中文教師學會
CHINESE LANGUAGE TEACHERS ASSOCIATION SINCE 1962

2014 ACTFL/CLTA Annual Convention Schedule of Events

San Antonio, TX

November 20-23, 2014

Colleagues who kindly reviewed the submitted proposals are:

Mien-Hwa Chiang, University of Pennsylvania; Chengzhi Chu, UC-Davis; Baozhang He, College of the Holy Cross; Wenze Hu, Naval Academy; Nansong Huang, University of Southern California; Song Jiang, University of Hawaii; Chuanren Ke, University of Iowa; Clairanne Kotenbeutel, Wisconsin Department of Public Instruction; Kun Shan Lee, Duke University; Chao Li, College of Staten Island, CUNY; Duanduan Li, University of British Columbia; Patrick Lin, Defense Language Institute; Feng-his Liu, University of Arizona; Lening Liu, Columbia University; Yanmei Liu, Defense Language Institute; Scott McGinnis, Defense Language Institute; Lin Mu, Yale University; Chaofen Sun, Stanford University; Yanfang Tang, College of William and Mary; Hongyin Tao, UCLA; Liang Tao, Ohio University; Le Tang, Stanford University; Sue-Mei Wu, Carnegie Mellon University; Miao-Fen Tseng, University of Virginia; Xiaohong Wen, University of Houston; Xianghua Wu, UC-Berkeley; Yun Xiao, Bryant University; Heping Xu, Defense Language Institute; Mindy Zhang, the Indiana Academy; Phyllis Zhang, George Washington University; Youping Zhang, Stanford University; Yongping Zhu, University of Notre Dame; Jing Zhuo, University of Oregon.

THURSDAY, November 20, 2014

9:00am – 4:30pm - Pre-Convention Workshops

3:00pm to 5:45pm	CLTA Steering Committee Meeting：Grand Hyatt Room: Travis C-D
6:00pm to 10:00pm	CLTA Board Meeting: Grand Hyatt Room: Travis C-D

FRIDAY, November 21, 2014

8:30am - 10:00am – ACTFL Opening General Session: Henry B. Gonzalez Convention Center Grand Ballroom C

10:00am – 11:00am – Exhibit Hall Opening/Welcome Coffee

10:00am – 5:00am – CLTA Book Exhibition (CLTA Booth #6059)

11:00am – 12:00am– Learning Sessions

Travis A-B Chinese Character Instruction: Effects of Learning Order and New Strategies

1653 Focusing on the issue of learning Chinese characters, this panel aims to provide revised character learning materials and nuanced instruction methods. These efficient pedagogical implementations will be discussed based on recent linguistic and psycholinguistic data that include corpus-analyses, statistical learning paradigm, and case-study reports. (in English)

Hongming Zhang University of Wisconsin at Madison
Chenqing Song State University of New York at Binghamton
Tianlin Wang University of Wisconsin at Madison
Yu-lin Chiu University of Wisconsin at Madison

Travis C-D Challenges and Solutions Revisited in Advanced Chinese Classes

622 This session focuses on current challenges which Chinese teachers and learners both face in teaching and learning at advanced or higher levels. An audio-lingual pedagogy for formal materials is proposed based on the demands of advanced learners, results of current curriculum design revised, as well as analyses of learning errors origins. (In Chinese)

Shucheng Zhang Yale University
Yan Li University of Kansas
Hsin-Hung Yeh Harvard University
Lei Yan Harvard University

Presidio B Mixed Class Instruction: Curriculum, Pedagogy, and Management

1263 This panel includes three empirical studies, which investigate how to effectively manage a language class when students come with diverse profiles. We investigate how curriculum, instructional strategies, and classroom activities can be used to satisfy different groups of learners' needs in a mixed class and to enhance their global competence. (in Chinese)

Yi-Tzu Huang Foreign Service Institute
Jia Lin University of North Carolina at Chapel Hill
Wen-Hua Du The Pennsylvania State University

Presidio A Learning Strategies I (in English)

1821 Mobile Learning: Towards Individualized learning & Learner Autonomy
Rong Yuan Defense Language Institute

2141 Content-Based Online Course Development Review and Demonstration

Deborah Cooke University of Oregon

2399 TPRS and Project-Based Instruction for Mandarin Chinese

Reed Riggs University of Hawaii at Manoa

Presidio C Learning Technology

1082 Developing Linguistic and Cultural Proficiency with Authentic Multimedia

Lini Ge University of North Carolina at Chapel Hill (in English)

