

Updated on 11th Jun

The Fifth International Conference on Chinese as a Second Language Research (CASLAR-5)

Information for Participant

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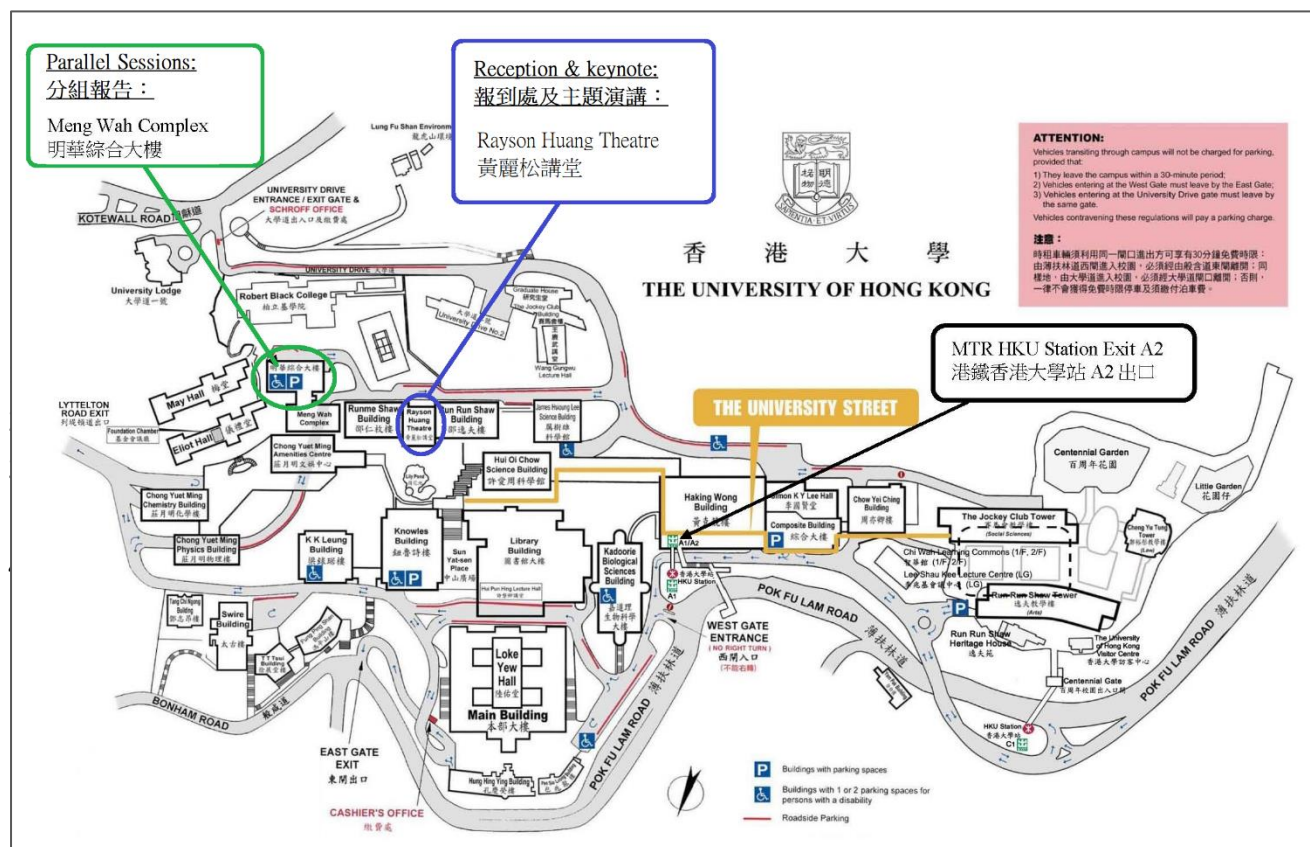
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Please note the following:

- Please visit our conference official website for the latest information, as well as the finalized Conference Program, Schedule and other relevant details (<http://csl.cacler.hku.hk/caslar-5/>).
- The conference website has posted some suggested hotels for accommodations with special room discount. Please download the room reservation form and submit it directly to the hotels. The hotel room bookings are solely the participants' decisions and are the agreements between him/her/them and the captioned hotels. The University of Hong Kong (including PoCSL, CACLER) does not bear any responsibilities for handling hotel room reservation.
- In anticipation of hot weather with occasional rain showers in August at Hong Kong, please be reminded to take necessary measures to prevent heat stroke and sun burn particularly undertaking outdoor activities.

Conference Venue

The CASLAR-5 Conference will be held in the Rayson Huang Theatre (for reception counter and keynote session) and Meng Wah Complex (for parallel session) in the University of Hong Kong (HKU), participants may access by HKU MTR station Exit A2. There will be **NO** shuttle bus service provided between hotels or the airport and HKU.



Conference Program

14th June, 2018

School Visit Tour

Gathering venue & time :

- Route 1: [YMCA of Hong Kong Christian College](#) in Tung Chung, Lantau Island
Pedagogy: Drama in Chinese as a Second Language Education (DiCSL)
Gathering venue & time : 09:15 at [Best western plus Hotel](#)
- Route 2: [Delia Memorial School \(Broadway\)](#) in Mei Foo, Kowloon
Pedagogy: Reading to Learn (R2L)
Gathering venue & time : 08:45 at [Hotel Jen](#)
- Route 3: [HKMA David Li Kwok Po College](#) in Yau Ma Tei, Kowloon
Pedagogy: mLang (mobile technology assisted language learning)
Gathering venue & time : 09:15 at [Hotel Jen](#)

Remarks:

School visit tour is on a first-come-first-served basis and the choice of route will be subject to the Organizing Committee's final decision.

For detail please refer to the webpage of "[pre-conference school visit tour](#)"

14th June, 2018

14:30 - 15:00	RH Theatre	Registration
15:00 - 15:45	RH Theatre	Grand Opening
15:45 - 16:15	4/F, MW Complex	Tea Reception
16:15 - 17:45	4/F, MW Complex	Featured Session / Parallel Session 1
17:50-18:35	RH Theatre	CASLAR Executive Board Meeting (All participants are welcome)

