中文教師學會
CHINESE LANGUAGE TEACHERS ASSOCIATION SINCE 1962

2015 ACTFL/CLTA-USA Annual Conference Program

San Diego Convention Center, California
November 20-22, 2015

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; Nan Jiang, University of Maryland; Chao Li, College of Staten Island, CUNY; Duanduan Li, University of British Columbia; Lening Liu, Columbia University; Scott McGinnis, Defense Language Institute; Chaofen Sun, Stanford University; Yanfang Tang, College of William and Mary; Le Tang, Stanford University; Liang Tao, Ohio University; Sue-Mei Wu, Carnegie Mellon University; Miao-Fen Tseng, University of Virginia; Xiaohong Wen, University of Houston; Xianghua Wu, UC-Berkeley; Youping Zhang, Stanford University; Yongping Zhu, University of Notre Dame; Zhuo Jing-Schmidt, University of Oregon; Helen Shen, University of Iowa; John Jing-hua Yin, University of Vermont; Zhijun Wang, University of Massachusetts at Amherst; Yuan Fangyuan, Naval Academy.

THURSDAY, November 19, 2015

3:00 pm - 5:45 pm CLTA Steering Committee Meeting (Room: Torrey Pines 3, Marriott Marquis San Diego)

6:00 pm - 11:00 pm CLTA Board Meeting (Room: Torrey Pines 3, Marriott Marquis San Diego)

FRIDAY, November 20, 2015

8:30am - 10:00am – ACTFL Opening General Session. Presenter: *George Heitzmann*
(Room: Ballroom 20A-D, San Diego Convention Center)

10:00am – 11:00am – Exhibit Hall Opening with Welcome Coffee
(Room: Exhibit Hall B-C, San Diego Convention Center)

10:00am – 5:00am – CLTA Book Exhibition (CLTA Booth #1926)

11:00am – 12:00am – Concurrent Sessions

Room 30A Pedagogical issues in teaching CFL reading

3646 This panel demonstrates how localizing language curriculums can enhance language learning in both study-abroad and domestic contexts. A localized curriculum strives to help learners construct 'local knowledge' (Clifford Geertz, 1983) of a target Chinese community through personally performing life events in the community. We will provide our rationale for designing localized language curriculums and share concrete examples in Chinese language teaching. The discussion will focus on the challenges and prospects of the development and implementation of localized curriculums. (In Chinese)

Chihjen Lee	University of Pennsylvania
Shuyuan Chen	University of Penn
Yi Li	University of Pennsylvania

Room 30B Corpus-based Wordnet business Chinese vocabulary instructional design

3526 The theme of this session is business Chinese vocabulary learning. Learning Chinese vocabulary is like playing Lego. One can build words upon characters or take a multisyllabic words or phrases apart into individual characters, which inspires us that we can transform these processes as instructional processes for learning Chinese vocabulary. And engage learners in a Chinese scrabble word game to learn business Chinese vocabulary. There are three presentations in this session. 1. Extraction of Collocation Terms of Business Vocabulary for Business Chinese Teaching 2. Comprehensible Input and Collocation-based High Frequency Business Chinese Vocabulary Learning 3. Analysis of Honorific Language/Self-depreciative Polite Usages in Business Chinese We develop an extraction system to identify collocation patterns for the most commonly used business Chinese vocabulary as well as the important cultural specific vocabulary in the business Chinese textbooks. (In Chinese)

Chin-chin Tseng	National Taiwan Normal University
Yuen-Hsien Tseng	National Taiwan Normal University
Li Yu Chen	National Taiwan Normal University

Room 30C Developing *Hanzi* writing in online courses: Initiatives and challenges

3505 Compared to real time instruction and instant practice in the regular class, the asynchronous feature of on-line course poses new challenges to teach and assess Chinese Hanzi writing in an online Chinese course. In this session, the presenters will propose our original attempts to develop and implement Fun Hanzi and Fun Reading. The presenters will also demonstrate how to integrate Timed Dictation, a time-restricted, synchronous dictation, in assessing Hanzi writing accuracy and fluency over a distance. Findings and results from the past three years will be analyzed and illustrated. Feedback from the learners will also be discussed. (In English)

Bailu Li Purdue University
Sijia Yao Purdue University
Wei Hong Purdue University