705 An Example of Chinese Extra-Curriculum Activity Design on Moodle

Sophia Chen California Polytechnic State University (in Chinese)

991 Developing Chinese Speaking Activities with Mobile Speech Technology

Jun Da Middle Tennessee State University

12:00pm – 1:15pm – **Lunch Break/Tweet-Up**

1:15pm – 2:15pm – Learning Sessions

Travis A-B Technology Enhanced Writing Activities: Design, Practice, & Assessment

460 Discussing Internet and mobile technology, such as web-based platforms, mobile applications, learner corpus, and blogs, this panel explores how technology can enhance writing instruction and interactivity for different pedagogical goals as well as ensure efficient practice, collaboration, assessment, and feedback in the learning process. (in English)

Ka Wong St. Olaf College

Yang Xiao University of South Carolina

Ying Zhou St. Olaf College

Christopher Magriney University of Southern California

Travis C-D StarTalk Program on Chinese Literacy Development: Reading and Writing

871 This session presents the design, implementation and outcomes of the 2012 & 2013 StarTalk program 'Read On: Training Modules for Literacy in Chinese.' It presents research-supported approaches to text literacy, reading and writing activities that target 3 modes of communication, and results of participant surveys about program impact on teaching. Presenters: (in English)

Claudia Ross College of the Holy Cross

Meng Yeh Rice University

Ke Peng Western Kentucky University

Presidio B A Study on Chinese Proficiency Gains for High School and College Students

1045 In order to set reasonable language learning goals in curriculum design for beginning level students and to assess language program efficiency, there is a need to examine how much high school and college students can actually learn given the amount of and types of instruction provided to increase instructional efficiency. (in Chinese)

Der-lin Chao Hunter College
Bing Ying Hu Hunter College
Bo Hao Hunter College

Presidio C Teaching Strategies I (in Chinese)

2441 Maximize L2 Efficiency at the Advanced Level with a Flipped Course
Yingling Bao and Henghua Su Indiana University-Bloomington

374 Teaching Techniques of Novice Chinese Language Teachers: An Empirical Study
Yingling Bao Massachusetts Institute of Technology

1943 Exploration in Phonetic Training & Testing on Chinese as Second Language
Qian Liu East China Normal University

2:30pm – 3:30pm – Learning Sessions

Travis A-B A Theme-based Advanced Chinese Curriculum

459 This panel addresses issues and solutions related to a theme-based advanced Chinese curriculum. Presenters will discuss what texts to use, how to deliver them successfully, and how to measure student outcomes. Demonstrations will be provided of selected class exercises, activities, assignments and technologies that contribute to robust learning. (in Chinese)

Sue-Mei Wu Carnegie Mellon University
Yueming Yu Carnegie Mellon University
Yi-ching Liu University of Iowa

Travis C-D Examine Study Abroad Program Closely: What happens and how that happens?

618 This session investigates the relationship between L2 language learner improvements and study abroad program factors. Study 1 depicts linguistic gains and identifies factors predicting success. Study 2 measures and analyzes development of pragmatic comprehension. Study 3 focuses on understanding of vague expressions and its predictive factors. (in Chinese)

Zhongqi Shi Columbia University
Feng Xiao Carnegie Mellon University
Shuai Li Georgia State University

Presidio B Prototype, Corpus Data, and Stratified Grammar Instruction in Chinese

792 A researcher and two language instructors will present in detail the application of prototype theory and corpus linguistics in analyzing core grammatical constructions and in designing a prototype- and usage-based approach to stratified instruction of grammar in Chinese. The stratification strategies can be applied in vocabulary teaching. (in English)

Zhuo Jing-Schmidt University of Oregon
Jing-yun Chen University of Oregon
Xinjia Peng University of Oregon

Presidio A **Skills in Oral Proficiency** (in English)

1493 The Use of Multimedia Tools in Chinese Tones Instruction and Acquisition
Hongying Xu University of Wisconsin-La Crosse

952 An Automated Spoken Chinese Test: Description, Development and Validation
Xiaoqiu Xu, Masonori Suzuki, and Xiaoqi Li Pearson and Peking University

Presidio C **Chinese Characters**

1051 The Learning of Chinese Characters by Beginning L2 Chinese Learners
Wei Lai Queensborough Community College (in Chinese)

484 Challenges of Written Corrective Feedback
ZhaoHong Han and Shaoyan Qi Columbia University (in English)

2005 L1 Orthographic Influence on L2 Chinese Character Recognition
Yun Yao University of Illinois at Urbana-Champaign (in English)