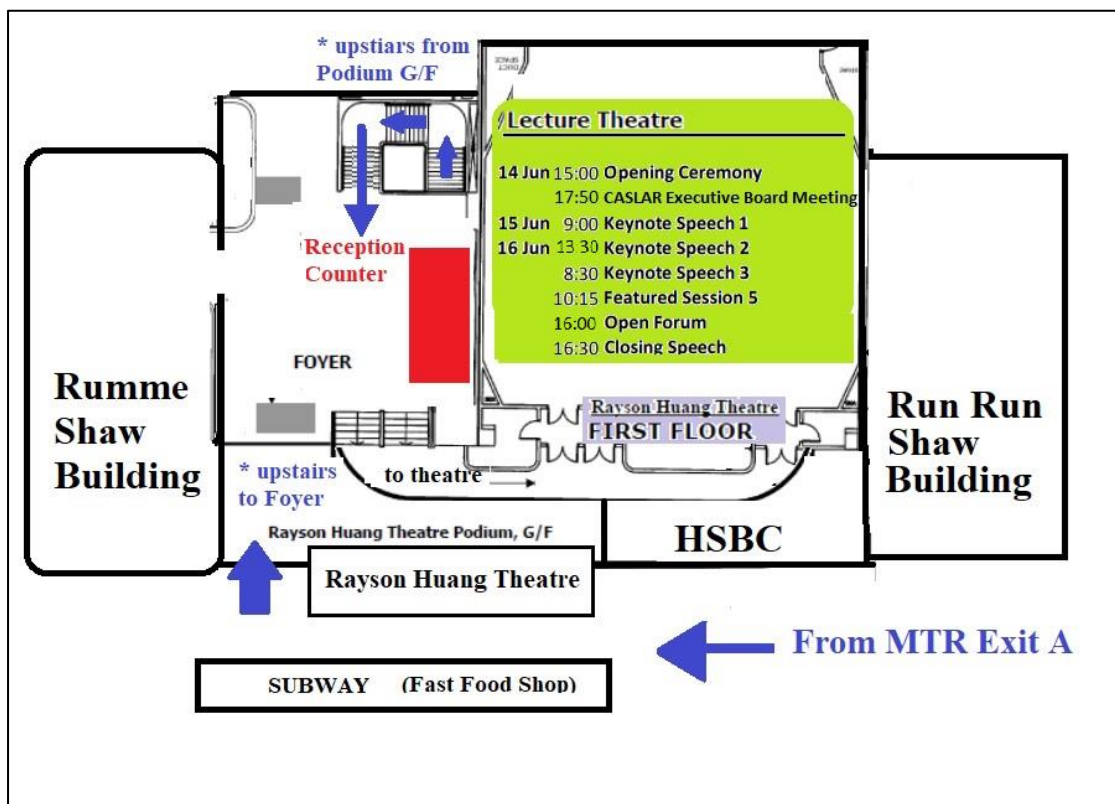
15th June, 2018

8:30 - 9:00	RH Theatre	Registration	
9:00 - 9:15	RH Theatre	Welcome speech / briefing	
9:15 - 10:30	RH Theatre	Keynote Speech I Speaker: Professor Jenn-Yeu Chen, National Taiwan Normal University Theme: The many faces of language in language learning: Implications for SLA theories and pedagogy	
10:30 - 11:00	4/F, MW Complex	Tea Reception	
11:00 - 12:30	4/F, MW Complex	Featured Session / Parallel Session 2	Interactive Poster Session
12:30 - 13:30	CYM canteen	Lunch Break	
13:30 - 14:45	RH Theatre	Keynote Speech II Speaker: Professor Claire Saillard, Université Paris-Diderot Theme: Aspectual classes in Chinese and their operability for teaching	
15:00 - 16:30	4/F, MW Complex	Featured Session / Parallel Session 3	
16:30 - 18:00	4/F, MW Complex	Featured Session / Parallel Session 4	
18:15 - 18:45	Library Extension	Gathering time: 18:05 Transportation to banquet (Shuttle bus)	
19:00 - 21:30	Jumbo Kingdom Floating Restaurant	Conference Banquet (optional) Shuttle bus dismissal place: HKU	

16th June, 2018

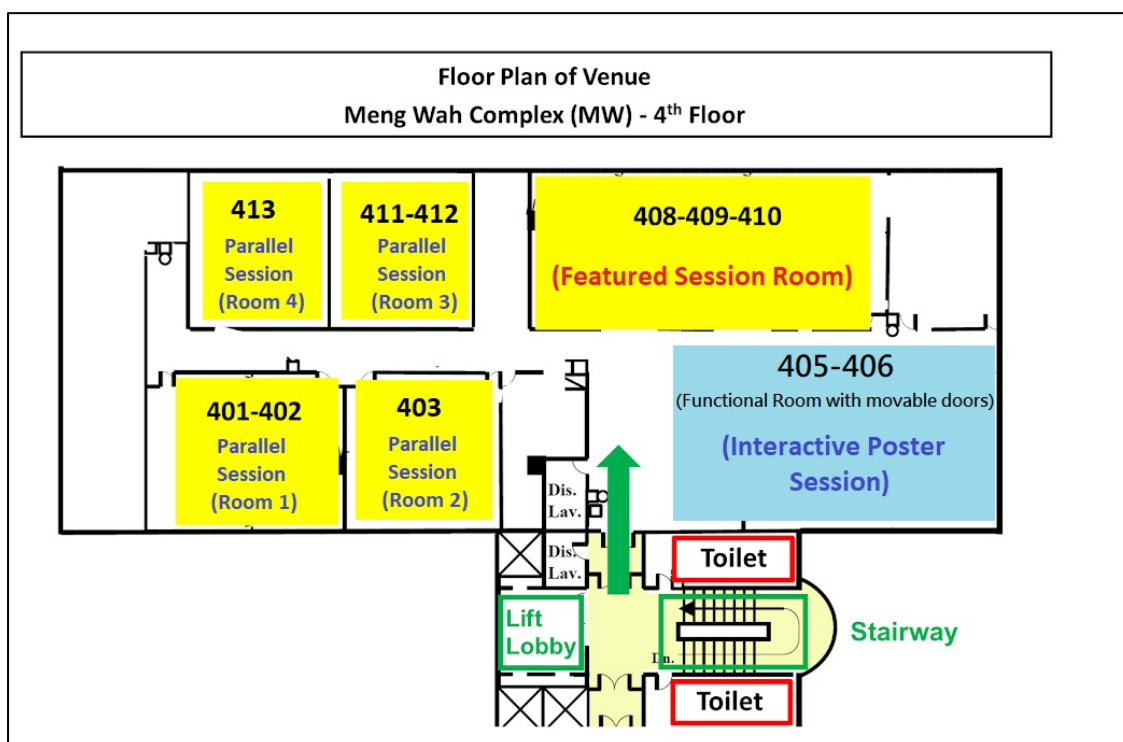
8:00 - 8:30	RH Theatre	Registration	
8:30 - 8:45	RH Theatre	Welcome speech / briefing	
8:45 - 10:00	RH Theatre	Keynote Speech III Speaker: Professor Joe Winston, University of Warwick Theme: Participatory drama as a pedagogy for Chinese second language teachers: theory and practice, challenges and rewards	
10:00 - 10:15	4/F, MW Complex	Tea Reception	
10:15 - 12:45	4/F, MW Complex	Parallel Session 5 /	
	RH Theatre	Featured Session (PoCSL Seminar)	
12:45 - 14:00	CYM canteen	Lunch Break	Interactive Poster Session
14:00 - 15:30	4/F, MW Complex	Featured Session / Parallel Session 6	
15:30 - 15:45	4/F, MW Complex	Tea Break	
16:00 - 16:30	RH Theatre	Open Forum	
16:30 - 17:00	RH Theatre	Closing Speech	

Floor plan for Registration and Keynote Speech



Floor plan for Featured Sessions / Parallel Sessions / Interactive Poster Sessions

Sessions



Conference Sub-themes (For details, please refer to Appendix 1)

1. 汉语作为第二语言的教学法研究 Pedagogical Issues in CASLAR
2. 汉语作为第二语言词汇习得与教学研究 Lexical Acquisition and Teaching in CASLAR
3. 汉语作为第二语言语法习得与教学研究 Grammar Acquisition and Teaching in CASLAR
4. 汉语作为第二语言语法问题研究 Grammar Issues in CASLAR
5. 汉语作为第二语言语音与语用问题研究 Phonetical and Pragmatic Issues in CASLAR
6. 汉字习得与汉语作为第二语言的认知研究 Characters' Acquisition and Cognitive Approach in CASLAR
7. 汉语作为第二语言的教育技术研究 Educational Technology in Teaching CSL
8. 汉语作为第二语言的文化与跨文化问题研究 Cultural and Cross-cultural Issues in CASLAR
9. 汉语作为第二语言能力评估研究 Assessment in CASLAR
10. “香港中学非华语学生中文教与学支援计划”教学法发展及研究 Pedagogical development and researches in PoCSL Hong Kong

Notes for presenters of Featured Sessions

1. Featured presenters will be allocated 30 minutes for their presentation, followed by 10 minutes Q&A for the interaction between the audience and the presenters in each presentation.
2. All handouts of the presentation should be provided by the presenters.
3. Each room will be equipped for the presentation of PowerPoint slides with a computer, a data projector, internet connection, and a microphone.
4. Presenters should bring their PowerPoint and associated media files on a flash memory stick.
5. The session chairperson will be the time keeper and will give a signal to the oral presenters when they have 15 mins and 5 mins and 1 min left respectively.