Room 30D Developing narrative skills in Chinese through movies and television

4803 This session is designed to demonstrate a proven pedagogical model for effectively using Chinese video materials (movies and television series) to guide intermediate and low advanced learners in the development of discourse level skills in Chinese with a focus on narration. Based on intermediate and advanced level Chinese courses at the University of South Florida, this session moves beyond traditional uses of video materials to share principles for the pedagogical selection of appropriate target language video texts. The session maps out the process of adapting authentic firsthand video materials for the purpose of developing narrative skills, models ways of structuring classroom activities to assist students in the development of narrative skills that allow them to move from sentence-level to discourse-level communication, demonstrates effective techniques for eliciting high level student narration in the target language in the classroom, and presents proven assessment techniques. (In English)

Eric Shepherd University of South Florida
Dan Zhong University of South Florida
Tong Sun University of South Florida

Room 30E FL pedagogy in Intercultural Misunderstandings, parsing, and comprehension (In Chinese)

3510 Teaching Chinese culture through intercultural misunderstandings
Xizhen Qin University of South Florida

4207 Ordering effect on learners' perception of Chinese relative clauses
Yue Pan University of Kansas

4252 Developing a test for assessing pragmatic comprehension in L2 Chinese
Shuai Li Georgia State University

12:00pm – 1:15pm – Lunch Break

1:15pm – 2:15pm – Concurrent Sessions

Room 30A Integrating linguistic knowledge into Chinese language teaching

3684 This panel discusses how linguistic knowledge can play an important role in language teaching by three presentations addressing issues respectively in the teaching of Chinese tones, Chinese vocabulary and Chinese sentence structure. It attempts to help enhance the audience' interest in and awareness of the language components in addition to their understanding of skill training and cultural education. (In English)

Dongdong Chen	Seton Hall University
Jenny Wang	Retired from US Naval Academy
Changchun Zhang	Bryn Mawr College

Room 30B Redesigning the business Chinese curriculum for intermediate Learners

4227 This panel makes a call on redesign of current Business Chinese curriculum and promotes Business Chinese courses for intermediate learners. Four essential issues are discussed by panelists, including a) What are students' learning objectives for an intermediate-level Business Chinese course? b) What type of course design would meet the needs of students in learning Business Chinese? c) How should the instructional materials be delivered effectively? d) What are the best practices for class activities, assignments, and assessment? The instructional examples from the syllabi, course materials, classroom activities, assignments, assessments, and real student project are used to support the arguments as well as to invite an open discussion from the audience. (In Chinese)

Daoxiong Guan	University of California, Santa Barbara
Hsiang-Hua Chang	Oakland University
Yan Zhang	University of Wyoming

Room 30C Research based classroom grammar instruction

3670 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; (1) Question word dou1 (all) and Question word ye3(also) in Mandarin Chinese; (2) suo3you3 (all) and dou1 (all); and (3) bei4 (by) and you2 (by) in Chinese. (In Chinese)

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

Room 30D Chinese L2 action research: Inquiry, reflection, and transformation

3366 The panel consists of the following four presentations: 1) Teacher research: Action research in Chinese L2 classrooms 2) Action research: Seeking effective teaching strategies for improving students' pronunciation 3) Action research: Developing learners' writing skills through writing for a real purpose 4) Action research: Designing effective online lessons for learning colloquial idioms. (In Chinese)

Helen Shen The University of Iowa
Binnan Gao Elon University
Tianlu Zhang The University of Iowa
Yu Li The University of Iowa

Room 30E L2 use of authentic materials and video-based learning tasks (In Chinese)

2756 Integrating authentic multimedia materials into intermediate Chinese course
Yan Xie Liberty University

3907 Combining authentic materials and flipped method to improve writing skills
Yingling Bao Indiana University Bloomington

5356 Integrating subtitles with video-based learning tasks
Xin Zhao University of Southern California

2:30pm – 3:30pm – Concurrent Sessions

Room 30A Natural conversation and Chinese language teaching

3671 Using authentic materials such as natural conversation in language teaching presents exciting opportunities and at the same time major challenges. For example, what constitutes interesting features of conversation that standard textbooks lack? How can conversation features be incorporated into classroom teaching without posing too much of a hurdle for the beginner learner? How to make assessment based on natural conversation features? This panel addresses these issues by highlighting natural conversation features and discussing ways in which spoken Chinese language teaching can be improved. (In Chinese)

