二语学习者有效学习与学习障碍研究国际研讨会

International Conference on Effective Learning and Development of Diverse English Language Learners

西安交通大学外国语学院
School of Foreign Studies, Xi'an Jiaotong University
北美华人教育研究及策划协会
Chinese American Educational Research and Development Association (CAERDA)
高等教育出版社
Higher Education Press
《外语与外语教学》编辑部
Foreign Languages & Their Teaching
外语教学与研究出版社
Foreign Language Teaching and Research Press

中国 · 西安
China · Xi'an
2019 年 6 月 7 日-9 日
June 7-9, 2019

About the SFS

This history of the School of Foreign Studies (SFS) of Xi'an Jiaotong University (XJTU) can be traced to the year 1897, just one year after the university was founded in Shanghai as Nan Yang College, and its name then was the Department of Western Languages.

Currently, SFS offers 3 undergraduate programs: English (including bilingual majors of English & German, English & French, and English & Russian), Japanese (including bilingual majors of Japanese & English) and French. SFS is authorized to offer master degrees in Foreign Linguistics and Applied Linguistics, English Language and Literature, Japanese Language and Literature, French Language and Literature, and SFS also offers Master of Translation and Interpreting (MTI) program (English, Japanese). In 2013, SFS started a Ph.D. program in Systemics of Language and Culture. SFS also offers a diverse range of foreign-languages-related courses to the undergraduate and graduate students of other majors at XJTU.

The following are the departments and institutions of SFS: English Department, Japanese Department, French Department, German Department, Russian Department, the College English Teaching Center, the Postgraduate English Teaching Center, the MTI Education Center, the Foreign Languages Research Center, the Center of Japanese Studies, the Center of Cross-Cultural Studies, and other support institutions such as the Teaching Experiment Center and the Center for International Language Tests.

The faculty and staff totals about 210, including 23 professors and 72 associate professors. Each year, about 30 experts and teachers from other countries work at SFS, and over 20 visiting professors and part-time professors come to visit or teach. There are over 640 students in SFS, including more than 480 undergraduates,130 postgraduates and 30 doctoral students.

SFS boasts a group of brilliant and talented faculty who are involved in teaching and are actively engaged in a wide range of research fields in linguistics, literature and international relations, including discourse analysis, second language acquisition and foreign language teaching, fuzzy linguistics, translation studies, ESP, lexicography, foreign literature, etc. Their work has been supported by various research funds, including National Social Science Foundation and Shaanxi Social Science Foundation, and the research articles are published on distinguished international journals, and specialized academic books are published by leading academic presses.

SFS has established ties to 16 well-known universities of the United States, Japan, Germany, France, Australia, and other countries, and has implemented extensive exchange and cooperation programs. Each year, over 100 students and teachers go abroad to study, more than 10 teachers go abroad for visiting or participating in research, and more than 20 international scholars are invited to give lectures.

SFS has been located in Shaw Building since 2010, which has classrooms equipped with advanced recording and multimedia systems, and a simultaneous interpretation training system. There is also a professional recording studio, an FM radio broadcasting station, and rich online resources for language learning. More than 30,000 volumes of books and dozens of academic journals are collected in the SFS library, which provides good resources for foreign language teaching and research.

目 录
Table of Contents

会议日程

Conference Schedule

日期 Date	时 间 Time	地 点 Venue	会 议 内 容 Event	主讲人 Speaker	主持人 Facilitator
6.7 **June 7**	14:00-18:00	南洋大酒店 Nan Yang Hotel	注册报到 Conference On-Site Registration		
	18:00-19:30	南洋大酒店 Nan Yang Hotel	自助晚餐 Buffet Dinner		
6.8 **June 8**	8:00-8:30	逸夫外文楼 B1001 B1001 Shaw Building	开 幕 式 Opening Ceremony		Min Wang
	8:30-9:15		Keynote Speech 1: Development and Validation of Scales to Measure Language Beliefs	Chuang Wang	Min Wang
	9:20-10:05		Keynote Speech 2：Using Formative Assessment Strategies to Understand the Language Development of Young Children	Rich Lambert	Chuang Wang
	10:05-10:25		茶歇 Tea Break		
	10:25-11:10		Keynote Speech 3：Humanizing English Language Education	Icy Lee	Ruiying Yang
	11:15-12:00		Invited Presentation 1: Teaching English Language Learners: Lessons Learned from a Collaborative Model	Miranda Lin	Icy Lee
	12:00-12:10		合影 Group Photo		
	12:10-13:00	梧桐苑 Wutong Canteen	午餐 Lunch		
	13:30-14:15	逸夫外文楼 Shaw Building B1001	Keynote Speech 4: Language and Artificial Intelligence of Next Generation	Yiming Yang	Min Wang
	14:15-17:00	外文楼四、五层 4 th -5 th floor of Shaw Building	系列分组发言 Concurrent Session Presentations	Conference Participants	
	18:00-19:30	南洋大酒店 Nan Yang Hotel	自助晚餐 Buffet Dinner		