Notes for presenters of Oral Presentations (Parallel Sessions)

1. Oral presenters will be allocated 15 minutes for their presentation, followed by 5 minutes Q&A for the interaction between the audience and the presenters in each presentation.
2. Presenters can choose to continue their presentation in the 5-minute Q&A session, given that no time compensation will be provided for Q&A.
3. Presentations under same sub-themes will be grouped in the same room in each session.
4. All handouts of the presentation should be provided by the presenters.
5. Each room will be equipped for the presentation of PowerPoint slides with a computer, a data projector, internet connection, and a microphone.
6. Presenters should bring their PowerPoint and associated media files on a flash memory stick.
7. The session chairperson will be the time keeper and will give a signal to the oral presenters when they have 10 mins and 5 mins and 1 min left respectively.

Notes for presenters of Interactive Poster Presentations

1. Presenters should prepare a 5-minute oral presentation on their research in each of the "Interactive Poster Sessions".
2. The 122 cm (W) x 183 cm (H) display boards will be ready at the 4/F, Meng Wah Complex on 14 June 2018 (after 3pm).
3. Presenters are recommended to set up their poster in the tea reception timeslots before the beginning of the assigned session: 15 June (10:30-11:00), and 16 June (10:00-10:15).
4. Please **bring your own poster** and push pins to fix the poster to one side of the display board. Limited backup supplies will be available at the Conference Support Counter 4/F, MW Complex.
5. Each Interactive Poster Session has an assigned chair. The Session Chair will guide the presenters and audience through the poster presentations. After all the presenters in the session have finished their presentations, the Session Chair will moderate a 40-minute Q&A section in which the presenters will go back to their own display board to receive questions from the audience.
6. The procedures will be the same for both 15/6 (11:00 - 12:30) and 16/6 (1400 - 1530) sessions.

Thus, presenters will have opportunities to present twice in order to entertain different audience in the two sessions. Moreover, presenters are recommended to stay close to their own their own display board during the lunch breaks on 15/6 and 16/6.

7. The poster will be available for viewing for the duration of the assigned conference days (Both 15/6 and 16/6).
8. For the details of Design and Layout Specifications, Content and Display board, please refer to the guidelines uploaded in the conference website:

<http://www.cacler.hku.hk/en/research/project/pocsl/events/caslar-5/call-for-papers/interactive-poster-session/>

Timeslot arrangement for Featured Sessions / Parallel Sessions

Sessions	MW 408-410	MW 401-402	MW 403	MW 411-412	MW 413
14/6/2017 16:15 - 17:45 90 mins	Featured session (A & B)	Sub-theme 1 (1.1, 1.3-1.4)	Sub-theme 5 (5.1-5.4)	Sub-theme 6 (6.1-6.2, 6.11)	Sub-theme 8 (8.1-8.4)
15/6/2017 11:00 - 12:30 90 mins	Featured session (C & D)	Sub-theme 1 (1.5-1.8)	Sub-theme 2 (2.1, 2.3-2.4)	Sub-theme 3 (3.1-3.4)	Sub-theme 4 (4.1-4.4)
15/6/2017 15:00-16:40 mins	Featured session (E & F)	Sub-theme 1 (1.9-1.12)	Sub-theme 5 (5.6-5.8, 2.2)	Sub-theme 6 (6.5-6.8)	Sub-theme 7 (7.1-7.4)
15/6/2017 16:30 - 18:00 90 mins	Featured session (G & H)	Sub-theme 1 (1.13-1.16)	Sub-theme 5 (5.9-5.12)	Sub-theme 8 (8.5-8.8)	Sub-theme 3 (3.5-3.8)
16/6/2017 10:15 - 12:45 150 mins	Sub-theme 10 (RH theatre) (10.1-10.9)	Sub-theme 5 (5.13-5.18)	Sub-theme 2 (2.5-2.6, 2.8-2.10)	Sub-theme 9 (9.1-9.4)	Sub-theme 4 (4.5-4.10)
16/6/2017 14:00 - 15:30 90 mins	Featured session (I & J)	Sub-theme 1 (1.17-1.20)	Sub-theme 6 (6.9-6.10, 6.12, 6.4)	Sub-theme 7 (7.5-7.8)	Sub-theme 8 (8.9-8.12)

Time limit for each presentation: (1) Featured Sessions: 40 mins (30 mins + 10 mins Q&A)

(2) Parallel Sessions: 20 mins (15 mins + 5 mins Q&A)

* Please refer to appendix 2 for details of the timeslot of each accepted abstract

Conference Receipt

Please be noted that the receipt of the payment of all participants will be distributed in the reception counter during the conference period.

Inquiries

Should you have any inquiry, please feel free to contact us via email (caslar5@hku.hk) or by phone (852) 3917 1519 or (852) 3917 5167.

~ Thank you and look forward to seeing you in June! ~

Appendix 1

List of accepted abstract

專題報告 Featured Sessions

No. 編號.	Author(s) 作者	Organization 機構	Abstract title 論文題目
A. 649023	Jane Orton	University of Melbourne	Chinese as a Second Language: a site for the creation of powerful knowledge
B. 700007	吴勇毅	华东师范大学	多语者新媒体话语研究——以外国汉语学习者微信朋友圈话语为例
C. 648804	Lin Zheng Jun	Northeast Normal University	Metonymical and Metaphorical Meaning Extensions of Chinese Face in Its Collocating and Collocations
D. 652023	曾金金	國立台灣師範大學	“逆向式課程設計”在漢語為二語/外語 (CSL/CFL) 師資培育課程發展的應用實例
E. 651983	Carlotta Sparvoli	University College Cork	Resorting to discourse structure and argument grid for shifting from helplessness to hope.
F. 662744	Scrimgeour Andrew	University of South Australia	Developing literacy skills in Chinese
G. 652102	彭利贞	浙江大学	礼貌驱动的汉语道义情态表达
H. 662742	陈亚丽	首都师范大学	叙事抒情散文进入作为第二语言的中文教学之路径
I. 664102	鍾鎮城；羅嘉怡	國立高雄師範大學 & HKU	多元語言觀之在地詮釋：台灣跨國銜轉孩子與香港非華孩子之華語習得政策比較
J. 658882	許喆	韓國檀国大學	在韓半島裏漢語和韓語的相互發展關係史研究

口頭報告 Oral Presentations

1. 汉语作为第二语言的教学法研究 Pedagogical Issues in CASLAR

No. 編號.		Author(s) 作者	Organization 機構	Abstract title 論文題目
1.1	663784	Leung Ching Wai Fanny	Vocational Training Council	Motivating Non-Chinese Speaking Students (NCSS) to Learn Chinese through Co-Teaching Models in Vocational and Professional and Education and Training (VPET)
1.2	N/A	N/A	N/A	N/A
1.3	664003	彭志全	CACLER HKU	語料庫語言學在語文教學上的應用探究
1.4	654385	林季华; 田筱芳; 萧美玲	Evergreen Secondary School	通过任务型教学提升学生口语互动能力
1.5	661562	李潔芳; 容運珊; 戴忠沛; 岑紹基	HKU	小玩意大意義
1.6	658582	林正昕; 陳昱安; 王萸芳	文藻外語大學& 高雄師範大學	旅館華語教學實踐與教材編寫—以韓國漢陽女子大學華語文與文化學習團為例
1.7	657702	Wang Jun; Cao Jian feng; Wen Nai hu; Lim Kwee hua	新加坡维多利亚学校& Singapore Centre for Chinese Language (SCCL)	口语能力的培养与评价活动
1.8	662522	魏彩華; 王瓊珠	高雄師範大學& 國立高雄師範大學	以中文繪本提升非華語兒童學習中文之閱讀成效與學習動機 ~以越南籍小學生為個案研究
1.9	663724	陳笑芳; 戴忠沛 ; 容運珊	香港四邑商工總會陳 南昌紀念學校&香港大 學	朗誦對初中智障非華語學生說話能力的影響-- 一所中度智障學校中文教學模式個案研究
1.10	663444	羅嘉怡; 杜陳聲珮; 關之英	HKU & EdUHK	Supporting Young Children to Learn Chinese as a Second Language in CLIL classrooms: Dynamic Enrichment Learning Mode (DELM)
1.11	663662	Koh Phuay Kiang ; Xu Zhenyi; Gao Anji; Chng Mei Li; Seow Peng Leng	Bedok Green Secondary School	任务型教学提高学生口语表达能力
1.12	663663	戴忠沛 ; 容運珊 ; 岑紹基 ; 黎偉杰 ; 姜芷晴	HKU	從「一語」到「二語」：探究香港前線教師在中文第二語言教學的專業成長歷程