Hongyin Tao UCLA
Wei Wang UCLA
Danjie Su UCLA
Haiping Wu Asian Languages and Cultures, UCLA

Room 30B Grammar instruction: Differentiation and contextualized learning

2645 This panel will focus on the instruction of some grammar times that share similar functions and usages at the beginning, intermediate, and pre-advanced levels, and how meaningful contextualized learning tasks based on real-life situations may enhance grammar instruction. Oral- and written-based learning data will be used to elaborate the difficulties learners encounter while studying such similar language items. Strategies for designing effective instructional activities to help learners learn these items will also be introduced. The first presentation will investigate the words 'hui, neng, and keyi' for learners at the beginning level. The second panelist will look into the usages of 'zai' versus 'you' at the intermediate level. The panel will conclude with the third presentation that will focus on grammar instruction at the pre-advanced level, for which 'xiangfan, fan'er,' and 'bingqie, erqie' will be examined in particular. (In Chinese)

Fang Liu Oberlin College
Jin Zhang Massachusetts Institute of Technology
Jianling Liao CIEE Study Center

Room 30C Character learning and literacy development: How and why

4653 This session addresses the issue of character instruction in the Chinese language curriculum. It outlines standard approaches to character instruction and reading development, noting unresolved controversies over approaches to literacy development, including the relevance of the writing of characters by hand. It points to empirical studies on literacy acquisition by Chinese educated native speakers and CFL learners that shed light on some of these questions, and it presents the findings of a study-in-progress on the relevance of stroke order on character retention among CFL learners that has implications for the use of hand writing. Finally, guided by the open questions on character learning and literacy development, it proposes a research agenda for the Chinese language field. (In English)

Claudia Ross College of the Holy Cross
David Porter University of Michigan
Shuhan Wang ELE Consulting International

Room 30D Towards the design principles for flipping CFL classroom

3254 This penal aims to formulate a design framework for flipped classroom in CFL through an examination of two successful instances in college elementary Chinese. In the first instance, traditional grammar lectures are replaced with mini online self-learning sessions while in the second case, auditory grammar coaching and oral interactive drills are used to engage students in pre-class learning. The effectiveness of flipped classroom is expounded through a comparison of flipped and traditional classrooms conducted by the panelists. Based on the analysis of the two instances and the comparative data analysis, the panel identifies techniques and principles to transition into a teaching environment in which students are responsible for their learning, with teachers providing guidance in the application of knowledge acquired through self-learning. The respective advantages and disadvantages of both flipped and traditional classroom are highlighted. (In Chinese)

Jia Yang University of Dayton
Wei Wang University of Notre Dame
Chengxu Yin University of Notre Dame

Room 30E L2 error analysis (In Chinese)

3461 A study on the effects of different types of error treatment on Acquisition
Meng Wu Institute for Global Chinese Language Teacher Education
4450 Error classification and annotation of the TOCFL learner corpus
Liping Chang National Taiwan Normal University
4504 Detachable VO compound: Error analysis and instructional strategies
Ren Shujing CET Harbin Program

3:45pm – 4:45pm – Concurrent Sessions

Room 30A On errors, corrective feedback, and assessment in intermediate CFL classes

2663 This session aims to bring a missing part to the fore, i.e. assessment and corrective feedback based on a thorough analysis of errors. A holistic assessment and corrective feedback framework is proposed to help teachers and researchers re-examine the linguistic and pedagogical issues in Intermediate CFL learning process. (In Chinese)

Jianhua Bai	Kenyon College
Hsin-Hung Yeh	Harvard University
Yu Wu	UMass Boston
Yusheng Yang	Hamilton College

Room 30B Teaching culture through Chinese novels, films and theatrical plays

3738 Three empirical studies will be presented to address the issue of connection between culture and language teaching in advanced Chinese courses. Three genres of texts, Chinese novel, film, and theatrical play, have been experimented in the studies to provide students with multiple cultural experiences and improve their language proficiency at advanced levels. In the presentation, multiple forms of data, such as pictures, videos, as well as the texts used in real classrooms, will be included; both the results of literature review and actual teaching practices in the three classrooms will be shared; and most of all, different and new perspectives on teaching culture to advanced Chinese learners will be explored and communicated. (In Chinese)