6.9 June 9	8:00- 8:45	逸夫外文楼 B1001 B1001 Shaw Building	Keynote Speech 5：Identifying and Serving English Learners with Disabilities	Martha Thurlow	Barry Bai
	8:50- 9:35		Keynote Speech 6: Methods of Teaching Prosody for L2 Learners	Hongwei Ding	Martha Thurlow
	9:35- 9:55		茶歇 Tea Break		
	9:55- 10:40		Keynote Speech 7: Neuro-cognitive Mechanism of Second Language Construction Processing	Hui Zhang	Hongwei Ding
	10:45- 11:30		Invited Presentation 2：Influences of Growth Mindset, Self-efficacy, Self-regulation, Interest, and Task Importance on ESL/EFL Learners' English Learning Achievements	Barry Bai	Hui Zhang
	11:30- 12:00		闭幕式 Closing Remarks	Xiangjing Chen	Min Wang
	12:00- 13:00	南洋大酒店 Nan Yang Hotel	午餐 Lunch		

会议筹备委员会及审稿人
Conference Planning Committee and Proposal Reviewers

Conference Planning Committee

Xiangjing Chen, Conference Chair, Xi'an Jiaotong University

Chuang Wang, Conference Chair, University of North Carolina at Charlotte

Min Wang，Xi'an Jiaotong University

Fei Wang, Xi'an Jiaotong University

Ying Zhang, Xi'an Jiaotong University

We Ma, Le Moyne College

Barry Bai, Chinese University of Hong Kong

Miranda Lin, Illinois State University

Special Thanks to Proposal Reviewers

Chuang Wang	University of Macau
Wen Ma	Le Moyne College
Barry Bai	Chinese University of Hong Kong
Miranda Lin	Illinois State University
Hui-Chen Durley	Oklahoma City Public Schools
Li Chen	Purdue University
Li-Yuan Liao	Texas A & M University

主旨发言摘要及发言人简历
Expert Introduction and Abstracts

Yiming Yang 杨亦鸣

Jiangsu Normal University 江苏师范大学

杨亦鸣，教育部"长江学者"特聘教授、博士生导师、博士后联系导师，我国神经语言学研究的主要开拓者。现为江苏师范大学语言科学学院院长，江苏省语言科学与神经认知工程重点实验室主任，南京大学、浙江大学、南京师范大学兼职教授，全国哲学社会科学规划领导小组社科基金评审组成员，教育部高等学校中文教学指导委员会委员，江苏省中青年首席科学家，享受国务院特殊津贴，《语言科学》主编，Journal of Neurolinguistics 等十余家海内外学术杂志编委。主要研究方向为神经语言学、理论语言学和工程语言学，发表论文和专著 100 余篇（部），相关研究成果获教育部中国高校人文社会科学优秀成果奖一等奖、二等奖，江苏省哲学社会科学优秀成果一等奖和全国优秀图书奖等。

Plenary Talk: Language and Artificial Intelligence of Next Generation
(13:30-14:15 PM, June 8)

Man, as the "paragon of animals", is fundamentally differentiated from animals by language, which, serving as the carrier of human thinking, is involved in all advanced brain functions. The current artificial intelligence has found wide industrial application in China thanks to the breakthrough of algorithms such as deep learning and the improvement of computing power. However, China still faces the lack of the basic AI theory with subversive viewpoints and perception. In order to realize the transformation of China's AI from a follower to a leader, we need the further exploration on AI-oriented language mechanism of brain. The language mechanism of brain can be divided into three main aspects: activation, inhibition and monitoring feedback. Although current research has unveiled the tip of the iceberg of AI-related language mechanism, it is necessary to obtain an overall interpretation of the language mechanism from molecular to behavioral level, which may lead to a breakthrough on basic theories of artificial intelligence.

Martha Thurlow

University of Minnesota

Martha Thurlow is Director of the National Center on Educational Outcomes and Senior Research Associate at the University of Minnesota. During the past decade, Dr. Thurlow's work has emphasized the need to obtain valid, reliable, and comparable measures of student performance while at the same time ensuring that the assessments are truly measuring the knowledge and skills of students with special needs rather than their disabilities or limited language when these are not the focus of the assessment.

Plenary Talk: Identifying and Serving English Learners with Disabilities
(8:00-8:45 AM, June 9)

Separating difficulties in learning English from disabilities is challenging. This is especially the case for suspected specific learning disabilities and speech-language impairments in students who are learning English. This presentation addresses English learners with disabilities in the United States. It highlights approaches that are recommended in the U.S. for identifying disabilities in students who are learning English. It also provides suggestions for serving English learners with disabilities in educational settings. The presentation concludes with an overview of the policy push in the U.S. for improving the English language learning of English learners with disabilities.

Richard Lambert

University of North Carolina at Charlotte

Richard Lambert is Professor in the Department of Educational Leadership at the University of North Carolina at Charlotte, Director of the *Center for Educational Measurement and Evaluation,* and Editor of *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*. He earned his Ph.D. in Research, Measurement, and Statistics and Ed.S. in counseling psychology from Georgia State University. He has received over 20 million dollars in funding for research during his career.

