

EMORY
COLLEGE
OF ARTS AND
SCIENCE S

**Emory College
Language Center**



**Confucius Institute
at Emory**

Teaching and Learning Second
Languages as a Process of
Discovery – Bridging Theories
and Practices

March 25, 2017
Emory University
Atlanta, Georgia, U.S.A.

Saturday, March 25, 2017

- 8:00 - 10:00am** *Registration (White Hall Lobby)*
- 8:00 - 9:00am** *Breakfast (White Hall Lobby) (by invitation)*
- 9:15 - 10:30am** *Keynote Speech (White Hall 205)*
- “Understanding the Other/Understanding the Self: Second Language Learning as a Process of Discovery”
- Carl Blyth, Associate Professor of French Linguistics, Director of the Center for Open Educational Resources and Language Learning (COERLL), University of Texas at Austin*
- 10:30 - 10:45am** *Coffee break*
- 10:45 - 11:45am** *Workshops (Descriptions on P.5)*
1. Workshop One (White Hall 205)
- “Reconceptualizing Grammar Instruction: Teaching Grammar via the Guided Induction Approach”
- Lilia Coropceanu (French and Italian) and Li Yu (Chinese), Emory University; Jing Paul Z. (Chinese), Agnes Scott College*
2. Workshop Two (White Hall 206)
- “Pre-text Pedagogy”
- Vialla Hartfield-Mendez (Spanish) and Barbara Coble (Campus Life), Emory University*
- 11:45am - 12:30pm** *Lunch (White Hall Lobby)*
- Chinese textbooks/learning resource exhibition
- 12:30 - 2:00pm** *Chinese Keynote Speech (White Hall 205)*
- “Integrating Effective Testing and Assessment in Teaching Chinese as a Foreign Language (语言测试在对外汉语教学中的有效融入)”
- Jianhua Bai, Professor of Chinese, Kenyon College*

12:30 - 2:00pm

Panel Presentations

General track

“Teaching Strategies for the L2 Classroom” (White Hall 206)

Chair: Levin Arnsperger

“Scaffolding in the Second-Language Classroom: Theories and Strategies”
Levin Arnsperger and Shan Mukhtar (Emory University)

“Teaching the French and Francophone World à la Carte at the Intermediate Level Language Classroom”
Franck Andrianarivo (Emory University)

“Tibetan Language: A Simple Pedagogy of Teaching Grammatical Morphology with the "To Be" verb རེད། (REY)”
Tsepa Rigzin (Emory University)

“Using Business Cases for the Intermediate-mid Learners of Japanese”
Noriko Takeda (Emory University)

2:00 - 2:10pm

Coffee Break

2:10 - 3:40pm

Panel Presentations

General Track

“Online Learning of Language & Culture” (White Hall 205)

Chair: José Luis Boigues

“Pear Deck - Engage Them All!”
Pazit Kahlon-Shelnutt (Emory University)

“Improving Students’ Language Skills through a Long-Distance Exchange Program”
Abdelrazek Mahmoud Ahmed (ILM Academy)

“Discourse analysis and interculturality in the digital world: from theory to practice in the L2 classroom”
José Luis Boigues (Emory University)

“How to use blogs to promote active learning outside the classroom”
Maria Davis (Oxford College, Emory)

2:10 - 3:40pm

Chinese track

Session I

“Infuse Culture in the Language Classroom” (White Hall 206)

Chair: Jin Liu

“Learning Civilization and Language through Content-Based CFL Instruction”

Hsiang Hua Chang (Oakland University)

“Culture Incorporation in Language Teaching: the case of Mandarin (如何在汉语教学中融入文化教学)”

Xiaomei ZU (Emory University)

“Teaching Advanced Chinese through Films: An Interdisciplinary Approach”

Jin Liu (Georgia Institute of Technology)

“Vocabulary Repetition and Tasks: The Curriculum Design of an Intermediate Chinese course”

Yunjuan He (University of North Georgia)

Session II

“Course Designs in the Chinese Classroom” (White Hall 207)

Chair: Fangxia Zhao

“Playing with L2 language: A game-Based Approach”

Yingli Zhang (Wesley International Academy)

“Use Tasks in Classroom for Output: Language, Culture, Technology

Zhaohui Cheng (Woodward Academy)

“Classroom Activity Design in Chinese Listening and Speaking Classes (中文听说课课堂活动设计)”

Qiong Le (Emory University)

“How the magic power of Chinese characters attracts students stepping into Chinese language kingdom”