Jianfei Chen	Princeton University
Chih-p'ing Chou	Princeton University
Xi Tian	Bucknell University
Jing Wang	Princeton University

Room 30C Semantic and pragmatic constraints that CSL learners must know

3103 This panel will discuss how lexical semantics of some verbs in the V 得 V construction, degree modifiers 很: very, and word orders of comparative constructions are systematically used within the Chinese grammatical system and differently used in Chinese and English in different socio-cultural contexts. These are three important perspectives that CSL learners must be aware of. (In Chinese)

Chao Fen Sun	Stanford University
Lening Liu	Columbia University
Chengzhi Chu	University of California, Davis

Room 30D Cloud-based technologies to improving oral proficiency in Chinese

4282 This panel presentation explores effective methods in using technology to motivate Chinese language learners and improve their oral proficiency. This session combines theories and classroom applications to explain how to use cloud-based technologies, such as VoiceThread, Voki, Voice Cloud, Lingtlanguage, and Google Voice, to assist teachers and learners in a Chinese language classroom. (In English)

Daliang Wang	Mercyhurst University
Guangyan Chen	Texas Christian University
Yunong Zhou	West Chester University of Pennsylvania

Room 30E L2 development in competence and classical Chinese literacy (In Chinese)

5116 Maximizing communicative competence development in study-aboard programs
Wenyi Chu University of Virginia

4402 Improving oral proficiency in TCFL based on lexical chunk
Meiqing Sun University of North Carolina at Greensboro

4544 Connecting classical Chinese to the contemporary world
Yea-Fen Chen Indiana University

Ballroom 20D – Convention Center ACTFL Roundtable Presentation

3173 Promoting oral interview proficiency: A communicative module (In Chinese)
Yeong-Lian Chu Foreign Services Institution

4520 Assessments' validity and reliability in EFL classroom setting (In English)
Zhuoya Wu Dalian University of Technology

5:00pm – 6:00pm – Concurrent Sessions

Room 30A Content-based arts and literature curricula in CFL

2955 This panel addresses issues and solutions related to content-based arts and literature curricula in CFL. Presenters will discuss what materials to use, how to transform and deliver them successfully, how to inspire and engage students' learning through the activities, and how to balance content knowledge with language skill instruction. (In Chinese)

Sue-Mei Wu	Carnegie Mellon University
Yi-ching Liu	University of Iowa
Yuyun Lei	Carnegie Mellon University
Kailu Guan	Carnegie Mellon University

Room 30B Engaging CFL learners in cultural content through theme-based instruction

2894 The presentations discuss three types of theme-based instruction: 1) Teaching advanced Chinese language/culture through a thematic unit on classical Chinese poetry. 2)

Designing a thematic unit on travels in China for intermediate college students. 3) Practicing a thematic unit on 'Introducing your school life' for high school CFL learners. (In Chinese)

Gang Liu	Carnegie Mellon University
Haixia Wang	University of Pittsburgh
Xiaoxia Xu	Shadyside Academy

Room 30C Trinitarian grammar in teaching Chinese as an L2

3025 This panel discusses a new pedagogical model: Trinitarian Grammar which combines structure of 200 types of sentences with their function and context as an integrated unit in teaching Chinese as an L2. The presenters first illustrate the ways of forming sentence structures most accessible to learners with their grammatical features newly developed in syntax, prosodic grammar and stylistic-register grammar; then define the functions and usages of the well-glossed 200 patterns through examples such as 'Zhangsan gua yifu zai qiang shang' vs. 'Zhangsan ba yifu gua zai qiang shang ' (John hung clothes on the wall); and finally present how to design a typical situation showing the salient features related to the three major factors (who, where and when) of any context, such as moving stuff or cleaning up a room to acquire the ba-construction. The new method of teaching will help students learn the structure, function and context simultaneously and use the pattern correctly in communication. (In Chinese)

Shengli Feng	The Chinese University of Hong Kong
Yongping Zhu	University of Notre Dame
Weiping Wu	The Chinese University of Hong Kong

Room 30D Using the automated spoken Chinese test in a college-level Chinese program