Plenary Talk: Using Formative Assessment Strategies to Understand the Language Development of Young Children
(9:20-10:05 AM, June 8)

Formative assessment for young children is rooted in the ongoing work of teachers within typical classroom activities. Formative assessment processes (FAP) help teachers collect evidences of child progress across all domains of development, reflect upon and analyze those evidences, make placements on developmental progressions, communicate with parents and other stakeholders, plan instruction, and scaffold and support child growth and development. FAP will be contrasted with other components of a comprehensive assessment system. Developmental progressions that can be used to monitor and document the development of language and literacy skills in children ages birth to third grade will be introduced.

Chuang Wang

University of Macau/ Xi'an Jiaotong University

Chuang Wang is Chair Professor at the School of Foreign Studies at Xi'an Jiaotong University and Professor of Educational Research Measurement and Evaluation at the University of North Carolina at Charlotte. He is also Distinguished Professor and Dean of Faculty of Education of University of Macau. His Questionnaire of English Self-Efficacy has been widely used in American, European and Asian countries. He has received four National Science Foundation (NSF) grants and served as an independent evaluator for eight other federally funded research grants from U.S. Department of Education and NSF. He has published 7 books, 19 book chapters, 99 peer-reviewed journal articles, and 7 conference proceedings. He served as the Editor-in-Chief of the *New Waves – Educational Research and Development Journal*. He also served as the President of the Chinese American Educational Research and Development Association (2008-2010). Currently, he is the Editor of *Journal of Applied Educational and Policy Research*.

Plenary Talk: Development and Validation of Scales to Measure Language Beliefs
(8:30-9:15 AM, June 8)

English language beliefs, such as self-efficacy, are latent constructs that are not observable. Therefore, it is of critical importance to develop items so that responses to these items truly reflect the construct that the scale is to measure. Messick (1995) states six components of construct validity framework: content, substantive, structural, external, and consequential, and generalizability. Using the development and validation of the Questionnaire of English Self-Efficacy (QESE) as an example, the presenter illustrates the processes of item development, translation, revision, internal consistency, structural aspect of construct validity, factorial and item-level invariance test, and latent profile analysis. Both classical test theory and modern test theory, such as Rasch model, will be introduced to examine psychometric properties of a scale.

Icy Lee

The Chinese University of Hong Kong

Icy Lee，香港中文大学教育学院课程与教学系的教授兼主任。 研究领域包括二语写作，特别是纠错，反馈和课堂评估及二语教师教育研究。在 TESOL Quarterly、Journal of Second Language Writing、 Language Teaching Research 和 Language Teaching 等国际知名期刊发表了大量该领域的研究论文。并受邀在中国、日本、韩国、新西兰和美国等世界各地的国际会议上发表演讲。现任 *Journal of Second Language Writing* 联合主编，Asia-Pacific Education Researcher 高级副主编。曾任香港应用语言学协会主席和 TESOL 国际协会兴趣区非英语母语者协会主席。

Plenary Talk: Humanizing English Language Education
(10:25-11:10 AM, June 8)

A humanized classroom is a sine qua non for effective teaching and learning. In many educational contexts, however, an excessive focus on mechanization, standardization, quantification, and measurement has resulted in the dehumanization of teaching and learning. In EFL contexts where many students find learning English an anxiety-laden activity, a humanizing pedagogy in English language education is all the more important. Through humanizing the English classroom, teachers can bring out the best in students – "best" not measured in terms of standards or scores but in humanistic terms – that is, students as valued and valuable assets as well as active participants in the learning process. Keller (1972) rightly says that in humanizing education, students "learn not only to read and really understand and to write and really say something to feel and really be involved, to learn about creativity and really create" (p.19). In this presentation, I critically examine some ubiquitous classroom practices that dehumanize teaching and learning, and propose alternative approaches underpinned by principals that are foundational to a humanizing pedagogy.

Hongwei Ding　丁红卫

Shanghai Jiaotong University　上海交通大学

丁红卫，上海交通大学外国语学院教授，跨语言处理与语言认知基地常务副主任。获德国语言学博士(Dr. phil.)与工学教授资格(Dr.-Ing.habil.)。在德国电子信息学院工作期间，主要从事语音合成、计算机辅助语音学习等语音技术研究。回国后在外语学院主要从事二语语音韵律习得研究。近年来，研究重点开始转向障碍人群的语音韵律心理认知研究。完成多项纵向与横向的大型项目，目前担任国家社科重大项目《精神障碍人群语料库建设及面向脑科学和人工智能的语言研究》首席专家。 发表专著两部、国际论文 80 余篇。长期担任国际杂志和国际会议的审稿人，并任两部 Springer 丛书主编。多次组织跨学科研究领域的国际会议，现任国际言语韵律协会理事长。

Plenary Talk: Methods of Teaching Prosody for L2 Learners
(8:50-9:35 AM, May 9)

Pronunciation accuracy usually requires mastering production of both segmental and suprasegmental or prosodic features of speech. Segmental features consist of vowels and consonants that form the nuclei and boundaries of syllables, while suprasegmental features extend over more than one segment such as lexical stress, pitch accent, rhythm and intonation. Although it is generally accepted that both segmental and prosodic trainings are important in pronunciation learning, the teaching of the latter one is traditionally neglected in language acquisition due to the lack of cross-linguistic prosody pedagogy. This talk will discuss the available approaches for teaching prosody supplemented with our own findings with the aim to develop more effective ways to train prosody in speech learning.