1.13	652143	Gu Pan	HKU	Developing and Assessing the Intercultural Communicative Competence of Learners: A Community-based Curriculum
1.14	663783	Shum Shiu Kee ; Cheung Tsz Mei ; Yung Wan Shan ; Young Man Yi;	HKU	The effectiveness of using Functional Grammar to develop Chinese Practical Writing Teaching Materials for Non-Chinese speaking Students
1.15	646486	周红霞 ; 陈志锐	新加坡华文教研中心	丰富看图作文内容的提问引导策略初探——新加坡华文作为二语教学环境的经验
1.16	663964	徐富平 ; 王初明	暨南大学 & 广东外语 外贸大学	续写任务促学医学汉语词汇的效应
1.17	652522	Smith Michelle	UCLA	Bringing Comprehensible Input to Chinese Classes
1.18	700005	馮心穎	Bishop Hall Jubilee School	以相互教學法提升中學生文言文閱讀能力的成效及對二語教學的啟示
1.19	700006	Ziv Kan, Elaine Chan	YHKCC & Li Po Chun UWC	以戲劇元素活動幫助學習中文作為第二語言的高中生習得詞彙
1.20	650102	辛嘉華	香港大學	利用流動資訊科技增強「閱讀促進學習」教學法的教學成效

2. 汉语作为第二语言词汇习得与教学研究 Lexical Acquisition and Teaching in CASLAR

No. 編號	Author(s) 作者	Organization 機構	Abstract title 論文題目
2.1	周惠	东北师范大学	英汉学术书评中投射结构的跨文化评价研究
2.2	Wong Yu Ka	The Chinese University of Hong Kong	Relationship between experience and literacy instructional practices in Hong Kong's CSL teachers
2.3	张晓忆	新加坡教育部	新加坡小学华文教材《欢乐伙伴》字词的编排与教学
2.4	杜陳聲珮; 羅嘉怡; 洪安盈	EduHK & HKU	Predictors of Chinese character acquisition as a second language among kindergarteners: a three-wave longitudinal study
2.5	谢红华	日内瓦大学	“滚雪球”相关参数探析 (提纲)
2.6	Zheng Gu	Michigan State University	What can language do with it ? : A Case Study of Chinese Immersion Teachers' Academic Vocabulary Instruction in Teaching Math in U.S
2.7	N/A	N/A	N/A
2.8	Jia, Junqing	Hamilton College, Clinton, NY, USA	Studies of Motivating Factors and Motivated Learning Behaviors in the Intermediate-level Chinese Classroom
2.9	王小璐 ; 王艺臻	浙江大学	汉语字谜对 CFL 学习者掌握汉字的促进作用
2.10	穆雅丽	北京语言大学	留学生的汉语词汇搭配知识习得的发展研究

3. 汉语作为第二语言语法习得与教学研究 Grammar Acquisition and Teaching in CASLAR

No. 編號.	Author(s) 作者	Organization 機構	Abstract title 論文題目	
3.1	635602	Eagle Shuyi	University at Albany, SUNY	Expressing necessity: Use of modals in four series of Chinese textbooks
3.2	663162	Adele L. Touhey	University at Albany, SUNY	The Reconceptualization of Word Order in Mandarin as Acquired by Native English Speakers
3.3	663242	蘇政傑	玄奘大學	語氣副詞“最好”的語法意義及教學應用
3.4	663822	胡向青; 林偉業; 謝錫金; 陳志銳; 容運珊	香港大學	一种改进课堂中文词汇教学的分析方法
3.5	651482	Giorgio Francesco Arcodia ; Bianca Basciano ; Anna Morbiato	University of Milano-Bicocca & Ca' Foscari University of Venice	Topic and subject in Mandarin and in the languages of Europe: comparative remarks and implications for CSL/CFL teaching
3.6	651782	朱宇 ; 馮端龍	厦門大學海外教育學院, 北京師範大學香港浸會 大學聯合國際學院	語言特征共現模式的探索及其教學應用
3.7	652283	Chen Chun Yin Doris	National Taiwan Normal University	Linguistic Universal Again? Evidence from Garden Path Sentences in L2 Chinese
3.8	652282	許博	北京語言大學	基於動態作文語料庫的留學生漢語語法習得研究

4. 汉语作为第二语言语法问题研究 Grammar Issues in CASLAR

No. 編號.	Author(s) 作者	Organization 機構	Abstract title 論文題目	
4.1	651483	Wong Ling Yann	University of Putra Malaysia	非華裔生漢語語篇有序性的主位結構的偏誤分析
4.2	661875	Bogushevskaya Victoria	Catholic University of Milan	Xīhòuyǔ par excellence and their differences with truncated proverbs
4.3	662462	祁峰; 田子叶	華東師範大學	基於中介語語料庫的留學生語篇偏誤研究
4.4	659082	Rosmawati	The University of Sydney	Second Language Learners' Usage of Chinese Numeral Classifiers
4.5	652902	Zhang Jie	University of Oklahoma	A Learner Corpus Investigation of CSL Learners' Lexico-grammatical Development of Result-state Resultative Verb Compounds
4.6	663963	朱祺	南京師範大學	介詞框架“在 X 上”英漢對譯及其認知研究

4.7	663002	Zhu Li Li ; Wang Wen Bin	Heze University	Re - understanding the Categorical Attribute of Zai
4.8	652443	Chiara Piccinini	Catholic University of the Sacred Heart	Analysis of new semantic roles of lexical items in a corpus in Chinese language
4.9	643762	周晏菱	中國科技大學通識教育 中心	漢俄祈使言語行為之語義句法對比探究——兼論施為與 取效
4.10	652242	艾瑞	北京信息科技大學	从流水句的主语指认问题看汉语结构的离散性和语义的 勾连性

5. 汉语作为第二语言语音与语用问题研究 **Phonetical and Pragmatic Issues in CASLAR**

No. 編號.	Author(s) 作者	Organization 機構	Abstract title 論文題目	
5.1	700002	吴丁香	北京语言大学	朗读中二语学习者汉语发音体系的母语背景差异研究
5.2	651863	张航	美国乔治华盛顿大学	汉语声调习得中的两个逆向效应现象
5.3	644802	Hana Triskova	Czech Academy of Sciences, Prague	Chinese prosodic transcription – a proposal
5.4	663183	Robert Neal	The University of Cambridge	Knocking tones off their perch: investigating the intelligibility of Anglophone young beginner learners of Mandarin Chinese
5.5	N/A	N/A	N/A	N/A
5.6	664005	Chen Chun Yin Doris	National Taiwan Normal University	The Effect of Animacy on the Interpretation of Novel Noun- Noun Compounds in L2 Chinese
5.7	663642	毛樊乐	国立清华大学	韩国留学生将汉语作为第二语言之语音偏误初探
5.8	663982	纪晓丽；张辉；龚 箭	江苏科技大学 &南京 师范大学	哈萨克斯坦留学生对汉语声调产出和感知的实验研究
5.9	663983	Sidsel Rasmussen	Aarhus University	The perceived similarity of distinct Mandarin phones by Danish L2 learners
5.10	663263	Kong Tsz Ching	CACLER, HKU	Production and Perception of Cantonese Tones by Second Language Learners in Hong Kong
5.11	651524	Wu Chin Wei	National Taiwan Normal University	華語散文的節奏分析及教學應用(An Analysis of the Rhythmic Patterns of the Proses in Mandarin Chinese)
5.12	651844	Chen Chun Mei	National Chung Hsing University	Study abroad and tonal training on the prosodic production of second language learners of Mandarin Chinese
5.13	650544	黃震遐	香港大學內科	聲符的識別及類型
5.14	662842	Sergio Conti ; Carmen Lepadat	Roma Tre University & University of Rome	The effectiveness of situation-bound utterances identification in Chinese as a foreign language: A preliminary analysis