Fangxia Zhao (North Atlanta High School)

3:40 - 3:50pm

Tea/Coffee Break

3:50 - 5:30pm

Panel Presentations

3:50 - 5:30pm

General track

“Studies in Second Language Acquisition” (White Hall 205)

Chair: Youjin Kim

“Developing Classroom Management Strategies of Chinese and American CFL teachers: A Mutual Negotiation Process”

Zigi Geng (Georgia State University)

“Let’s Do It Again! The Role of Task Repetition in Foreign Language Pedagogy”

Youjin Kim (Georgia State University); Bumyong Choi (Emory University); Hyunae Yun (Emory University); Binna Kim (Emory University); Sanghee Kang (Gwangmyeongbuk High School)

“Sociocultural Approach to Corrective Feedback on L2 Japanese Writing”

Mizuki Mazzotta (Georgia Institute of Technology)

“Quality of an Instructor-Developed Summative Assessment in CFL Classrooms”

Shuai Li (Georgia State University)

Chinese Track

“Assessment, Writing, and Teaching Chinese” (White Hall 206)

Chair: Hsu-Te CHENG

“An Empirical Study on the Effect and Characteristics of Discourse Marker in New HSK test (新 HSK 测试中话语标记语表现特征和作用的调查研究)”

Ling Wang (Emory University)

“Investigation of the Teaching of Chinese Sentence Final Particles BA and MA: a modal perspective (从情态角度探悉语气词“吧”“吗”的教学)”

Rui Gao (Emory University)

“A Linguistic Comparative Analysis on the Position of Tone Marking: The View from Pinyin and Zhuyin (声调标记位置的语言对比分析: 以拼音和注音为例)”

Hsu-Te Cheng (Emory University)

“Analysis of Writing Strategies in Advanced Chinese Classes for US college students (美国大学生中高级中文写作策略的调查与分析)”

Kui Deng (Emory University)

“Writing To Learn: Process-Oriented Instruction and Analysis of Student Reactions to Assignment Structure”

Yumin Ao (Kennesaw State University)

6:00p.m.

Dinner (Jones Room) (By invitation)

Workshop Description

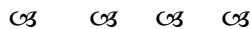
“Reconceptualizing Grammar Instruction: Teaching Grammar via the Guided Induction Approach”

10:45am – 11:45am (White Hall 205)

When teaching grammar in a L2 classroom, what happens if learners are encouraged to work out grammar rules for themselves? This workshop aims to explain the advantages there might be in teaching grammar in this way. We will examine the benefits of the guided induction, in which learners see a language form in context and then, through leading questions and interactions with the instructor, are guided to hypothesize, reflect, and collaborate to discover grammatical patterns and explanations themselves (Paesani, Allen, Dupuy 2014).

We will discuss the model of grammatical instruction referred to as the PACE model (Adair-Hauck and Donato 2010) based on a dialogic approach that develops a conscious attention to the target language forms in context and the need for learners to discuss these forms from the perspective of meaning and use. We will also examine the text-based model of grammar instruction (Paesani 2005) in which a literary text (e.g. poem, short story, excerpt from a novel) forms the basis for the presentation of targeted grammatical forms, reading comprehension, grammar practice, and creative production activities.

Based on the concept of learning as a process of discovery, we will explore how we can establish in our various foreign language classrooms a learning community in which instructors are no longer the single source of knowledge but are effectively engaged in helping students evolve from passive recipients to active participants in their learning and thus ultimately maximize their learning experience.



“Pre-text Pedagogy”

10:45am – 11:45am (White Hall 206)

Workshop description Pre-Texts is an exciting new pedagogy that emerged out of a Latin American context. Through the combination of texts and different art forms participants gain a deeper understanding of literature and acquire a playful approach to analyzing texts and literary meaning making. Pre-Texts approach strives to flatten traditional hierarchies, facilitate creative collaboration, and encourage civic engagement. At the heart of Pre-Texts lies the love of art, community, and engagement. During a Pre-Texts workshop, participants get to know each other through working with a text (can be a challenging piece of literature, for example) and explore that text at many different levels through art. From writing to theater, music and visual arts, workshops engage all senses and different levels of abilities. Working with Pre-Texts in a classroom setting helps to practice language skills--from grammar to pronunciation--and is a means to keep students engaged, motivated, and spark creativity innovation, and civic engagement. In addition, discussions about identity often emerge and can be effectively tackled through Pre-Texts.