Though the L2 learning ability of prosody declines with the age, many studies have shown that the perceptual system remains plastic enough to support learning well into adulthood if suitable approaches can be applied. By employing the new technology, researchers have developed various tutoring systems appealing to all possible senses for effective L2 prosody training.

L2 prosody teaching is mainly focused on training in intonation and rhythm in the perception and production of L2 learners for them to achieve a near-native performance in prosody of the target language. For intonation training, pitch visualization is very well accepted. The application of speech visualization technology to language learning environments dates back to the 1960s when pitch analyzers were used for teaching the deaf and since the late 1980s the validity of the technology has been established and numerous tutoring systems are now becoming available for more widespread use. Teaching can be further enhanced by connecting technology to an understanding of how intonation functions in speech. Not only sentence-level but also discourse-level intonation teaching using pitch visualization technology has been reported to be very effective. For rhythm training, researchers capitalize on musical rhythm for speech rhythm training, which has been proved to be especially effective for Mandarin speakers (syllable-timed) to learn the rhythmic patterns of L2 English (stress-timed). Not only visualized pitch and musical rhythm are employed, but also kinesthetic involvement is used for developing awareness of L2 prosody. Hand gestures have been reported to be effective for American students to learn Mandarin tones, and body movements have been successfully employed for EFL learners to practice the main stress patterns of English. Similar methods have been adopted by our team in the English prosody training for Chinese students and in teaching Mandarin tones to cochlear implanted children, and satisfactory results have been obtained.

In summary, this talk attempts to address the issue of L2 prosody acquisition by reviewing available multimodal teaching methods and with the aim to call for novel methods that are more interactive and effective in the training of L2 prosody.

Hui Zhang   张辉

Nanjing Normal University 南京师范大学

张辉，南京师范大学特聘教授，博士生导师。国家社科基金学科会议评审专家，湖北省楚天学者讲座教授，中国认知语言学研究会秘书长兼副会长，江苏省外国语言学学会副会长，中国心理语言学研究会副会长。主持国家社科基金一般项目"汉语熟语理解的神经机制研究"、国家社科基金重点项目"中国英语学习者句法加工的神经认知机制研究"，承担国家自然科学基金"基于事件相关电位的汉语惯用语结构的认知研究"，主持国家社科基金重大项目的子项目"神经词汇学研究"专。出版《熟语及其理解的认知语义学研究》、《认知转喻》（曾获江苏省哲学社会科学优秀成果奖二等奖）、《认知语义学研究》和《熟语表征和加工的神经认知研究》（曾获江苏省哲学社会科学优秀成果奖一等奖）等学术著作和教材 10 余部；在 Journal of Neurolinguistics，Journal of Language and Politics, Second Language Research, 《外语教学与研究》和《外国语》等国内外重要学术期刊发表论文 80 余篇。主要从事认知语言学、神经语言学、二语习得的研究。

Plenary Talk: Neuro-cognitive Mechanism of Second Language Construction Processing
(9:55-10:40 AM, June 9)

Most ERP experiments of second language processing researches adopt "break" paradigm, in which the separate studies of semantics and syntax tend to lead to ambiguous explanation of ERP components. This study explores the neuro-cognitive mechanism of second language acquisition and processing by using the acceptability judgment of "way-construction". It was found that (1) for native English speakers, "way-construction" of low acceptability activated the attention-driven P3a component and memory-driven P3b components; (2) no ERP component was detected in high-proficiency English learners. The experiment shows that from the perspective of construction processing, there exists difference between second language acquisition and first language acquisition, and even high-proficiency learners cannot acquire the same construction acquisition and processing mechanism as native speakers. In this article the researcher proposes construction acquisition theory, and analyzes the differences of construction acquisition and processing mechanism between high-proficiency learners and native speakers from three perspectives: the reliance of construction acquisition on general cognitive processing, the mismatch of cross-language construction, and the frequencies of construction.

