning Modules for Students

Presenter: David Porter, University of Michigan

Web-based reading materials can provide a useful supplement to traditional textbooks in Chinese language classes beyond the first year. Students appreciate reading assignments that are up-to-date and relevant to the current issues that interest them. This presentation will introduce a new collection of free, web-based learning materials geared to the needs of intermediate students and their teachers. These include short, accessible Chinese texts on life in modern Beijing, MP3 audio recordings, graded pinyin annotations, complete vocabulary lists, and online flashcards. The readings cover a wide range of current topics that will interest young adults who are curious about life in China today. Subjects include current events, social issues, lifestyle trends, recent films and books, dating, education, and many others.

Breakout Sessions: 2:00-2:45

Room F
Title: Integrating Cultural Learning into All Levels of Chinese Classes

Presenter: Yueming Yu, Carnegie Mellon University

Language is part of a culture and culture is reflected in a language. The importance of integrating language teaching and culture teaching has been widely acknowledged and practiced in Chinese education over the years. The general perception among Chinese language teaching professionals is that it is much easier to incorporate cultural content into advanced level language teaching, but not as effective in lower levels. However, this is not necessarily true. The integration of culture and language teaching can start from the very first day of Chinese learning and continue to a more sophisticated way of integration at high levels. This paper will introduce some proved-to-be effective methods the author has adopted over the years in teaching all levels of Chinese classes, from elementary to the fourth-year.
**Session Overviews**

**Room G**  
**Title:** More Effective Ways to Teach Chinese Characters  
**Presenter:** Jing Li, Ann Hua Chinese School & Wayne State University

A lot of CFL (Chinese as foreign language) learners have the feeling that Chinese is difficult to learn. One of the difficulties of learning Chinese is to master Chinese characters. So, how to find more proper and effective ways to facilitate CFL learners gain courage and knowledge of learning Chinese characters seem to me are the essential aspects in language teaching. In this presentation, I am going to firstly discuss some of the characteristics of Chinese characters, and then I’ll mainly present six effective ways of teaching Chinese characters to CFL learners according to second language teaching pedagogy currently in use and my teaching experiences to demonstrate that learning and teaching Chinese characters can be a logical, systematical, meaningful and, enjoyable task.

**Room H**  
**Title:** Hanban Chinese Summer Camp in China  
**Presenters:** Sandra Morante & Michael Morgan, Wayne Westland Community School District

For three years, Hanban has been organizing American high school students to go to China during the summer time for a Chinese language and culture camp. The Confucius Institute at Wayne State sent a delegation of 10 students, including Michael Morgan. Michael is a WMHS 11th grader who is studying online Chinese Mandarin. In a partnership with Dr. Yue Ming at WSU, I was able to attend the camp with Michael from July 12th to August 3rd, 2008. The delegation arrived in Beijing, China on July 12th and spent some time touring the city. We then continued on to an assigned location to learn about the Chinese language and culture in an intensive emersion camp. Michael and I constructed a Power Point presentation of the highlights of our trip. This was a wonderful experience and a program that should be continued in the future.

**Room J**  
**Title:** The Opium War and Perspectives on Chinese History  
**Presenter:** Alexander Day, Wayne State University

This presentation will discuss different perspectives on understanding modern Chinese history, focusing on the Opium Wars. The Opium Wars are often taken as the beginning point of the modern era in Chinese history. But that periodization frames Chinese history in a Eurocentric narrative of Western-impact/Chinese-response. This presentation will look at how to escape such a narrative.

**Breakout Session:  3:00-3:45**

**Room F**  
**Title:** Sweeping Transformations in China: 1978-2008  
**Presenter:** Frank Wang, Wayne State University & Huazhong University of Science and Technology

The year 1978 is an important milestone in contemporary Chinese history. As the beginning of the new era in current China (新时期), 1978 opens the new process of reform and opening-up to the outside world. Ultimately, great changes have occurred in every area over the past three decades, including political, economic, cultural, ideological and social transformations.
Session Overviews

Room G
Title: Instruction in the Use of Chinese Idiomatic Language
Presenter: Enid Childers, Wayne State University

This paper shows that the teaching of idiomatic Chinese derived from day-to-day oral language, as well as from the exhaustive body of diachronic, four-character idioms, (with origins in China's dynastic period), is essential to the effective teaching of the language. The presentation includes: (1) Several examples of useful idioms for daily conversation; (2) Approaching instruction by incorporating the daily use of idioms into the lesson plan, which will help students grasp the formation and reading of Chinese characters more rapidly; and (3) The method for teaching idioms, which can be straightforward without requiring the abandonment of the prescribed text(s), or other methods of instruction.

Room H
Title: How to Teach Chinese Characters
Presenter: Yanli Wei, Wayne State University & Huazhong University of Science and Technology

Many students think that Chinese characters are the most difficult aspect of learning Chinese because of the many non-linear strokes. This issue should be addressed first by explaining basic aspects of characters. In this presentation, the following key points will be discussed: (1) clarifying the components, characters, and words; (2) making the transition from Pinyin to using Chinese characters; (3) accelerating the learning process for advanced students; and (4) determining optimal practice methods.

Room J
Title: What Chinese Culture Can Be Applied to American Classrooms?
Presenter: Ning Liu, Grand Rapids Public Schools

Join a discussion of what Chinese classroom routines can be used in American secondary classrooms. If you're a Chinese teachers who was not prepared for classroom management before you were hired to teach in the American public schools, please join us for this discussion to brainstorm ideas and share your experience on what worked, what may work, what is worthy to try to make your Chinese teaching more successful in terms of managing students' discipline.