3:45pm – 4:45pm – Learning Sessions

Travis A-B **Diversifying Course Offerings and Learning Tasks for Advanced CFL Learners**

1969 This session focuses on how to expand pedagogical options for advanced CFL students. Through diverse course offerings, authentic task design, and collaboration with native speakers, students' cultural competencies and language skills, particularly oral proficiency, could be advanced further. Survey results and sample materials will be provided. (in Chinese)
Hsin-I Tseng Brown University
Dan Wang Duke University
Fan Liu Yale University

Travis C-D **Gamification of feedback System in a Foreign Language Program**

921 The group will introduce the idea of gamification and its use within the field of foreign language pedagogy. An innovative, web-based, gamification feedback system for use in a foreign language program will also be presented. The goal is to increase student motivation through assessing and rewarding students' performances by point accumulation. (in English)
Junqing Jia The Ohio State University
Cong Li The Ohio State University
Rachel Wayne The Ohio State University
Galal Walker The Language Flagship

Presidio B **Grammar Instruction: Learner Error Analysis, Thinking Habit, Learning Task**

543 Through learner error analysis, literature reviews, and learning tasks, this panel investigates the mismatch between Chinese and English information structuring strategies, examines *hai, haishi, A bi B ? de duo, A bi B ? duo le, zhen, tai, and tai ? le*, and explores ways to explain these items to learners at different stages of Chinese learning. (in Chinese)
Aimin Li Dartmouth College

Fang Liu Oberlin College
Jin Zhang Massachusetts Institute of Technology

Presidio A **Classroom Activities** (in Chinese)

1449 The Effects of Task Repetition on L2 Chinese Oral Production
Jianling Liao CIEE Study Center

2148 Implementing the Design of individual sessions in Study Abroad Programs
Tianshu He Duke University

1686 A Study of Recitation on the effect of Improving Oral Competence
Meng Wu Institute for Global Chinese Language Teacher Education

Presidio C **Walton Presentation Prize Session** (in English)

2296 Differential Effects of Corrective Feedback on wh-questions and classifiers
Yu Wu Boston University

370 American CFL Learners' language learning in China: A sociocultural analysis
Li Miao University of Alberta

5:00pm – 6:00pm – Learning Sessions

Travis A-B **Optimizing the Study-Aboard Experience: Bridging Classroom and Community**

422 This panel explores methods to promote and optimize the interaction between community participation and classroom instruction in the study-abroad context. The discussions will focus on various concrete activities which can effectively integrate students' experiences in and out of the classroom at intermediate and advanced levels. (in English)
Zhini Zeng The Ohio State University
Jianfen Wang The Ohio State University
Donglin Chai (not available)
Xin Zhang The Ohio State University

Travis C-D **Flip the First Year Chinese Classroom with Speak Everywhere and Workshop Approach**

880 This session explores the use of Speak Everywhere as an effective means to ensure teaching effectiveness in a flipped classroom. Speak Everywhere exercises help CFL learners at the beginning level to enhance accuracy on pronunciation and to improve fluency, so that learners engage in active leaning through problem solving in group activities. (in English)
Jinhua Li University of North Carolina Asheville
Yuhan Huang Purdue University

1046 Ruihua Liu Houston Independent School District

Presidio B Teaching Behavioral Culture in the CFL Classroom

1271 This session explores how to teach behavioral culture in the CFL classroom. It begins with a discussion of typical behavioral patterns of the Chinese, followed by an examination of concrete scenarios that reflect these patterns. The panel concludes with a demonstration of incorporating the teaching of behavioral culture with language instruction. (in Chinese)

Xizhen Qin University of South Florida
Yanfang Tang College of William & Mary
Ying Liu (not available)

Presidio A Assessment Approaches I

1113 Evaluation of Two Competing Approaches for Teaching Oral Chinese
Yue Liu University of the Cordileras (in English)

1613 Assess effectiveness of a curriculum project—skit performance
Jun Wang SUNY Binghamton (in English)

Presidio C Language and Culture I (in Chinese)

1084 Age factor and Teacher's Language in Teaching Chinese as a Foreign Language
Ming Lu Confucius Institute

1919 Analyzing the Diversity of Spoken Chinese: A Corpus-based Study
Jia Zhu (University of Central Arkansas) and Hsiu-feng Chung (DLI)

6:30pm-8:30pm CLTA Professional Development Workshops

Workshop 1 Empirical-based Instruction Strategies and Best Practices in CFL

Travis A-B Presenter: Hong Gang Jin, Hamilton College

Participants will learn:

1. Empirically-based instructional strategies in CFL;
2. Step by step classroom procedures on elaborating input, chunk learning, and corrective feedback;
3. Practical tips on incorporating them in different types of classroom activities.