分会场安排表

Concurrent Session Groups

第一组 **Session 1：Room B401**

主题 **Theme：Assessment and Self-Efficacy**

Facilitator：Hongli Li

<table>
<tr><td colspan="5" align="center">6月8日下午
June 8</td></tr>
<tr><td>序号
No.</td><td>时间
Time</td><td>姓名
Name</td><td>题目
Title</td><td>单位
Organization</td></tr>
<tr><td>1</td><td>14:15-14:35</td><td>Hongli Li</td><td>A Meta-Analysis of the Test Accommodation Effect on English Language Learners: Comparing Multiple approaches</td><td>Georgia State University</td></tr>
<tr><td>2</td><td>14:35-14:55</td><td>Mo Li</td><td>Exploring the Effectiveness of Peer Assessment in Chinese-to-English Class</td><td>University of Macau</td></tr>
<tr><td>3</td><td>14:55-15:15</td><td>Zhi Li</td><td>Hispanic Children's Self-Efficacy Beliefs and Use of Self-Regulated Learning Strategies Related to English Language Proficiency</td><td>University of North Carolina at Charlotte</td></tr>
<tr><td>4</td><td>15:15-15:35</td><td>Lu Zhang
Yitong Li
Huimin Zhang
Runyu Zhu</td><td>The Effect of Academic Self-Efficacy on Learned Helplessness among English as a Foreign Language Learners</td><td>UIC-HKBU United International College</td></tr>
<tr><td>5</td><td>15:35-15:55</td><td>Yi Zhan
Yaru Meng</td><td>Examining the Strategy Effects of Computerized Dynamic Assessment on EFL Listening Learning Difficult Students</td><td>Xi'an Jiaotong University</td></tr>
<tr><td>6</td><td>15:55-16:15</td><td>Wenbo Du
Xiaomei Ma</td><td>A group-level diagnosis of EFL learners' reading disabilities: application of CDA and cluster analysis</td><td>Xi'an Jiaotong University</td></tr>
<tr><td colspan="5" align="center">总结讨论 Discussion
16:15-16:40</td></tr>
</table>

第二组 **Session 2：Room B402**

主题 Theme：Technology, Student Learning and Teacher Development

Facilitator：Chuang Wang

<table>
<tr>
<td colspan="5" align="center">6月8日下午
June 8</td>
</tr>
<tr>
<td align="center">序号
No.</td>
<td align="center">时间
Time</td>
<td align="center">姓名
Name</td>
<td align="center">题目
Title</td>
<td align="center">单位
Organization</td>
</tr>
<tr>
<td align="center">1</td>
<td align="center">14:15-
14:35</td>
<td align="center">Yinling Li</td>
<td align="center">Investigation and Analysis of College Students' English Learning Behavior through Mobile Terminal in Big Data Era</td>
<td align="center">Xi'an University of Technology</td>
</tr>
<tr>
<td align="center">2</td>
<td align="center">14:35-
14:55</td>
<td align="center">Rachel Ehret, Grace Sullivan, Sarah Moey, Emily Garcia & Kiana McClella</td>
<td align="center">Using Text Sets to Enhance Literacy Skills</td>
<td align="center">Illinois State University</td>
</tr>
<tr>
<td align="center">3</td>
<td align="center">14:55-
15:15</td>
<td align="center">Yu Zhou</td>
<td align="center">Student Incorporation of Computer-generated Feedback, Peer Online Written Feedback and Teacher Online Written Feedback</td>
<td align="center">Renmin University of China</td>
</tr>
<tr>
<td align="center">4</td>
<td align="center">15:15-
15:35</td>
<td align="center">Yanhui Wang</td>
<td align="center">A Corpus-Based Study of Lexical Bundles in Economic English</td>
<td align="center">Southwestern University of Finance and Economics</td>
</tr>
<tr>
<td align="center">5</td>
<td align="center">15:35-
15:55</td>
<td align="center">Lianqi Dong</td>
<td align="center">评价系统视域下中国英语学习者议论文中的介入资源研究</td>
<td align="center">Tongji University</td>
</tr>
<tr>
<td align="center">6</td>
<td align="center">15:55-
16:15</td>
<td align="center">Md Abdur Razzak</td>
<td align="center">Exploring and Learning English: An Analysis of Baidu and Google Translation</td>
<td align="center"></td>
</tr>
<tr>
<td colspan="5" align="center">总结讨论 Discussion
16:15-16:40</td>
</tr>
</table>

第三组 **Session 3：Room B403**

主题 Theme：Teacher Identity and Perception

Facilitator：Richard Lambert

			6 月 8 日下午 **June 8**	
序号 **No.**	**时间** **Time**	**姓名** **Name**	**题目** **Title**	**单位** **Organization**
1	14:15-14:35	Lu Guo	Relationship between Teachers' Collaboration, Group Use in Reading Teaching, and Student Achievements	Texas Tech University
2	14:35-14:55	Lei Chen	English Teachers' Autonomy in Rural China: An Ethnographic study	Shaanxi Normal University
3	14:55-15:15	Rui Yuan	Towards an Understanding of Language Teacher Educators' Expertise: A Hong Kong study	Education University of Hong Kong
4	15:15-15:35	Yao Zheng	Understanding Tertiary EFL teachers' Perceptions of the Appropriateness of Collaborative Student Writing	University of Macau
5	15:35-15:55	Bin Wu	The Construction of Imagined Language Teacher Identity: A Case Study on College-Based Teaching Practicums	Chang'an University
6	15:55-16:15	Jingwen Guo	From Novice to Professional：A Case Study of an EFL Teacher's Identity Transition	Chang'an University
7	16:15-16:35	Lu Guo	Comparison between Western and Eastern Countries' Teachers' Perceptions of Teaching Critical Thinking and Teaching Practice	Texas Tech University
			总结讨论 Discussion **16:35-17:00**	