5.15	659382	Wang Jiayi ; Nicola Halenko	University of Central Lancashire (UK)	Developing formulaic competence for study abroad: An instructional intervention for L2 Chinese
5.16	N/A	N/A	N/A	N/A
5.17	663303	林可涵	國立清華大學	藉由分析閩南語方言影響下之華語舌尖邊音與前後音韻 特點推論漢語語音習得之偏
5.18	664023	Antonova Anna Kunevich Maria ; Kralina, Ekaterina	National Research University, University of Cambridge & Russian Presidential Academy of National Economy and Public Administration	Using Speech Analysis Software and Visualisation Techniques for Teaching and Improving Chinese L2 Pronunciation

6. 汉字习得与汉语作为第二语言的认知研究 Characters' Acquisition and Cognitive

Approach in CASLAR

No. 編號.		Author(s) 作者	Organization 機構	Abstract title 論文題目
6.1	634024	Durmanova Kseniia	Xiamen University	Learning written Chinese as a foreign language: problems and solutions
6.2	654982	Osborne Cairtriona ; Qi Zhang	Dublin City University	The development of a teaching method for Chinese as a foreign language based on a one-year study
6.3	N/A	N/A	N/A	N/A
6.4	700004	陈桂月	新加坡国立大学	《商用华语》的翻转教学策略研究——以新加坡国立大 学为例
6.5	660644	Qi Zhang ; Ge Min	Dublin City University & Chester University	Chinese writing composition among CFL learners: a comparison between using pen and paper and Chinese pinyin input software
6.6	663764	Qi Xue Dan ; Lai Chun ; Lyu Bo Ning	Guangdong University of Foreign Studies	The interaction of radical properties and explicit semantic radical instruction in Chinese character learning among Chines as Second Language (CSL) learners
6.7	651902	Yaroslav Akimov	University of Goettingen	Between Tactfulness and Prudery_Chinese Euphemisms for Death, Illness and Physiological Processes from CSL perspective
6.8	658922	Sun Baoqi	Nanyang Technological University	Metalinguistic contribution to writing competence: A study of monolingual children in China and bilingual children in Singapore
6.9	664064	Ren Fei	Georgetown University Washington, USA	Acquisition of Chinese State Complement by CLF Learners

6.10	652142	Chuang Hui Ju	Chinese – East Asian Lang & Lit University of Hawaii at Manoa	Applied Cognitive Linguistics to Second Language Instruction: a case of Mandarin li ‘in(side)’and shàng ‘top’
6.11	663743	張華民	CACLER 香港大學	使用象形文字來提升中文記憶能力——以香港非華語中 學生學習中文情況作為分析對象
6.12	700008	巢偉儀	The University of Hong Kong	香港南亞裔在職人士的基礎職業中文（閱讀及寫作）教 學初探

7. 汉语作为第二语言的教育技术研究 Educational Technology in Teaching CSL

No. 編號.	Author(s) 作者	Organization 機構	Abstract title 論文題目
7.1	Sit Hing Wa ; Guo Sijia	University of Newcastle, Australia & Macquarie University, Australia	Transforming learning with technology: An investigation of pedagogical principles and practices to enhance students’ Chinese language acquisition
7.2	Huang Xiao Qin	Chengdu Neusoft University	WeChat-based teaching and class management in CSL
7.3	Celia Liu	The College of New Jersey	“逆向式課程設計方法”在美國大學的漢語為二語 (CSL)課程發展的應用實例
7.4	Guo Sijia	Macquarie University	The use of web-conferencing in a task-based beginners’ Chinese class
7.5	Lyu Bo Ning; Lai Chun	Faculty of Education, HKU	An ecological analysis of social networking platform- mediated learning beyond the classroom
7.6	林小苹	在線和移動創新學習縱 橫數碼應用研究國際聯 席專家委員會	漢語在線快速閱讀“五步三階”創新模式研究
7.7	籃玉如	國立台灣師範大學	3D 虛擬世界中語言學習之理論與實踐
7.8	Lin Chin his; Tseng Miao fen; Henny Chen	The University of Hong Kong & University of Virginia&& Moreau Catholic High School	An intensive flipped classroom for learning Mandarin Chinese: Design, implementation, and outcomes

8. 汉语作为第二语言的文化与跨文化问题研究 Cultural and Cross-cultural Issues in

CASLAR

No. 編號.	Author(s) 作者	Organization 機構	Abstract title 論文題目
8.1	Rosenkvist Wei Hing	Dalarna University	Flipping the Classroom – Integrating Intercultural Communication Competence into a Chinese Foreign Language Course

8.2	663363	陳杰好；劉宜君	國立清華大學	以分析漢語學習者對教材中文化主題的需求探討文化在漢語作為第二語言習得中扮演之角色
8.3	663383	劉宜君	國立清華大學	以個案分析探討漢語學習者之學習難點
8.4	663442	Lu Liu	Newcastle University, UK	Chinese cultural elements in textbooks and how they impact learning Chinese as a Second Language (CSL) in the classroom
8.5	663443	羅嘉怡； 杜陳聲珮； 何佩嫦	HKU & EdUHK	Translanguaging in Chinese-as-Second-Language (CSL) Classrooms for Kindergarten Non-Chinese Speaking Learners of Multilingual Multicultural backgrounds
8.6	663942	沈兴涛	上海外国语大学	Culture Learning Strategies of CSL Students in China: A Qualitative Case Study
8.7	663702	Chen Jian Lin	Lanzhou University	The L2 Chinese Proficiency Effect in L3 Semantic Access of Tibetan-Chinese-English Trilinguals
8.8	651202	Sara Ganassin	Newcastle University and Durham University, UK	“I am proud to be Chinese” Mandarin Chinese community schooling in Britain: Language, culture and pupils’ identities
8.9	663723	戴忠沛；宋小萍； 岑紹基；容運珊	香港大學教育學院	「成果導向學習」在香港中文第二語言教學的應用及其成效：多個個案研究
8.10	655183	Man Shi Chun	Rosaryhill Secondary School	運用「文化關聯教學法」對提升非華語學生中文學習興趣的影響行動研究
8.11	656424	Chen Shen; Sit Hing Wa; Sun Hao Liang	University of Newcastle, Australia; Xin Jin Shan Chinese Language and Culture School, Australia	Developing Strategies for Motivating Secondary Students to Learn Chinese
8.12	643764	周晏菱	中國科技大學通識教育 中心	漢俄商務經貿與商務信函之華語課程教材撰作與教法解析

9. 汉语作为第二语言能力评估研究 Assessment in CASLAR

No. 編號.	Author(s) 作者	Organization 機構	Abstract title 論文題目	
9.1	638122	龚成；陈志锐	南洋理工大学新加坡华文教研中心	基于变易理论的过程式写作教学训练模型开发
9.2	651882	Ho Wai Ki	Delia Memorial School (Hip Wo)	The study of teachers’ response to second language student Chinese writing in Hong Kong
9.3	660622	Chiang Yung Nan	Wenzhou-Kean University	Perfectionism and Reading Achievement in Chinese as a Second Language
9.4	663402	張連航	香港教育大學	香港應用學習中文科的語言能力描述

