2021 FOURTH HARVARD INTERNATIONAL CONFERENCE ON CHINESE PEDAGOGY

### Workshop (Friday night, Sept 24)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00-7:10 pm</td>
<td>Opening Remarks</td>
</tr>
<tr>
<td>7:10-7:50 pm</td>
<td>Workshop: Foundational Practice and Consolidation</td>
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<tr>
<td>7:50-8:30 pm</td>
<td>Workshop: Dynamic and Application-Oriented Instruction</td>
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<tr>
<td>8:30-9:10 pm</td>
<td>Workshop: Language Enhancement and Refinement</td>
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### Conference (Saturday morning, Sept 25)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00-9:10 am</td>
<td>Opening Remarks</td>
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<tr>
<td>9:10-10:10 am</td>
<td>Panel 1 (45-min presentation +15-min Q&amp;A)</td>
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<tr>
<td>10:10-11:10 am</td>
<td>Panel 2</td>
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<tr>
<td>11:10-11:15 am</td>
<td>5-minute Break</td>
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<tr>
<td>11:15-12:15 pm</td>
<td>Panel 3</td>
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### Conference (Saturday night, Sept 25)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:00-7:00 pm</td>
<td>Panel 4</td>
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<tr>
<td>7:00-8:00 pm</td>
<td>Panel 5</td>
</tr>
<tr>
<td>8:00-8:05 pm</td>
<td>5-minute Break</td>
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<tr>
<td>8:05-8:45 pm</td>
<td>Panel 6</td>
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<tr>
<td>8:45-9:15 pm</td>
<td>Roundtable Discussion: What online practices could we continue to adopt in classroom teaching? Or are there other possibilities such as adopting the hybrid mode? Closing Remarks</td>
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</tbody>
</table>
Conference (Saturday morning, Sept 25)

9:00-9:10 am Opening Remarks

9:10-10:10 am Session 1 Historical and Methodological Overview
Chair: Lung-Hua Hu 胡龙华 (USA), Brown University

Yanqun Zheng 郑艳群 (China), Beijing Language and Culture University
*The Descriptive Framework of "Structure" and "Function" Features in Chinese Grammar Teaching*

Chelsea Nakabayashi 何婉霞, (USA), Bard High School Early College (BHSEC) Baltimore
*The First American University to Offer Chinese*

Ran Zhao 赵冉 (USA), University of Virginia
*How Early Missionaries in China Learned and Taught Chinese as a Second Language*

10:10-11:10 am Session 2 Process and Outcome
Chair: Mien-Hwa Chiang 蒋明华 (USA), The University of Pennsylvania

Li-ping Chang 張莉萍 (Taiwan), National Taiwan University
*The Selection of Grammar Points for Advanced L2 Chinese learners: A Usage-based Approach*

Yinhui Bao 包银辉 (Switzerland), Renmin University of China/University of Geneva
*Chinese Formulaic Language and its Influence on CFL Learners’ Language Production*

Justin Olmanson 欧挚霆 (USA), The University of Nebraska Lincoln & Xianquan Liu 刘仙泉 (USA), World Language Specialist at Nebraska Department of Education
*Chinese Literacy Development via Multimodal Pinyin Support: From Research to Practice*

11:10-11:15 am 5-minute break

11:15am-12:15pm Session 3 Teacher and Program Development
Chair: Hsin-hsin Liang 梁新欣 (USA), The University of Virginia

Lifeng Sun 孙立峰 (China), Beijing Normal University & Mingquan Wang 王命全 (USA), Tufts University
*A Study on the Competency Training of International Chinese Teachers Based on Related Standards in China and the U.S.*

Ching-Hsuan Wu 吴静璇 (USA), Western Kentucky University
*Self-Study: Tension in Developing Graduate Teaching Assistants*

Lijuan (Stella) Ye 叶丽娟 (USA), Messiah University
*A Large Questionnaire Study of Students’ and Teachers’ Perceptions of the Importance and Difficulty of Chinese as a Foreign Language*
Session 4 Perception and Performance
Chair: Dr. Haohsiang Liao 廖瀚翔 (USA), Massachusetts Institute of Technology

Hong Gang Jin 新洪剛 (China), Hamilton College
Implications of Recent ERP Syntax Studies to Teaching Chinese as a Second language (TCSL)

Xingyu Meng 蒙星宇 (USA), Boston University
Starting with Multi-Culture Awareness- A Case Study of Enhancing Novice-Level Chinese Learners’ Intercultural Competence

Hsiang-ning Sunnie Wang 王祥宁 (Canada), The University of British Columbia
Using Scaffolding Course Design in Identity-focused Curriculum to Transform Chinese Heritage Students’ Language Learning Experience

Session 5 Innovation and Enrichment
Chair: Jennifer Li-Chia Liu 刘力嘉 (USA), Harvard University

Soyoun Choi 崔昭暘 (USA), Harvard University
Is English Your Only Language? A Cross-Sectional Cohort Analysis and Novel Model of the Neurocognitive Bilingual Effect

Franz C. Chen 陈岚台 (China), Ponddy Education Inc.
Using AI Technology to Create Dynamic Adaptive Curricula that Supports Online Learning

Xiwen Lu 陆熙雯 (USA), Brandeis University
Automate Audio Assessments for Chinese language Courses Using Deep Learning

Session 6 Speaking and Comprehension
Chair: Yu Li 陈莉 (USA), Williams College

Guozhi Liu 刘国芝 (USA), Baruch College, The City University of New York
& Qingliu Li 李清柳 (USA), York College, The City University of New York
A Study of Motivation Strategies in Chinese Incidental Vocabulary Acquisition—Taking American College Student’s Chinese Class as an Example

Yu (Joyce) Wu 吴瑜 (USA), University of Rhode Island & Yang Wang 汪洋 (USA), Brown University
Aligning Proficiency Goals, Linguistic and Extralinguistic Factors, and Classroom Instruction to Promote Listening Comprehension Gains in CSL Classes

Roundtable Discussion & Closing Remarks
Roundtable prompt: What online practices could we continue to adopt in classroom teaching? Or are there other possibilities such as adopting the hybrid mode?