第四组 **Session 4：Room B501**

主题 **Theme：Teaching and Learning Strategy**

Facilitator：Barry Bai

			6月8日下午 **June 8**	
序号 **No.**	时间 **Time**	姓名 **Name**	题目 **Title**	单位 **Organization**
1	14:15-14:35	Xiaohan Yi	Effects of Group Work on Chinese EFL Students' Engagement in Academic Writing Projects	BNU-HKBU United International College (UIC)
2	14:35-14:55	Siying Fan Dandan Qin	Adaptive Phonetic Training: A Comparison of Methods for Teaching English /i/-/ɪ/ to Chinese Adults	Xi'an Jiaotong University
3	14:55-15:15	Edith Yan Sheena Van Der Mark Chuan Qin	Towards a Principled Approach to Blended Learning: Investigating Moodle-Based English-Medium Classes for Chinese University Students	BNU-HKBU United International College (UIC)
4	15:15-15:35	Honghui Lin	Research on Multi-tone Conversations in English Class of Middle School Based on Key Competencies	Northwestern Normal University
5	15:35-15:55	Sujuan Wang	Comparison of L2 Learning Motivation of Senior High School Students in Urban and Rural Areas in Shaanxi Province	Shandong University
6	15:55-16:15	Gloria Romero Yu Sarah Wang	Innovative English Teaching in Rural China: Defying the Conventional through Community Support	University of Ottawa Yunnan Normal University
7	16:15-16:35	Yangqian Li	Did I Choose Right?' ------ A Case of Identity Conflict from a Rural Experienced English Teacher	Chang'an University
			总结讨论 **Discussion** **16:35-17:00**	

第五组 **Session 5：Room B502**

主题 **Theme：Teaching and Learning Strategy**

Facilitator：Martha Thurlow

<table>
<tr><td colspan="5" align="center">6 月 8 日下午
June 8</td></tr>
<tr>
<td>序号
No.</td>
<td>时间
Time</td>
<td>姓名
Name</td>
<td>题目
Title</td>
<td>单位
Organization</td>
</tr>
<tr>
<td>1</td>
<td>14:15-14:35</td>
<td>Haiping Liu</td>
<td>Productive Vocabulary Learning Strategy of English Learners</td>
<td>Chang'an University</td>
</tr>
<tr>
<td>2</td>
<td>14:35-14:55</td>
<td>Tianqi Wu</td>
<td>The Development of the Progressive in Chinese EFL learners' writing: from Prototypicality to Generality</td>
<td>Xi'an Jiaotong University</td>
</tr>
<tr>
<td>3</td>
<td>14:55-15:15</td>
<td>Alan Lai
Freddy Li</td>
<td>Engaging Diverse English Language Learners Outside the Classroom: An Intergenerational Toolbox Approach</td>
<td>BNU-HKBU United International College (UIC)</td>
</tr>
<tr>
<td>4</td>
<td>15:15-15:35</td>
<td>Jiayi Deng</td>
<td>Impact of Isolated Word and Contextual Training on Reading Fluency and Comprehension for Chinese Children</td>
<td>University of Kansas</td>
</tr>
<tr>
<td>5</td>
<td>15:35-15:55</td>
<td>Jiahui Xiong</td>
<td>From Vowel Pattern to Vowel Teaching</td>
<td>Xinjiang University</td>
</tr>
<tr>
<td>6</td>
<td>15:55-16:15</td>
<td>Xiangming Li</td>
<td>Impact of Technological Literacy on Students' Perceptions towards Language Learning Class</td>
<td>Shenzhen, Tsinghua University</td>
</tr>
<tr>
<td>7</td>
<td>16:15-16:35</td>
<td>Sara Jozwik</td>
<td>Effects of Incorporating Technology into Early Literacy Instruction for English Learners with Disabilities</td>
<td>University of Wisconsin-Milwaukee</td>
</tr>
<tr>
<td colspan="5" align="center">总结讨论 Discussion
16:35-17:00</td>
</tr>
</table>

第六组 **Session 6：Room B503**

主题 Theme：Educational Research on EL Learners

Facilitator：Miranda Lin

6 月 8 日下午 June 8				
序号 No.	**时间 Time**	**姓名 Name**	**题目 Title**	**单位 Organization**
1	14:15-14:35	Zhengyun Fang	Individual Competition Effects on Students' English Learning: A Case Study in Secondary School in China	BNU-HKBU United International College (UIC)
2	14:35-14:55	Chenggang Wu Juan Zhang	Differentiating Emotion-Label Words and Emotion-Laden Words in Unmasked Priming Paradigm: An ERP study	University of Macau
3	14:55-15:15	Mingming Wang	普通高中英语阅读类校本课程教学研究	Northwestern Normal University
4	15:15-15:35	Shengnan Jiang	The Causes of and Solutions to Chinese Cultural Aphasia of Chinese English Learners	Xi'an Jiaotong University
总结讨论 Discussion 15:35-16:00				