10. “香港中学非华语学生中文教与学支援计划”教学法发展及研究 Pedagogical development and researches in PoCSL Hong Kong

No. 編號.		Author(s) 作者	Organization 機構	Abstract title 論文題目
10.1	663902	宋詩敏；林嘉俊； 吳志騫；黃凱怡	地利亞修女紀念學校 (百老匯)	薈文萃篇：應用「閱讀促進學習」教學法加強學生讀寫能力
10.2	663882	馮順寧；張敬才； 嚴淑欣	伯裘書院	信以立志：應用「閱讀促進學習」教學法提高學生說明文類寫作能力——以職業主題為例
10.3	663883	李施恩；陳雅文	葵涌循道中學	情循花影：應用「閱讀促進學習」教學法教授文學篇章——以〈爸爸的花兒落了〉和〈背影〉為例
10.4	657283	黃綺敏；蔡劍平	伯特利中學	透過移動資訊科技增強師生的互動性
10.5	652542	林雅蓉	港青基信書院	運用「動中文 mLang」教學法提升中文作為第二語言學生的聽說能力
10.6	663847	朱曉慧	德愛中學	以移動資訊科技輔助中文作為第二語言學生融入主流課堂
10.7	663842	方惠琮；黎鏡彬	明愛胡振中中學	運用「戲劇學中文」教學法提升中文作為第二語言學生的學習動機
10.8	663843	簡弘毅	港青基信書院	「教師入戲」：以林海音《爸爸的花兒落了》為例，檢視「戲劇教學法」應用於中文第二語言閱讀教學的成效研究
10.9	663844	鄭文碩	畚色園主辦可譽中學暨 可譽小學	探討戲劇教學法「學生入戲」，促進初中中文二語學生閱讀學習的成效研究：以魯迅《一件小事》為例

互動海報演示 Interactive Poster Sessions

No. 編號.	Author(s) 作者	Organization 機構	Abstract title 論文題目	
1.	631662	左小雨	南京大學海外教育學院	CSL 學習者含“萬”語素副詞習得研究
2.	652602	吉婷婷	北京語言大學 漢語進修學院	“倒”功能的輻射狀范疇構建及其教學
3.	658562	Li Yuchen	湖南大學	Conceptual Metaphor of Localitive Dong and the Spatial Representation of Chinese
4.	660023	Lo Hoi Chiu		A New Chinese Phonetic System
5.	663367	Yang Shuxuan	香港大學	論“六書”理論對對外漢字教學的啟示
6.	663542	Li Mengke	The University of Edinburgh	An Action Research about Dealing with Differentiation and Students Management in Chinese as a Second Language Classroom
7.	663803	Crystal Liu	DFW Mandarin Chinese School	Abstract of the Motivation of Learning Chinese
8.	664008	Sun Rihuan	大阪大學 語言文化研究科	從與時間副詞的同現看漢語數量詞的功能 —— 從時間副詞“常常”說起
9.	664123	羅羽宸	高雄師範大學 華語文教學研究所	體現雙語雙文化教育之課堂經營特色研究 —— 以 YCIS、TAS、TES 為例

Appendix 2

Timeslot arrangement of Paper Presentations

**Note 1: If the title of the presentation is in English, the medium will be mainly in English; if the title is in Chinese, the medium will be mainly in Chinese.

**Note 2: The time arrangement of presentations are as follows:

--Featured Session Presentation: 30 mins presentation +10 mins Q &A;

--Parallel Session Presentation: 15 mins presentation +5 mins Q &A, and

--PoCSL Dissemination Presentation: 10 mins presentation + 5 mins Q&A

14th Jun	Featured Session	Parallel Session 1			
	MW 408-410	MW 401-402	MW 403	MW 411-412	MW 413
16:15 17:45	Chair: 岑紹基	Sub theme 1	Sub theme 5	Sub theme 6	Sub theme 8
	<p>A. Jane Orton -- 【Chinese as a Second Language: a site for the creation of powerful knowledge】</p> <p>B. 吳勇毅 -- 【多语者新媒体话语研究——以外国汉语学习者微信朋友圈话语为例】</p>	<p>Chair: 彭志全</p> <p>1.1. Leung Ching Wai Fanny -- 【Motivating Non-Chinese Speaking Students (NCSS) to Learn Chinese through Co-Teaching Models in Vocational and Professional and Education and Training (VPET)】</p> <p>1.3 彭志全 -- 【語料庫語言學在語文教學上的應用探究】</p>	<p>Chair: 譚宗穎</p> <p>5.1. 吳丁香 -- 【朗读中二语学习者汉语发音体系的母语背景差异研究】</p> <p>5.2. 张航 -- 【汉语声调习得中的两个逆向效应现象】</p> <p>5.3. Hana Triskova -- 【Chinese prosodic transcription – a proposal】</p> <p>5.4. Robert Neal -- 【Knocking tones off their perch: investigating the intelligibility of Anglophone</p>	<p>Chair: 馮卉欣</p> <p>6.1. Durmanova Kseniia - - 【Learning written Chinese as a foreign language: problems and solutions】</p> <p>6.2. Osborne Cairtória, Qi Zhang -- 【The development of a teaching method for Chinese as a foreign language based on a one-year study】</p> <p>6.11 張華民 -- 【使用象形文字來提升中文記憶能力——以香港非華語中學生學習中文情況作為分析對象】</p>	<p>Chair: 關之英</p> <p>8.1. Rosenkvist Wei Hing – 【Flipping the Classroom – Integrating Intercultural Communication Competence into a Chinese Foreign Language Course】</p> <p>8.2. 陳杰好, 劉宜君-- 【以分析漢語學習者對教材中文化主題的需求探討文化在漢語作為第二語言習得中扮演之角色】</p> <p>8.3. 劉宜君 -- 【以個案分析探討漢語學習者之</p>

		1.4. 林季华, 田筱芳, 萧美玲 -- 【通过任务型教学提升学生口语互动能力】	young beginner learners of Mandarin Chinese】		【學習難點】 8.4. Lu Liu -- 【Chinese cultural elements in textbooks and how they impact learning Chinese as a Second Language (CSL) in the classroom】
15th Jun 11:00 12:30	Featured Session	Parallel Session 2			
	MW 408-410	MW 401-402	MW 403	MW 411-412	MW 413
	Chair: 賴春	Sub theme 1	Sub theme 2	Sub theme 3	Sub theme 4
	C. Lin Zheng Jun -- 【Metonymical and Metaphorical Meaning Extensions of Chinese Face in Its Collocating and Collocations】 D. 曾金金 -- 【“逆向式課程設計”在漢語為二語/外語(CSL/CFL)師資培育課程發展的應用實例】	Chair: 李潔芳 1.5. 李潔芳, 容運珊, 戴忠沛, 岑紹基 -- 【小玩意大意義】 1.6. 林正昕, 陳昱安, 王莢芳 -- 【旅館華語教學實踐與教材編寫—以韓國漢陽女子大學華語文與文化學習團為例】 1.7. Wang Jun, Cao Jian feng, Wen Nai hu, Lim Kwee hua -- 【口语能力的培养与评价活动】 1.8. 魏彩華, 王瓊珠 -- 【以中文繪本提升非華語兒童	Chair: 洪安盈 2.1. 周惠 -- 【英汉学术书评中投射结构的跨文化评价研究】 2.3. 张晓忆 -- 【新加坡小学华文教材《欢乐伙伴》字词的编排与教学】 2.4. 杜陳聲珮, 羅嘉怡, 洪安盈 -- 【Predictors of Chinese character acquisition as a second language among kindergarteners: a three-wave longitudinal study	Chair: 胡向青 3.1. Eagle Shuyi -- 【Expressing necessity: Use of modals in four series of Chinese textbooks】 3.2. Adele L. Touhey -- 【The Reconceptualization of Word Order in Mandarin as Acquired by Native English Speakers】 3.3. 蘇政傑 -- 【語氣副詞“最好”的語法意義及教學應用】 3.4. 胡向青, 林偉業, 謝錫金, 陳志銳, 容運珊 -- 【一种改进课堂中	Chair: 何劍翹 4.1. Wong Ling Yann -- 【非华裔生汉语语篇有序性的主位结构的偏误分析】 4.2. Bogushevskaya Victoria -- 【Xièhòuyǔ par excellence and their differences with truncated proverbs】 4.3. 祁峰, 田子叶 -- 【基于中介语语料库的留学生语篇偏误研究】 4.4. Rosmawati -- 【Second Language Learners' Usage of Chinese Numeral Classifiers】