Workshop 2 Teaching Chinese with Technology (co-sponsored by TCLT)

Travis C-D Presenters: Jun Da, Middle Tennessee State University
Tianwei Xie, California State University Long Beach
Phyllis Zhang, The George Washington University

Participants will learn to use mobile speech technology to enhance speaking skills and web tools for preparing learning activities or assessment projects using digital audio and video tools.

6:30pm – 7:30pm – ACTFL Awards Ceremony: Grand Hyatt, Texas Ballroom - Salon A

7:30pm – 8:30pm – ACTFL President's Reception: Grand Hyatt, Texas Ballroom - Salon D

SATURDAY, November 22, 2014

8:00am – 9:00am – Learning Sessions

Travis A-B Three Dynamic Models to Promote Effective Grammar Teaching

1680 Aiming at going beyond the limitations of communicative grammar teaching approaches and invigorating them at the same time, the panel will present three dynamic grammar teaching models, which combine the communicative principles and insights of learning theories. The models are dynamic in nature and adaptable to different localized situations. (in Chinese)

Heping Xu	Defense Language Institute
Yue Ma	Defense Language Institute
Yan Wang	Defense Language Institute

Travis C-D Textbook Selection and Evaluation, Application and Significance

1285 This session will compare popular Chinese textbooks by evaluating their merits and demerits from both teachers' and learners' perspectives. It examines the process of choosing textbooks, and discusses the relationship between textbooks and course objectives/outcomes, so as to enhance teachers' awareness about selecting and using textbooks. (in English)

Hua Dong	Northeastern University
Xiaodong Zhao	Winsor School
Xiaoyang Zhou	Boston University
John Pasden	Praxis Language
Amber Navarre	Boston University

Presidio B Teacher Matters: Developing Degree/Non-Degree Graduate Credential Programs

2289 This panel discusses challenges and issues facing teacher quality, effective instruction and curriculum in Chinese language education through development of degree and non-degree graduate credential programs with a focus on teacher education, teacher training and teacher professional development programs. (in English)

Meiru Liu	Portland State University
Rui Feng	Troy University- Montgomery Campus
Lina Lu	Portland State University
Iris Hong	Troy University

Presidio A Assessment Approaches II (in English)

1650 CSL Learners' Oral Fluency Assessment: A Cognitive Perspective
Weijie Hu (Zhejiang Normal) and Jianqin Wang (Beijing Language & Culture University)

1675 The Effect of Group Patterns on Passive Students
Weihua Zhu University of Wisconsin-Madison

Presidio C Learning Strategies II

701 Covert Contrast: The Acquisition of Mandarin T2 and T3 in L2 Production
Li Ya Mar University of Wisconsin-Milwaukee (in English)

561 Reaching Global Competence in Chinese through Mandarin Tutorial Podcasts
Xian Lu University of Arkansas (in Chinese)

1286 A Case Study of Negotiation of Meaning in Learning Chinese
Pingli Wang Minzu University of China (in Chinese)

9:00am – 10:00am – Exhibit Hall Visit Free Time/Electronic Posters/ Tweet-Up

9:00am – 5:00am – CLTA Book Exhibition (CLTA Booth #6059)

10:00am – 11:00am – Learning Sessions

Travis A-B Using ACTFL OPI as a Booster of Advanced Students' Productive Skills

1475 This session focuses on analyzing the ACTFL Proficiency Guidelines-Speaking and their application to Chinese instruction at the advanced level. It aims to help participants use the Guidelines to carry out more effective teaching methods and provide strategies for improving advanced learners' oral proficiency and teachers' questioning quality. (in Chinese)
Weibing Ye Williams College
Li Xu The Alliance for Global Education, Shanghai Program
Xiaoke Jia Bowdoin College

Travis C-D Differentiated Error Correction

1034 This session presents three error correction studies that deal with different skill areas (pronunciation and writing), with students of different proficiency levels and in different learning environments (traditional and online). Various corrective methods are compared and their rate of effectiveness evaluated in each given situation. (in Chinese)
Maiheng Dietrich University of Pennsylvania
Grace Wu University of Pennsylvania
Liwei Jiao (not available)