4503 The Chinese language programs have been growing in many colleges and universities. A challenge many Chinese language programs have been facing frequently is in language assessment including placing students into appropriate levels efficiently and monitoring their progress accurately. Convenience, efficiency and reliability are difficult to achieve simultaneously. In this presentation, a case study is reported in which students enrolled in the Chinese language program at the University of Utah took a technology-enabled automated spoken Chinese test at both the beginning and the end of the semester. The test is delivered on the phone or computer and scored automatically. The presenters discuss the details of the test and advantages and challenges of using a technology-enabled assessment in the Chinese language program. Students' Chinese proficiency at different program levels as well as the comparison of their performance on the pre- and the posttests will also be presented. (In English)

Xiaoqiu Xu	Pearson
Chenghua Hu	University of Utah
Masanori Suzuki	Pearson

Room 30E Walton and China Sprout Awards Presentations

3041 Defining and validating measures of Chinese syntactic complexity
Qiaona Yu University of Hawaii at Manoa

3131 - Enhancing Learners' Cross-cultural Competence by Teaching Chinese Requests
Xinran Dong Fordham University

4477 - K-12 Teachers' awareness development through a Chinese online course
Congcong Wang University of Northern Iowa

3597 - Short story comprehension in high school Chinese teaching
Cilei Han Lake Oswego High School

6:30 pm - 8:30 pm – CLTA Professional Development Workshops (Online registration is required)

Room 16A Workshop 1: Best Practices in Developing Beginning Speaking and Reading Proficiencies in Chinese as a Second Language

Motivated by the trend of increase in high school Chinese programs and in the number of students who take AP Chinese, this workshop is designed to share with participants best practice in developing beginning (up to Intermediate-mid) speaking and reading proficiencies in CFL development that are empirically based and classroom tested. The goal of the workshop is to help the instructors build a solid foundation for their students. The workshop focuses on beginning CFL instruction and is designed to benefit instruction both at the high school and the college levels. The workshop will be divided into two parts, with the first hour focusing on speaking and the second reading. Through presentation and interactive activities, participants will gain knowledge about the various pedagogical principles that can guide them in curriculum design and classroom instruction.

Cecilia Chang Williams College

Room 16B Workshop 2: How to conduct empirical research on pedagogy and acquisition of Chinese Grammar?

This workshop is designed for instructors of Chinese as L2 who are interested in research of pedagogy and acquisition of Chinese grammar. The goal of the workshop is to help junior researchers become familiar with methodologies and content materials needed for empirical studies. During the two-hour workshop, the first hour will focus on identifying research topics relevant to pedagogy and acquisition of grammatical elements in Chinese, while the second hour will focus on collecting and analyzing data for different types of empirical studies of grammatical elements from both pedagogy and acquisition point of view. The workshop will be interactive and integrative of group activities. When attending the workshop, participants are recommended to bring with them: 1) an interested research topic or at least a subject area for research, and 2) a laptop computer with internet connection.

Janet Xing Western Washington University

6:30 pm – 9:30 pm – The 1st National Conference for Regional Associations (Room 30A, San Diego Convention Center)

SATURDAY, November 21, 2015

9:00am – 5:00am – CLTA Book Exhibition (CLTA Booth #1926)

8:00am – 9:00am – Concurrent Sessions

Room 30A CFL pedagogy in textbook leveling, text structure, and corrective feedback

3263 CFL anxiety, beliefs about corrective feedback, and oral proficiency (In Chinese)
Lijie Qin Brandeis University

4626 Chinese readability index explorer for CFL: A tool for leveling textbooks (In Chinese)
Jia-Fei Hong National Taiwan Normal University

4245 The Effects of teaching text structure on improving CFL reading comprehension (In English)
Rong Cheng Teachers College, Columbia University

Room 30B Teacher training: Concepts and methods

3440 Traditional teacher training focuses on content knowledge and the teaching methodology of 'telling how'. Teachers, however, frequently fail to apply such knowledge in their classrooms. This session investigates the causes of such failures and suggests strategies to improve the situation. Samples and data from teacher trainees' lesson plans or teaching demonstrations will be examined and analyzed. The discussions are based on current educational theories, practices and the presenters' personal experiences as teacher trainers. (In Chinese)

Maiheng Dietrich University of Pennsylvania
Xiaohong Wen University of Houston
Nyan-Ping Bi University of Washington