		學習中文之閱讀 成效與學習動機 ~以越南籍小學 生為個案研究】		文词汇教学的分析 方法】	
15th Jun 14:45 16:15	Featured Session	Parallel Session 3			
	MW 408-410	MW 401-402	MW 403	MW 411-412	MW 413
	Chair: 祁永華 E. Carlotta Sparvoli -- 【Resorting to discourse structure and argument grid for shifting from helplessness to hope.】 F. Andrew Scrimgeour -- 【Developing literacy skills in Chinese】	Chair: 容運珊 1.9. 陳笑芳, 戴忠沛, 容運珊 -- 【朗誦對初中智障非華語學生說話能力的影響---一所中度智障學校中文教學模式個案研究)】 1.10. 羅嘉怡, 杜陳聲珮, 關之英 -- 【Supporting Young Children to Learn Chinese as a Second Language in CLIL classrooms: Dynamic Enrichment Learning Mode (DELM)】 1.11. Koh Phuay Kiang, Xu Zhenyi, Gao Anji, Chng Mei Li, Seow Peng Leng -- 【任务型教学提	Chair: 胡向青 5.6. Chen Chun Yin Doris -- 【The Effect of Animacy on the Interpretation of Novel Noun-Noun Compounds in L2 Chinese】 5.7. 毛樊乐 -- 【韩国留学生将汉语作为第二语言之语音偏误初探】 5.8. 纪晓丽, 张辉, 龚箭 -- 【哈萨克斯坦留学生对汉语声调产出和感知的实验研究】 2.2 Wong, Yu Ka -- 【Relationship between experience and literacy instructional practices in	Chair: 何劍翹 6.5. Qi Zhang, Ge Min -- 【Chinese writing composition among CFL learners: a comparison between using pen and paper and Chinese pinyin input software】 6.6. Qi Xue Dan, Lai Chun, Lyu Bo Ning -- 【The interaction of radical properties and explicit semantic radical instruction in Chinese character learning among Chines as Second Language (CSL) learners】 6.7. Yaroslav Akimov --- 【Between Tactfulness and Prudery_Chinese Euphemisms for Death, Illness and Physiological Processes from CSL	Chair: 薛馨華 7.1. Sit Hing Wa, Guo Sijia -- 【Transforming learning with technology: An investigation of pedagogical principles and practices to enhance students' Chinese language acquisition】 7.2. Huang Xiao Qin -- 【WeChat-based teaching and class management in CSL】 7.3. Celia Liu -- 【“逆向式課程設計方法”在美國大學的漢語為二語（CSL）課程發展的應用實例】 7.4. Guo Sijia -- 【The use of web-conferencing in a task-based

		高学生口语表达能力】 1.12. 戴忠沛, 容運珊, 岑紹基, 黎偉杰, 姜芷晴-- 【從「一語」到「二語」: 探究香港前線教師在中文第二語言教學的專業成長歷程】	Hong Kong's CSL teachers】 (Sub Theme 2)	perspective】 6.8.Sun Baoqi -- 【Metalinguistic contribution to writing competence: A study of monolingual children in China and bilingual children in Singapore】	beginners' Chinese class】
15th Jun	Featured Session	Parallel Session 4			
	MW 408-410	MW 401-402	MW 403	MW 411-412	MW 413
	Chair: 關之英	Sub theme 1	Sub theme 5	Sub theme 8	Sub theme 3
16:30 18:00	G. 彭利贞 -- 【礼貌驱动的汉语道义情态表达】 H. 陈亚丽 -- 【叙事抒情散文进入作为第二语言的中文教学之路径】	Chair: 張紫薇 1.13. Gu Pan -- 【Developing and Assessing the Intercultural Communicative Competence of Learners: A Community-based Curriculum】 1.14. Shum Shiu Kee, Cheung Tsz Mei, Yung, Wan Shan, Young, Man Yi -- 【The effectiveness of using Functional Grammar to develop Chinese Practical Writing Teaching	Chair: 姜芷晴 5.9. Sidsel Rasmussen, -- 【The perceived similarity of distinct Mandarin phones by Danish L2 learners】 5.10. Kong Tsz Ching -- 【Production and Perception of Cantonese Tones by Second Language Learners in Hong Kong】 5.11 Wu Chin Wei -- 【華語散文的節奏分析及教學應用】 5.12. Chen Chun Mei	Chair: 何佩嫦 8.5. 羅嘉怡, 杜陳聲珮, 何佩嫦 -- 【Translanguaging in Chinese-as-Second-Language (CSL) Classrooms for Kindergarten Non-Chinese Speaking Learners of Multilingual Multicultural backgrounds】 8.6. 沈兴涛 -- 【Culture Learning Strategies of CSL Students in China: A Qualitative Case Study】 8.7. Chen Jianlin -- 【The L2 Chinese Proficiency Effect	Chair: 朱宇 3.5. Giorgio Francesco Arcodia, Bianca Basciano, Anna Morbiato -- 【Topic and subject in Mandarin and in the languages of Europe: comparative remarks and implications for CSL/CFL teaching】 3.6. 朱宇, 馮端龍 -- 【语言特征共现模式的探索及其教学应用】 3.7. Chen Chun Yin Doris -- 【Linguistic

		<p>Materials for Non-Chinese speaking Students】</p> <p>1.15. 周红霞, 陈志锐 -- 【丰富看图作文内容的提问引导策略初探——新加坡华文作为二语教学环境的经验】</p> <p>1.16. 徐富平, 王初明 -- 【续写任务促学医学汉语词汇的效应】</p>	<p>-- 【Study abroad and tonal training on the prosodic production of second language learners of Mandarin Chinese】</p>	<p>in L3 Semantic Access of Tibetan-Chinese-English Trilinguals】</p> <p>8.8. Sara Ganassin --, , 【“I am proud to be Chinese” Mandarin Chinese community schooling in Britain: Language, culture and pupils’ identities】</p>	<p>Universal Again? Evidence from Garden Path Sentences in L2 Chinese】</p> <p>3.8. 许博 -- 【基于动态作文语料库的留学生汉语语块习得研究】</p>
16th Jun 10:15 12:45	PoCSL 發佈會 (in Cantonese)	Parallel Session 5			
	Rayson Huang Thr	MW 401-402	MW 403	MW 411-412	MW 413
	Sub Theme 10	Sub theme 5	Sub theme 2	Sub theme 9	Sub theme 4
	Chair: 劉國張	Chair: 洪安盈	Chair: 彭志全	Chair: 張連航	Chair: 林金錫
<p>10.1. 宋詩敏, 林嘉俊, 吳志騫, 黃凱怡 -- 【蒼文萃篇：應用「閱讀促進學習」教學法加強學生讀寫能力】</p> <p>10.2. 馮順寧, 張敬才, 嚴淑欣 -- 【信以立志：應用「閱讀促進學習」教學法提高學生說明文類寫</p>	<p>5.13. 黃震遐 -- 【聲符的識別及類型】</p> <p>5.14. Sergio Conti, Carmen Lepadat -- 【The effectiveness of situation-bound utterances identification in Chinese as a foreign language: A preliminary analysis】</p> <p>5.15. Wang, Jiayi,</p>	<p>2.5. 谢红华 -- 【“滚雪球”相关参数探析（提纲）】</p> <p>2.6. Zheng Gu -- 【What can language do with it? : A Case Study of Chinese Immersion Teachers’ Academic Vocabulary Instruction in Teaching Math in</p>	<p>9.1. 龚成, 陈志锐 -- 【基于变易理论的过程式写作教学训练模型开发】</p> <p>9.2. Ho Wai Ki -- 【The study of teachers’ response to second language student Chinese writing in Hong Kong】</p> <p>9.3. Chiang Yung Nan -- 【Perfectionism and Reading Achievement in Chinese as a Second</p>	<p>4.5. Zhang Jie -- 【A Learner Corpus Investigation of CSL Learners’ Lexico-grammatical Development of Result-state Resultative Verb Compounds】</p> <p>4.6. 朱祺 -- 【介词框架“在 X 上”英汉对译及其认知研究】0</p>	