Presidio B Curriculum Development

2220 The session reports on the efforts undertaken at Florida State University and elsewhere to transform the graduate program in foreign language education to provide more relevant instruction for an influx of Chinese students who wish to pursue a career in teaching Chinese as a foreign language and/or English teaching in China. A third paper provides an overview of the model supported by the US Department of Defense. (in English)
Wei Liu University of Alberta International
Rebecca Galeano Florida State University
323 Scott McGinnis Defense Language Institute

Presidio A **Grammar Research** (in Chinese)

563 A Longitudinal Study of Pushed Output on the Chinese Ba Structures
Miaofen Tseng University of Virginia

1025 Development of Pragmatic and Grammatical Awareness in CFL Settings
Li Yang Kansas State University

1120 Code-switching, Power Relationships and Language Socialization in CH Class
Yuxiang Wang UC-Davis

Presidio C **Research in Teaching Strategies** (in English)

1880 Influence of Literacy Environment and Reading Skill Transfer: A Case Study
Liu Li Ball State University

2224 Beyond the Script: Intertextuality in Chinese L2 Classroom Discourse
Lulei Su The Ohio State University

11:15am – 12:15pm – Learning Sessions

Travis A-B **Teach Reading in Advanced Chinese Classes: Materials, Technology & Strategies**

1337 The panel will discuss developing a newspaper reading textbook, using a database of online/digital materials and text-based CALL glossaries to teach reading and vocabulary, and integrating online extensive readings into a business Chinese class.
Presenters: (in Chinese)
Zhijun Wang University of Massachusetts Amherst
Ying Wang Mount Holyoke College
Lisha Xu Mount Holyoke College

Travis C-D **Transition from High School to College Chinese: Challenges and Strategies**

1012 Chinese programs in American colleges are facing a rapid increase in the population of incoming students who have had previous exposure to Chinese language instruction. This panel analyzes the special needs of such students in terms of teaching, learning and assessment and offers strategies to meet those needs. (in English)
Jia Yang University of Notre Dame
Kun-shan Lee Duke University
Chengxu Yin University of Notre Dame

Presidio B **Standard-based backward Design: To Enhance TPACK and Teaching Effectiveness**

2313 The presenters will connect ACTFL National Standards and research in Technological, Pedagogical, and Content Knowledge (TPACK) with the use of Backward Design model in planning various levels of college Chinese language courses. (in Chinese)
Peng Yu College of William and Mary
Hua Ma College of William and Mary
Qian Su College of William and Mary

Presidio A **Research in Teaching Speaking** (in Chinese)

1722 The L1 Typological Impact on CFLLS: Production of Mandarin Lexical Tones
Jianqin Wang (Beijing Language and Culture) and Weijie Hu (Zhejiang Normal)

2232 Explorations/Implications of Error Analysis of Harvard Chinese Oral Project
Min Wang Harvard University

Presidio C **Teaching Strategies II** (in Chinese)

1967 Teaching Listening Comprehension in Higher Level TCFL Class
Le Tang Stanford University

1642 Multiple-Strategy Instruction in CFL Reading Class
Yi-Lu Kuo Indiana University Bloomington

1663 How to Intrigue Advanced-level Writing by Interesting Writing Projects
Jie Yuan University of California at Davis

12:30pm – 1:45pm – **CLTA/CLASS Joint Luncheon**

2014 CLASS/CLTA Joint Luncheon
Grand Hyatt Lone Star Ballroom- Salon A-B

2:00pm – 3:00pm - Learning Sessions

Travis A-B **Operationalize "Identity Theory" for Chinese Heritage Language Curriculum**

1674 This session reports a mixed-methods curriculum-development project in a Chinese Heritage Language classroom in the university setting. The study provides tools, resources, models and suggestions for Chinese heritage language curriculum development and materials design as guided by theory and as informed by learners. (in Chinese)
Xuehua Xiang University of Illinois
Duosi Meng University of Illinois at Chicago
Anci Cao University of Illinois

Travis C-D **On-line Beginning Chinese—Development and Assessment**

551 This session reports an attempt of developing on-line Chinese language courses at elementary level. Over the span of three semesters, the researchers made observations of student needs, course design and the learning outcome. Participants will learn about activities and exercises designed to compensate possible losses from traditional class. (in English)
Bailu Li Purdue University
Sijia Yao Purdue University
Wei Hong Purdue University