参会人员通讯录

Contact Information

No.	Name	Organization	Email
1	Barry Bai	Chinese University of Hong Kong	barry.bai@cuhk.edu.hk
2	Miranda Lin	Illinois State University	ymlin@ilstu.edu
3	Martha Thurlow	University of Minnesota Twin Cities	thurl001@umn.edu
4	Richard Lambert	University of North Carolina at Charlotte	rglamber@uncc.edu
5	Icy Lee	Chinese University of Hong Kong	icylee@cuhk.edu.hk
6	Chuang Wang	University of Macau	wangc@um.edu.mo
7	Lei Chen	Shaanxi Normal University	leich@snnu.edu.cn
8	Lianqi Dong	Tongji University	HanksLarry886@live.com
9	Rui Yuan	Education University of Hong Kong	eryuan@eduhk.hk
10	Rachel Ehret	Illinois State University	rjehret@ilstu.edu
11	Grace Sullivan	Illinois State University	gmsull3@IllinoisState.edu
12	Sarah Moey	Illinois State University	sjmoey@IllinoisState.edu
13	Emily Garcia	Illinois State University	egarc15@IllinoisState.edu
14	Kiana McClella	Illinois State University	kmccle3@IllinoisState.edu
15	Mo Li	University of Macau	mb74843@umac.mo
16	Yao Zheng	University of Macau	zheng.yao@connect.um.edu.mo
17	Alan Lai	BNU-HKBU United International College (UIC)	Senseilai@gmail.com
18	Li Kasuen Freddy	BNU-HKBU United International College (UIC)	Kasuen0712@gmail.com
19	Huimin Zhang	BNU-HKBU United International College (UIC)	945330671@qq.com
20	Yinling Li	Xi'an University of Technology	liyinling2008.hi@163.com
21	Shengnan Jiang	Xi'an Jiaotong University	jenniej1996@outlook.com
22	Sara Jozwik	University of Wisconsin-Milwaukee	jozwik@uwm.edu
23	Zhengyun Fang	BNU-HKBU United International College (UIC)	1250941617@qq.com
24	Xiangming Li	Graduate School at Shenzhen,Tsinghua University	415479738@qq.com
25	Lu Zhang	BNU-HKBU United International College (UIC)	l630016052@mail.uic.edu.hk
26	Edith Yan	BNU-HKBU United International College (UIC)	edithyan@uic.edu.hk
27	Xiaohan Yi	BNU-HKBU United International College (UIC)	893505263@qq.com
28	Juyoung Lee	BNU-HKBU United International College (UIC)	juyounglee@uic.edu.hk
29	Jiayi Deng	University of Kansas	jiayi.deng@ku.edu
30	Lu Guo	Texas Tech University	lu.guo@ttu.edu
31	Chenggang Wu	University of Macau	chenggangwu@outlook.com
32	Hongli Li	Georgia State University	hli24@gsu.edu
33	Haiping Liu	Chang'an University	269429726@qq.com
34	Tianqi Wu	Xi'an Jiaotong University	13485379154@163.com
35	Bin Wu	Chang'an University	wubin@chd.edu.cn
36	Gloria Romero	University of Ottawa	grome069@uottawa.ca
37	Md Abdur Razzak		abdurrazzak7545@gmail.com

38	Jingwen Guo	Chang'an University	453715519@qq.com
39	Yangqian Li	Chang'an University	1019941503@qq.com
40	Siying Fan	Xi'an Jiaotong University	fancy4869@stu.xjtu.edu.cn
41	Dandan Qin	Xi'an Jiaotong University	carissa0304@stu.xjtu.edu.cn
42	Zhi Li	University of North Carolina at Charlotte	zli41@uncc.edu
43	Mingming Wang	Northwest Normal University	914555420@qq.com
44	Honghui Lin	Northwestern Normal University	linhonghui1217@hotmail.com
45	Yu Zhou	Renmin University of China	755061774@qq.com
46	Sujuan Wang	Shandong University	1582702539@qq.com
47	Yanhui Wang	Southwestern University of Finance and Economics	2425081695@qq.com
48	Jiahui Xiong	Xinjiang University	13579230260@163.com
49	Yi Zhan	Xi'an Jiaotong University	uestcjenny@163.com
50	Xiaojuan Zhang	Xi'an Jiaotong University	doris1105@163.com
51	Xiaoteng Yin	Chenzhou Medical University	63614895@qq.com
52	Qingqing Miu	Northwest Normal University	119231400@qq.com
53	Yongjuan Liu	Northwest Normal University	liuyongjuan626@163.com
54	Hao Zhao	Nanjing Institute of Technology	1442280128@qq.com
55	Wenbo Du	Xi'an Jiaotong University	353969228@qq.com

