Division of International Education & Chinese Program
Jointly Present

**2020 Summer Institute on Chinese Language Teaching**

2020 年暑期中文教学培训班

Division of International Education (DoIE) - Chinese Language & Culture Programs (CLCP) and the Chinese Program will jointly host 2020 Summer Institute on Chinese Language Teaching, aiming at helping local Chinese language teachers enhance their Chinese language knowledge, improve their teaching capabilities, and motivate all participants to become active in sharing teaching experience in the network system of Chinese teaching.

**THEME:**
Teaching Chinese with Enhanced Knowledge, Improved Skills, and Full Confidence

丰富专业知识，提高教学技能，增强必胜信心

**WHERE:**
San Francisco State University
1600 Holloway Ave., HUM 408
San Francisco, CA 94132

**WHEN:**
June 15-16, 2020, 9:00am ~ 3:00pm

**INSTITUTE PRESENTERS & PRESENTATION ABSTRACTS:**

1. **Prof. Chaofen Sun 孙朝奋 教授**

Dr. Chaofen Sun
Professor
Stanford University

Prof. Chaofen Sun received his Ph.D. from Cornell (1988). Since 1991, he has been coordinating the Chinese language program at Stanford and served for six years as chair of the Department of East Asian Languages and Cultures and director, for three years, of Center for East Asian Studies (2006-09). He was president of the Chinese Language Teachers’ Association of California (2002-06) and is 2017 president of the Chinese Language Teachers’ Association, USA. He has published articles in Language, Journal of Chinese Linguistics, Journal of American Oriental Society, Journal of Chinese

Presentation Abstract
Chinese Localizers: 上、山上、山上面、山的上面

A good Chinese teacher should know how to enhance a learner’s knowledge about Chinese through simple explanations at appropriate stages of learning. The ultimate objective is to help a learner become an efficient Chinese communicator with a culturally appropriate competence. The uses of Chinese localizers such as 上、下、里、外 etc. are a case in point. Their uses may be quite puzzling for many speakers of English. It is perfect to simply say in English on the hill, in the sea without anything like the Chinese localizers grammatically needed in similar Chinese expressions, 在山(*上), 在海(*上). Various proposals (Li & Thompson 1981, Ernst 1988, F. Liu 1998, D. Liu 2003, Wu 2006) have been made attempting to explain the grammatical function(s) of the Chinese localizers. However, many problems remain. I will demonstrate through the distributions of the spatially underspecified Chinese locative preposition 在 which does not have any spatial reference (方位) like the English, i.e., in, on, at, under etc. Grammatically speaking, some Chinese noun phrases are inherently spatial such as the place names like 北京、上海、台北、台中 etc. that can never co-occur with a localizer *在上海里. In the phrase 在上海城里, 上海 is a modifier of the head of the noun phrase 城里, of which 城 is a non-spatial noun phrase like 山、海、城市、黑板 etc. It is therefore extremely important for a Chinese learner to learn to use a localizer when a non-spatial nominal occurs after the preposition 在. Other than place names that are inherently spatial, there is a small number of common nouns that can be optionally used as a spatial nominal. The need of a localizer after these exceptional common nouns is not a must; for example 在学校(里), 在公司(里), 在图书馆(里). A learner of Chinese at the beginning level must learn to use these three types of nouns, spatial, non-spatial, and spatially neutral, as they are all commonly used vocabularies. Therefore, first of all, a learner must learn that the locative marker 在 does not have any spatial references like the English locative prepositions. Then, non-spatial nominals in most cases must be converted into a spatial NP through the addition of a localizer. Third, students must be aware that place names are inherently spatial and never co-occur with a localizer. Finally, even at the beginning level, students must learn that there is a third type of nouns that typically refer to important places in one’s everyday life situations and co-occur with a localizer in an optional manner. A teacher should introduce these restrictions in a step by step fashion through appropriate exercises at different stages. Additional discussion of 上和上面 will be demonstrated to be synonymous in most cases but significantly differ in special contexts. The learning activities must then be designed with appropriate contexts.