Presidio B **Improving Accuracy: Speaking, Grammar and Writing**

1323 This panel will investigate problems regarding accurate classroom usage of the Chinese language by students and propose methodology to improve the accuracy of students' Chinese language skills. The session is composed of three presentations: 1) oral communication competence, 2) grammar acquisition and 3) writing competence. (in Chinese)

Min-Min Liang	Massachusetts Institute of Technology
Meiqing Sun	University of North Carolina at Greensboro
Erqian Xu	Harvard University

Presidio A **Planning for the Learners in the Chinese Classroom** (in Chinese)

2403 How to Enhance Proficiency in Chinese Learning by Using Mini Films

Hui Zhu	University of Mississippi

1063 Reconsideration of Language Requirements for Chinese Heritage Learners

Pei-Shan Yu	Indiana University Bloomington

2378 The Application of Mobile Devices in Chinese Language Learning

Yueguang Wu	Bucknell University

Presidio C **Teaching Chinese Grammar**

872 China's Confucius Institute Headquarters (Hanban) has surveyed 15,000 Chinese language textbooks available worldwide and compiled the grammar that is commonly taught. This panel offers a range of suggestions on how to allow students to become thoroughly familiar with such grammar through a series of delightful rather than deadly activities, as well as strategies in teaching grammar implicitly. (in English)

Hong Li	Emory University
467 Jing Wang	University of Pittsburgh
Cynthia Ning	University of Hawaii

3:00pm – 4:00pm – Exhibit Hall Visit Free Time/Electronic Posters/ Tweet-Up

4:00pm – 5:00pm – Learning Sessions

Travis A-B **Developing Advanced Chinese Proficiency and Global Competence**

1365 This session deals with the design and implementation of effective instructional models and teaching methods to help CFL students develop advanced Chinese proficiency and global competence. Specific examples are used to show how teachers engage students through theme-based and task-oriented activities to develop advanced Chinese competencies. (in Chinese)

Jianhua Bai	Kenyon College
Yuwen Yao	UCLA
Li Zhu	CET Academic Programs
Bo Zhu	American Council of International Education

Travis C-D **Integrating Multimedia Tools into Chinese Language Curriculum**

1941 This panel focuses on the application of multimedia tools into the Chinese classes in an intensive language program. Specific examples of effective use of multimedia tools will be demonstrated. A survey on the use of multimedia will also be done and the results will be analyzed to find out both the advantages and disadvantages of this approach. (in Chinese)

Zhou Kang	Harvard University
Jie Ying	Harvard University
Huijie Zhu	Harvard University

Presidio B **Improving Speaking & Listening in Chinese: Curriculum, Assessment, and Analysis**

2158 Using data from 90 college Chinese L2 students, this session explores the following areas of Chinese language curriculum design and assessment: 1) Why an assessment-focused curriculum is needed; 2) How to enhance learning through systematic assessment; and 3) How to analyze and interpret assessment data to make evidence-based decisions. (in English)

Fang-yi Chao	United States Military Academy
Martha Gallagher	United States Military Academy
Franklin Kessler	United States Military Academy
Jeffrey Watson	United States Military Academy-West Point

Presidio A **Chinese Teacher Development: Cognition, Mentoring, and Classroom Practice**

598 Educational research has shown that much can be learned about the nature of language instruction and teacher development through the study of classroom practices and teacher perceptions. This session examines various aspects of Chinese teacher development, from cognition to mentoring to successful classroom practice. (in Chinese)

Jennifer Liu	Harvard University
Hsin-Hsin Liang	The University of Virginia
Hong Gang Jin	Hamilton College
Fangyuan Yuan	U.S. Naval Academy

Presidio C **Pedagogical Grammar** (in Chinese)

1692 The Underlying Mechanism in Acquiring Chinese Relative Clauses

Yue Pan	University of Kansas

398 The Order Effect in Learning Chinese Classifiers

Jing Paul	University of Hawaii

2327 How to Teach Chinese Comparative Structures by Using Syntactic Information

Hai Liu	University of Wisconsin-Madison

5:15pm – 6:15pm – Learning Sessions

Travis A-B On vocabulary Instruction and Program Development: Three SLA Studies

819 This panel presents three empirical studies on vocabulary instruction from the perspective of how to grow a quality and organic program: i.e. improving repetition rate creatively to enhance long-term memory, identifying the difficulty index according to students' actual performance, and utilizing mobile apps to achieve higher character retention. (in Chinese)