西安交通大学外国语学院诚聘英才

Recruitment Information

	招聘条件	待遇
青年拔尖人才 （6 年）	1. 40 周岁以下，特别优秀者不超过 45 周岁； 2. 具备成为领域领军人才潜质； 3. 在所从事领域已取得突出的学术业绩，为同龄人中的拔尖人才，已获得学术界同行的高度认可。	1. 青拔 A 岗 45 万元/年起，青拔 B 岗 30 万元/年起； 2. 科研启动费 50-200 万元； 3. 硕士和博士研究生指导教师资格和招生指标； 4. 为子女提供优质教育资源； 5. 安家费 35 万元，同时可租住或购买学校提供的住房。
教授 （长聘）	参照学校教授职称评审条件。	1. 直接采用长期聘用； 2. 安家费 7-12 万元、科研启动费 12-30 万元，享受国家工资、福利、校内津贴和子女入托、中小学入学政策； 3. 可租住学校过渡房或按月享受租房补贴。
新副教授 （3 年）	1.取得博士学位后两年及以上的工作经历； 2.国（境）外连续 12 个月及以上的学习、工作经历； 3.不超过 40 周岁； 4.在相关学术领域已有突出业绩，具有成为学术带头人的潜质。	1. 采用合约聘用，聘期三年，聘期考核优秀者转长期聘用； 2. 年薪 22 万元人民币； 3. 一次性安家费 6 万元，科研启动费 6-15 万元； 4. 可租住学校过渡房或按月享受租房补贴； 5. 子女入托、中小学入学方面享受校内职工同等待遇。
专职科研博士后 （2 年）	1.博士学位，不超过 35 周岁； 2.具有学术骨干潜质，适合从事学科研究工作； 3.以第一作者发表权威期刊论文 1 篇；或以第一作者发表重要期刊论文 2 篇。	1. 薪酬待遇 ①基本薪酬：12 万元/年， ②陕西省生活补助：国内毕业博士 3 万元/年，国外毕业博士 6 万元/年， ③团队或导师生活补贴：不少于 1 万元/年； 2.社会保险：学校缴纳社会保险和住房公积金，标准按照国家或学校规定执行； 3.其他福利：租住学校公寓，享受本校教职工子女入学入托政策。
新讲师 （3-4 年）	1.博士学位，不超过 35 周岁； 2. 学术业绩突出，具有成为学术骨干的潜质：作为第一作者在学术刊物上发表 SCI/SSCI 论文 1 篇或 CSSCI 论文 2 篇或著作 2 部；在国外攻读博士者要求国外同等水平正式期刊论文 2 篇，或正式出版的译（专）著 2 部。	1.薪酬待遇：不少于 16 万元，不含科研启动经费 4 万元，安家费 3 万元； 2.社会保险：学校缴纳社会保险和住房公积金； 3.其他福利：租住学校公寓，享受本校教职工子女入学入托政策； 4.晋升政策：新讲师实行准聘制，聘期考核达到标准可直接晋升为副教授，副教授一个聘期考核优秀可转为长聘制。

北美華人教育研究及策劃協會
Chinese American Educational Research and Development Association

Mission

The Chinese American Educational Research and Development Association (CAERDA) was founded on September 28, 1992 to promote excellence in education for all, particularly among Chinese and Chinese Americans. A non-profit, non-political, international organization, CAERDA aims to pursue educational research and development with the following goals:

- To encourage participation in educational research and development.

- To inform grant opportunities for engaging in educational research.

- To enhance understanding of educational issues and promote educational development for Chinese and Chinese American students.

- To create opportunities for scholarly discourse regarding research findings, learning, collaboration, and cooperation among associates.

- To establish a network for those who are committed to educational research and development.

Activities

CAERDA engages in the following activities to promote its mission and goals:

- Sponsors an annual international conference, held in conjunction with the annual meeting of the American Educational Research Association (AERA).

- Organizes an annual recruitment dinner banquet during the CAERDA conference.

- Coordinates partnership with institutions interested in co-sponsoring activities to promote CAERDA mission.

- Provides an online forum through the CAERDA listserv for ideas and information exchange.

Publications

- CAERDA publishes a quarterly journal *New Waves: Educational Research & Development* 《文教新潮》 since June, 1996.

- CAERDA publishes a tri-annual *Newsletter* that includes information on conferences, grants, career opportunities, as well as other related issues.

Accomplishments

Since its inception, CAERDA has contributed to its members' exchange and advancement of ideas, research and professional projects through the CAERDA-sponsored events, newsletters, journal, as well as individual consultation. It has provided opportunities for employment, grants information, and community services such as publications for Chinese parents and teachers, and professional development activities for private and community-based Chinese school teachers. CAERDA sponsors two major annual events and provides publications to realize the goals of this association.

Organizational Structure

The Board of Directors consists of nine board members, each serving a three-year term with no more than two consecutive terms. The Board of Directors elects the President, Vice-President, Secretary, and Treasurer of CAERDA to oversee and carry out association activities.

地址：陕西省西安市碑林区咸宁西路 28 号
电话：（+86）029-82663712
邮箱：floffice@xjtu.edu.cn
邮编：710049