2. Ms. Xin Chen 陈昕 老师

Ms. Xin Chen
Chinese Language Teacher
Berkeley High School
Berkeley, California

Ms. Chen was born and raised in mainland China. She was educated under Chinese public education system, graduated with a B.A. in English from the Tianjin Foreign Language University and thereafter obtain her Master degree in Education
from Patten University in the United States. Being CA-credentialed teacher in subjects Mandarin and Mathematics, she chose to teach at Berkeley High School in Berkeley, CA (the only public high school in that school district), known for its rigorous curriculum and diversity of students. She has been teaching Mandarin there for 14 years, developing multi-level courses in the Mandarin subject matter from beginner’s level to certified AP / IB - approved classes. Since 2010, during the summer, she participates as primary/master teacher for the nationally-recognized STARTALK program which aims to advance learning and teaching of critical world languages including Mandarin. She has developed tutorials and modules and mini-guides on the Mandarin language to be easily deployed by other Chinese teachers and effectively digestible by learners. Mrs. Chen also participates in ACTFL conference since the year 2013 to share her insights and perspective on teaching Mandarin. She also teaches upper-level Mandarin course on the weekend Chinese school in Oakland, CA. And at home, she conducts sessions with her family. She currently lives in Alameda, CA with her husband and 2 teenage children. Her hobbies include singing, reading, and spending time with family.

Presentation Abstract
How to Integrate Chinese Culture into Language

In recent years, language teaching has reflected on language and culture in an integrated way with a focus to preparing learners to use the foreign language in intercultural contact situations. In this 5-hour workshop, the presenter will explain what the culture is, why we need to teach the culture, and three aspects of culture (product, practice and perspective). Most importantly, the presenter will share the practical class activities (from beginner to AP/IB level course) on how to integrate Chinese culture into the language class. The students will interact in genuine cultural setting through performance and practices of the language.

3. Ms. Tianni Guo 郭恬妮 老师

Ms. Tianni Guo is a Mandarin Immersion teacher at Stonebrae Elementary School, Hayward Unified School District. She received her B.A. in English Literature from Tsinghua University and her M.A. in Elementary Inclusive Education from Teachers College, Columbia University. She has been teaching third and fourth grade Chinese immersion classes since 2016. Prior to that, she did her student teaching in public schools in New York. Ms. Guo has a strong background in linguistics and educational theory. She carefully adapts curriculum and creatively designs instructional activities for her class. She has rich first-hand experience in engaging young learners. Her teaching has been immensely enjoyed by her students and well-received by parents and administration. Ms. Guo’s expertise also includes teaching adults Chinese as a foreign language. She has been trained in the TCSOL (Teachers of Chinese to Speakers of Other Languages) program at Columbia University and student taught a Chinese language course in the Department of East Asian Languages and Cultures.

Presentation Abstract
Practical Activities & Resources for Teaching Chinese in an Immersion Classroom

This workshop shares practical activities and resources for Chinese teachers in multiple settings: K-12, college, Immersion, and language classes. The presenter will model hands-on activities that engage students and enhance their learning in Chinese. Workshop participants will be exposed to multiple classroom activities that can be adapted and applied into every classroom, as well as resources that help parents support students at home.
REGISTRATION:

1) Registration Form
   • Please download a Registration Form from http://oip.sfsu.edu/clcp/programs
   • Fill out and mail the completed form with a check to:
     Division of International Education
     1600 Holloway Avenue, VCS Building C138
     San Francisco, CA 94132
     ATT: 2020 Summer Institute

2) Registration Fee:
   • $60 for teachers/educators
   • $30 for full-time students: (The proof of enrollment is required)
   • Free Lunch and Raffle Prizes
   • Make your check payable to: San Francisco State University
   • Non-refundable after June 8, 2020

3) Registration Deadline: June 5, 2020

CERTIFICATE:

Certificate of Summer Institute by Division of International Education, SF State

WELCOME

2020 Summer Institute is specially designed for all Chinese language teachers and educators. You are welcome to join us for this two-day training on June 15 and June 16, 2020, learning content knowledge about Chinese language and improving teaching skills required for qualified teachers. After this intensive and beneficial training, all participants will bring home enhanced knowledge, useful skills and invaluable experiences for your classroom teaching and future career development.

For more information, please contact us:

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