Room 30C Comprehensible input in action in face-to-face and online classrooms

2823 This session will focus on how to maintain 90% of target language in daily teaching. Through this session, participants will learn the ingredients of comprehensible input, identify practical strategies on keeping input comprehensible in both face-to-face and online classroom settings at all levels. Examples of comprehensible input and checking for understanding will be shared showing how the strategical activities engage and benefit students. (In Chinese)

Minghui Anderson Sacred Heart Schools, Atherton
Jenpei Chao Palo Alto Chinese School
Tsai-En Cheng-White Seattle Central College

Room 30D Empirically-based discourse-pragmatics studies for CSL authentic materials

3934 To develop communicative competence, L2 learners must have access to multilevel and authentic data. Thus, this proposal examines Chinese data at the discourse-pragmatic levels and on the basis of linguistic corpus data. With the aid of this type of enriched language use, L2 Chinese teachers will be better equipped to introduce learners to authentic language use in daily communication. (In English)

Fred Chen National Taiwan Normal University
Hsi-chi Lee Feng Chia University
I-Ting Chao Chapman University

Room 30E L2 learning strategies, innovative approaches, and learners' self-perception (In English)

4845 Learning strategies of L2 learners with cross-linguistic background
Xia Wu Defense Language Institute

5172 A crowdsourcing approach to vocabulary learning
Jian Wu Southern Connecticut State University

3568 Influential factors on the self-efficacy of Chinese language learners
Yijie Zhao Foreign Service Institute, U.S. Department of State

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

Exhibit Hall B-C Electronic Poster Presentation

3847 Teach critical issues in contemporary China in Chinese classes through film (In Chinese)
Jui-Chien Wang Trinity College

10:00am – 11:00am – Concurrent Sessions

Room 30A Three dimensions to expand CFL learners' vocabulary

4509 Based on several lists of word frequency, this panel discusses three dimensions to expand CFL learners' vocabulary, namely etymological, collocational and thematic. Selection of key radicals of characters, semantic categories of words, and types of project-based vocabulary exercises will be illustrated. (In Chinese)

Liwei Jiao University of Pennsylvania
Yan Yang Southeast University
Wei Liu Harvard University

Room 30B Implicit vocabulary teaching strategies in advanced Chinese classes

4309 Advance learners often seek to further their Chinese skills and express themselves more accurately and in a refined way by using authentic colloquial expressions, formal and

advanced vocabulary. However, they often use them incorrectly due to a lack of understanding of the context, pragmatic restrictions and more often because of the misleading English explanation. Therefore, we propose to use implicit teaching strategies and deliver vocabulary in meaningful contexts, in order to instill the sense of appropriate context, collocations, pragmatic restrictions. This panel will mainly discuss using implicit strategy to teach authentic colloquial expressions, formal vocabulary and distinguish synonyms that often have the same English Explanation. To illustrate, lesson plans, teaching demonstrations, and analyses of authentic cases will be presented. (In Chinese)

Shutan Dong	Princeton University
Congcong MA	University of Notre Dame
Nini Li	Williams College

Room 30C Technology as a transformative tool in Chinese flagships

4881 As Chinese Flagship programs explore new ways technology can guide students to use language in meaningful, authentic ways, collaboration becomes increasingly critical. This panel examines multiple pathways to transformative Chinese teaching and learning utilizing three types of digital tools – digital books, place-based experiences, and live blogging. The panel will describe three pedagogical projects underway two different Flagship programs. For each project, presenters will give a brief description of the project, provide student samples, and share guidelines for implementation of similar projects in other Chinese learning contexts. (In English)

Madeline Spring	University of Hawaii
Kai Liu	University of Hawaii
Julie Sykes	CASLS, University of Oregon

Room 30D L2 acquisition of Mandarin tones and tone sandhi (In English)

3320 Multimodal approaches to learning Chinese tones: What works?

Aline Godfroid	Michigan State University
Chin-His Lin	Michigan State University
Catherine Ryu	Michigan State University

3523 The effect of phonetics and pedagogy on the acquisition of T3 sandhi

Chunsheng Yang	University of Connecticut

2775 Students' and instructors' perceptions of tone pedagogy

Annie Wantze Fu Liu	Defense Language Institute

Room 30E L2 learners' learning anxiety and FL learning beliefs (In English)