Yongan Wu University of North Florida
Tian Tian Western Kentucky University
Chiuhung Chen Mills College

Travis C-D Chinese Students' Lexical Knowledge: Strategies, Use, and Assessment

1091 Building on classroom and corpora data, the session discusses theoretical and empirical findings from three projects on CFL students' lexical knowledge. We propose effective vocabulary learning strategies, apply global vocabulary assessment measures to Chinese, and address cross-linguistic challenges in vocabulary learning. (in English)

Jie Zhang University of Oklahoma
Yi Xu University of Pittsburgh
Shuhui Su Grove City College

Presidio B The Missing-Link in Teacher Training: Chinese Pedagogical Grammar

447 This panel presents applications of Chinese linguistic research to Chinese language classroom teaching. The presentations discuss the differences and similarities between the following three pairs; ma question and V-not-V question, the two negative markers *bu* and *mei*, and *hai* and *geng* in Chinese comparative sentences. (in Chinese)

Baozhang He College of the Holy Cross
Wenze Hu US Naval Academy
Nansong Huang University of Southern California

Presidio A Language and Culture II (in English)

361 Functional Perspective of Chinese Learners? Language Use on Social Media
Shengguo Wang Florida International University

1052 Chinese Language and Culture Learning in a Study Abroad Context
Kaishan Kong University of Minnesota

1643 Exploring Chinese Language Teachers' Intercultural Communicative Competence
Le Kang and Kristen Nugent University of Nebraska-Lincoln

Presidio C **Teaching Strategies III** (in Chinese)

1433 Strategies Used in Teaching Writing with the Aid of Online Technologies
Tong Chen MIT

1482 The Use of Discourse Markers in Academic Lectures
Mingyi Li and Weichang Shann National Central University

1929 Evaluating a Flipped Elementary Chinese Class: Design and Implementation
Ran Zhao University of Virginia

6:30-6:40 PM, Saturday (11/22)

CLASS Award Reception **Grand Hyatt Room: Lone Star Ballroom- Salon D**

All CLTA members are invited to watch a recorded acceptance speech given by Professor Ted Yao at the beginning of the award reception

6:40-7:40 PM, Saturday (11/22)

CLTA General Membership Meeting **會員大會/会员大会**

Grand Hyatt Room: Lone Star Ballroom- Salon C

All CLTA members are invited to participate.

SUNDAY, November 23, 2014

8:00am – 9:00am – Learning Sessions

Travis A-B Use of Authentic Materials in Chinese Language Teaching in Higher Education

1688 This session addresses issues of communicative language teaching approach, content-based instruction, and the use of authentic materials in Chinese language teaching. The result indicated that the use of authentic materials can best help learners develop their language skills and connect to real-life of the target language speaking areas.

Presenters: (in Chinese)

Hueiyun Chen	Monterey Institute of International Studies
Yiwen Liu	National Taiwan Normal University
Yiting Tsai	National Taiwan Normal University
Wanyun Yang	National Taiwan Normal University

Travis C-D Introducing Chinese Grammar through Scenario-based Video Podcast

1858 Second Classroom Project is an innovative grammar-teaching video podcast, produced by Defense Language Institute. It's designed to introduce Chinese grammar through interactive scenario acting, innovative multimedia showcase and most importantly, real-life repetition. Viewers will be able to self-study the usage of grammar and also self-check. (in Chinese)

Zhenshuai Liu	Defense Language Institute
Yan Wang	DLIFLC
Han Bao	Defense Language Institute
Su-ling Hsueh	DLIFLC

Presidio B Learning in the Culture: Eliciting Optimal Learner Performance in Chinese

2150 This teaching workshop includes a teaching demonstration, an introduction to the pedagogical approach, and a group discussion of learning outcomes. Presenters demonstrate effective techniques for constructing interactive contexts, eliciting natural target language, providing feedback, and managing the classroom to elicit optimal learning outcomes. (in English)

Eric Shepherd	University of South Florida
Tong Sun	University of South Florida
Qiong Wu	University of South Florida

Presidio A Learning Consultation to Understand, Inspire and Empower Language Learners

1244 The FSI panel will examine learning difficulties in adult students, will discuss ways in which a learning consultant can assist in overcoming these difficulties, and will describe ways in which both teacher and student can improve learning through better understanding of learning styles. (in Chinese)

Lina Hsieh	US Department of State
Yanqing Yao	US Department of State
Wei Li	US Department of State