<p>作能力——以 職業主題為 例】</p> <p>10.3. 李施恩, 陳 雅文 --【情循 花影：應用 「閱讀促進學 習」教學法教 授文學篇章— —以〈爸爸的 花兒落了〉和 〈背影〉為 例】</p> <p>10.4. 黃綺敏, 蔡 劍平 -- 【透過移動資 訊科技增強師 生的互動性】</p> <p>10.5. 林雅蓉 -- 【運用「動中 文 mLang」教 學法提升中文 作為第二語言 學生的聽說能 力】</p> <p>10.6. 朱曉慧 -- 【以移動資訊 科技輔助中文 作為第二語言 學生融入主流 課堂】</p> <p>10.7. 方惠琮, 黎 鏡彬 -- 【運用「戲劇 學中文」教學 法提升中文作 為第二語言學 生的學習動</p>	<p>Nicola Halenko -- 【Developing formulaic competence for study abroad: An instructional intervention for L2 Chinese】</p> <hr/> <p>10 mins break</p> <hr/> <p>Chair: 何佩嫦</p> <p>5.16. Alain Peyraube, Song Na -- 【CSL for French learners: A contrastive analysis of expletive negation in Chinese and in French】</p> <p>5.17. 林可涵 -- 【藉由分析閩南 語方言影響下之 華語舌尖邊音與 前後音韻特點推 論漢語語音習得 之偏】</p> <p>5.18. Antonova, Anna, Kunevich, Maria, Ekaterina Kralina -- 【Using Speech Analysis Software and</p>	<p>U.S】</p> <hr/> <p>10 mins break</p> <hr/> <p>Chair: 張華民</p> <p>2.8. Jia Junqing -- 【Studies of Motivating Factors and Motivated Learning Behaviors in the Intermediate- level Chinese Classroom】</p> <p>2.9. 王小潞, 王艺臻 --【汉语字谜对 CFL 学习者掌握 汉字的促进作 用】</p> <p>2.10. 穆雅丽 -- 【留学生的汉语 词汇搭配知识习 得的发展研究】</p>	<p>Language】</p> <p>9.4. 張連航 -- 【香港應用學習中 文科的語言能力描 述】</p>	<p>4.7. Zhu Li Li, Wang Wen Bin -- 【Re - understanding the Categorical Attribute of Zai】</p> <hr/> <p>10 mins break</p> <hr/> <p>Chair: 巢偉儀</p> <p>4.8. Chiara, Piccinini --【Analysis of new semantic roles of lexical items in a corpus in Chinese language】</p> <p>4.9. 周晏菱 -- 漢俄祈使言語行 為之語義句法對 比探究——兼論 施為與取效】</p> <p>4.10. 艾瑞-- 【从流水句的主 语指认问题看汉 语结构的离散性 和语义的勾连 性】</p>
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	<p>機】</p> <p>10.8. 簡弘毅 -- 【「教師入戲」：以林海音《爸爸的花兒落了》為例，檢視「戲劇教學法」應用於中文第二語言閱讀教學的成效研究】</p> <p>10.9. 鄭文碩 -- 【探討戲劇教學法「學生入戲」，促進初中中文二語學生閱讀學習的成效研究：以魯迅《一件小事》為例】</p>	<p>Visualisation Techniques for Teaching and Improving Chinese L2 Pronunciation</p>			
<p>16th Jun</p> <p>14:00 15:30</p>	<p>Featured Session</p>	<p>Parallel Session 6</p>			
	<p>MW 408-410</p>	<p>MW 401-402</p>	<p>MW 403</p>	<p>MW 411-412</p>	<p>MW 413</p>
	<p>Chair: 鍾鎮城</p> <p>I. 鍾鎮城, 羅嘉怡 -- 【多元語言觀之在地詮釋: 台灣跨國銜轉孩子與香港非華孩子之華語習得政策比較】</p> <p>J. 許喆 -- 【在韓半島裏漢語和韓</p>	<p>Sub theme 1</p> <p>Chair: 簡弘毅</p> <p>1.17. Smith, Michelle -- 【Bringing Comprehensible Input to Chinese Classes】</p> <p>1.18. 馮心穎 -- 【相互教學法提升中學生文言文閱讀能力的成效及對二語教學的啟示】</p> <p>1.19. Ziv Kan,</p>	<p>Sub theme 6</p> <p>Chair: 巢偉儀</p> <p>6.9. Ren Fei -- 【Acquisition of Chinese State Complement by CLF Learners】</p> <p>6.10. Chuang Hui Ju -- 【Applied Cognitive Linguistics to Second Language Instruction: a case of Mandarin</p>	<p>Sub theme 7</p> <p>Chair: 林金錫</p> <p>7.5. Lyu Bo Ning, Lai Chun -- 【An ecological analysis of social networking platform-mediated learning beyond the classroom】</p> <p>7.6. 林小苹 -- 【漢語在線快速閱讀“五步三階”創新模式研究】</p>	<p>Sub theme 8</p> <p>Chair: 宋小萍</p> <p>8.9. 戴忠沛, 宋小萍, 岑紹基, 容運珊 -- 【「成果導向學習」在香港中文第二語言教學的應用及其成效：多個個案研究】</p> <p>8.10. Man Shi Chun -- 【運用「文化關聯教學法」對提升非華語學生中文學習興趣的影</p>

<p>語的相互發展關係史研究】</p>	<p>Elaine Chan -- 【以戲劇元素活動幫助學習中文作為第二語言的高中生習得詞彙】</p> <p>1.20. 辛嘉華 -- 【利用流動資訊科技增強「閱讀促進學習」教學法的教學成效】</p>	<p>li ‘in(side)’ and shàng ‘top’】</p> <p>6.12. 巢偉儀 -- 【香港南亞裔在職人士的基礎職業中文（閱讀及寫作）教學初探】</p> <p>6.4 陈桂月-- 【《商用华语》的翻转教学策略研究——以新加坡国立大学为例】</p>	<p>7.7. 籃玉如 – 【3D 虛擬世界中語言學習之理論與實踐】</p> <p>7.8. Lin Chin Hsi, Tseng Miao fen, Henny Chen – 【An intensive flipped classroom for learning Mandarin Chinese: Design, implementation, and outcomes】</p>	<p>響行動研究】</p> <p>8.11. Chen Shen, Sit Hing Wa, Sun Hao Liang -- 【Developing Strategies for Motivating Secondary Students to Learn Chinese】</p> <p>8.12. 周晏菱 -- 【漢俄商務經貿與商務信函之華語課程教材撰作與教法解析】</p>
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