2692 Does perceived language difficulty hinder learning?

Changchang Yao	Michigan State University

4588 Chinese language learners' foreign language anxiety in online text chatting

Rong Chang	Texas Tech University
Yanlin Wang	Texas Tech

Hsiao-Hsuan Hung Texas Tech

3235 Transforming students' language learning beliefs by inspiring and engaging
Xian Lu DC International School

11:15am – 12:15pm – Concurrent Sessions

Room 30A Meeting the changing demands of business Chinese language

3042 The demand on implementing Business Chinese course has been on the rise, and naturally its instructional materials and curriculum have been developed and complicated by the wide spectrum of teaching resources and methodologies available. This panel will address the critical issues in identifying suitable teaching materials and strategies, and assess students' improvement towards their Business Chinese competency. (In Chinese)

Jane Kuo	University of California, San Diego
Yan Shen	UCLA
Yun Xiao	Bryant University
Yuan Fangyuan	Naval Academy (Discussant)

Room 30B Implementing standards-based curricula across different levels of TCFL

2806 This panel discusses the implementation of Standards-based curricula across different levels of TCFL. In 'Standards-based Curriculum in First-year Modern Chinese: Design, Implementation and Outcome', the two presenters will introduce the curricular objectives; demonstrate how the interpersonal, interpretive and presentational abilities as well as the learner difficulties are addressed. In 'Incorporating ACTFL WPT Guidelines into the Teaching of Advanced Writing', the presenter will introduce how to apply WPT guidelines to writing instruction in adjusting teaching objectives, designing classroom activities, and determining writing requirements and grading criteria. In 'Using ACTFL OPI Guidelines to Improve Students' Oral Proficiency at the Advanced Level', the presenter will discuss how to incorporate ACTFL OPI Guidelines into the Fourth-year curriculum, and how to use authentic language materials and interactive class activities to enhance learners' speaking proficiency levels. (In Chinese)

Hong Zeng	Stanford University
Youping Zhang	Stanford University
Le Tang	Stanford University
Xiaofang Zhou	Stanford University

Room 30C Go Authentic: How to accelerate learners to use Chinese accurately

3910 The ultimate goal for second language learners is to convey their meaning in an accurate and appropriate way. Three empirical studies on the acquisition of three linguistic forms are presented to address the challenges in strengthening accuracy and appropriateness in learners' output. The avoidance and overgeneralization of structures by learners will also be examined to help learners achieve their ultimate goal. (In Chinese)

Li Xu Duke Kunshan University

Zheng Qu CET Academic Programs in Shanghai
Jincheng Liu Princeton University

Room 30D Issues and benefits of L2 learning and teaching in various environments (In English)

4692 Training English speakers to identify Mandarin affricates zh-j and ch-q
Yunye Yu Georgia State University
Ziyi Geng Georgia State University

4147 Pedagogical challenges in cross-cultural Chinese immersion teaching
Wenying Zhou Michigan State University

3264 Unexpected topic switching in Mandarin Chinese: Implications for TCFL
Weihua Zhu University of Wisconsin-Madison

Room 30E CFL learning and pedagogical issues in reading and writing (In English)

3345 Syntactic, word knowledge, and Chinese reading comprehension
Chan Lu Loyola Marymount University

4689 Applying task-based language teaching to advanced Chinese reading
Yilan Liu University of Illinois at Urbana-Champaign

3851 Helping advanced Chinese learners' acquire Chinese cultural perspectives
Yan Li University of Kansas

2:00pm – 3:00pm - Concurrent Sessions

Room 30A Teaching Chinese for the professionals in the 21st century

4631 This panel connects three presentations addressing how a student-centered proficiency-oriented Chinese pedagogy shall help design the content-based curriculum. Both theoretical considerations and empirical study results will be presented. Presentation 1: Dr. Wayne Wenchao He Title: Models of Offering Content-based Chinese Courses in the Flagship Programs Presentation 2: Ms. Jing Wu Title: Language Excellence for Specific Purposes: Chinese for Business Presentation 3: Ms. I-Ling Hsu Title: Developing the Domain-Based Projects in the Proficiency-Based Curriculum for Engineering Students. (In Chinese)

Wayne He University of Rhode Island
Jing Wu University of Hawaii at Manoa
I-Ling Hsu University of Rhode Island

Room 30B Developing materials for Cantonese pedagogy in North America

4605 This panel introduces our audience to the differences in Cantonese pedagogy in North American colleges. Specifically, the presentations will explore different approaches to developing materials for Cantonese courses of different levels at difference locales, where students may (or not) have previous knowledge of Mandarin and/or Cantonese.