Presidio C Oral Proficiency Assessment: A Revised Computer-simulated Approach

1506 The presentation features: - the design of the revised Computer-Simulated OPI system, a base model for the future online oral assessment system - the comparison between the revised CS OPI and the in-person OPI in assessment - the applications of the CS OPI system on the beginning and intermediate Chinese learners - students' feedback on CS OPI. (in Chinese)

Hsiao-Yun Liao	University of Southern California
Minnage Qin	University of Southern California
Yi-Hsien Liu	University of Southern California
Tin-Yu Tseng	University of Southern California

9:00 – 10:00 - Exhibit Hall Visit Free Time w/Coffee

10:00am – 11:00am – Learning Sessions

Travis A-B Teaching Chinese Idioms to American Students with Trinitarian Grammar

907 We will share with the audience key findings from a study based on exemplary idiomatic mistakes and internet based database. Inquiring into the root cause behind these mistakes, we deliberate upon the idiomatic expressions in English. Then we present our thoughts and illustrative examples on how Trinitarian Grammar may improve the teaching outcome. (in Chinese)

Haibo Hu	Harvard University
Panpan Gao	Harvard University
Jiani Zhang	Harvard University

Travis C-D Text Analysis as a Pedagogical Approach to Enhance Communicative Competence

1672 The overall aim of this session is to propose a pedagogical approach based on the concept of text analysis, (also referred to as written discourse analysis,) and to elaborate on how incorporating such an approach into CFL instruction can enhance the communicative competence of learners from beginning to advanced levels. (in Chinese)

Wen-hua Teng	University of Texas
Fei Ren	Georgetown University
Shaohua Guo	(not available)

Presidio B Strategic Issues of Character Teaching in the Era of Writing without Pen

1691 The replacement of traditional pens with electronic devices as the primary writing instrument in most settings of written communication has profound implications for Chinese character teaching. This panel groups three presentations addressing how a student-centered proficiency-oriented Chinese pedagogy shall properly respond to the change. (in Chinese)

Chengzhi Chu	University of California, Davis
Wayne W. He	University of Rhode Island
I-Ling Hsu	University of Rhode Island

Presidio A Structure-Based Strategies at the Lexical, Syntactic and Discourse Levels

1265 Advanced CFL learners encounter difficulties in mastery of refined vocabulary, comprehension of complex syntactic structures, and production of lengthy discourses. To illustrate how to effectively implement structure-based strategies to overcome these issues, lesson plans, teaching demonstrations, and analyses of authentic cases will be presented. Presenters: (in Chinese)

Yongtao Zhang	Princeton University
Yunjun Zhou	Princeton University
Tao Peng	Princeton University

11:15am – 12:15pm - Learning Sessions

Travis A-B The Use of Films/TV Shows in Language Classroom

2032 Most students love films and TV shows, which can be very useful resources in language classrooms and cultural outreach activities. However, appropriate methods should be used based on students' proficiency levels and program curriculum. In this session, we will show the examples, evaluate the pros and cons, and discuss the problems and solutions. (in English)

Yinxue Zhao	Bard College at Simon's Rock
Christopher Coggins	Bard College at Simon's Rock
Hui Zhu	University of Mississippi

Travis C-D Online Chinese Instruction

191 Online language instructional model has become increasingly popular because of its opportunities for learning at any time and any place. This presentation will demonstrate how the best practices in online learning and the appropriate technologies are adopted in creating an environment that addresses learners' needs through personalizing learning experiences. (in English)

Shaoyu Chi	Northern Virginia Community College
Shirley Lee	Northern Virginia Community College

1921 Chia-Ning Jenny Liu and Li-Yuan Liao Defense Language Institute

Presidio B Challenges in Teaching an Advanced Chinese Language Course

1308 Three empirical studies are presented to address the challenges in teaching advanced Chinese language courses. From general principle in course planning, material selection to application of specific teaching strategies, the presentations strive to clarify pedagogical problems and propose solutions which have been tested in actual classrooms. (in Chinese)

Jianfei Chen	Princeton University
Jincheng Liu	Princeton University
Jing Wang	Princeton University

Presidio C **Language and Culture III** (in Chinese)

1952 A Study of Classical Chinese Textbooks in Most American Universities
Jungchih Tsai TCSL, NTNU

534 L2 Self Heritage and Non-Heritage Post-secondary Chinese Learners
Yan Xie Liberty University

2231 Language, Culture and Information Literacy through Chinese Cinema
Jie Zhang Trinity University