The presenters will provide an overview of the student background at different locales. We will also discuss some challenges and best practices in preparing teaching materials for native Mandarin speakers, advanced Mandarin learners, heritage Cantonese students, as well as those who had no Chinese background. Teaching materials that focus on literacy and/or conversation will be introduced to the audience, and will highlight the differences in the approaches to different student types. We aim to enrich our audience's knowledge of Cantonese pedagogy in North America, where demand appears to be growing again, and prepare them for teaching Cantonese. (In English)

Dana Bourgerie — Brigham Young University
Sik Lee Dennig — Stanford University
Marjorie Chan, Tsz-Him Tsui, Yutian Tan, & Litong Chen; The Ohio State University

Room 30C Teaching Chinese classifiers: An approach from cognitive linguistics

4539 Chinese textbooks often teach Chinese 'classifiers' in simple yet disconnected rules, which may mislead students to not see the deeper connections in the categories formed by Chinese classifiers. In this session, taking body-part originated classifiers as an example, we will first reveal how the Chinese classifier system is formed based on the Chinese people's understanding of themselves and the objective world around them, and then present a novel description on the nature of classifiers' semantic structures. We will report an empirical study of the effects of the Cognitive Approach on teaching Chinese classifiers, and how this method helped students to better acquire the Chinese classifier system. Participants will be provided with vivid models of teaching classifiers in the classroom, featuring curriculum design, material development, instructional planning and implementation, and assessment. (In Chinese)

Song Jiang — University of Hawaii at Manoa
Liulin Zhang — University of Hawaii at Manoa
Reed Riggs — University of Hawaii at Manoa

Room 30D How to design CFL multimedia instruction and choose the right textbooks? (In English)

2822 The modality principle and Chinese character type in multimedia instruction
Yanlin Wang — Texas Tech
Stefanie Borst — Texas Tech

2832 Expressing necessity: Use of necessity modals in six Chinese textbooks
Shuyi Liao — University at Albany, State University of New York

2581 Theoretical frameworks in beginning and intermediate Chinese textbooks
Jing Wang — Indiana University, Indianapolis

Room 30E L2 learning in international and study abroad programs (In English)

4170 Possibilities of an international partnership program for Chinese learners
Ting Huang — University of Rochester

4243 Food and beyond: Oral fluency development among American students in China
Wenhao Diao The University of Arizona
Anne Donovan Center for Applied Linguistics
4543 Performance Watch Reports as a Pedagogical Tool in Study Abroad Contexts
Crista Cornelius The Ohio State University

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

Exhibit Hall B-C Electronic Poster Presentation
4892 Balancing immersive and non-immersive components in a project-based model (In English)

Ying Amatya Defense Language Institute

Exhibit Hall B-C Electronic Poster Presentation III:
5348 Using the TV Shows as Supplement of Intermediate-level Language Teaching (In English)

Ying Feng University of Mississippi

4:00pm – 5:00pm – Concurrent Sessions

Room 30A Integrating meaningful interactions and structure-based drills in teaching

4373 The structure-based teaching method, which emphasizes immense repetition and drills, and focuses on forms and accuracy, has been criticized for its lack of authentic communication. Modern theories of discourse analysis (DA) and of second language acquisition (SLA) regard language learners as active, rather than passive participants in communicating and exchanging information. Therefore, effective teaching should integrate drills and meaningful interactions. This panel attempts to illustrate how to implement the two dynamic models in CLF classrooms: 1) the Exchange of Information model, and 2) the Expansion of Information model. For the two models, issues including creating communicative environment, utilizing target grammatical structures in interactions, designing function-oriented drill patterns, and applying target structures in diverse and multiple situations, will be discussed. Lesson plans, teaching demonstrations, and analyses of authentic cases will be presented. (In Chinese)

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

Room 30B Needs analysis and models of Chinese as a heritage language curriculum

2859 This panel presents needs analyses of CHL learners at three major universities in the U.S. and analyzes the curriculum models adopted by these universities. Due to heritage

learners' unique linguistic profiles, the studies of needs analysis focus on learners' linguistic needs including their self-perceived linguistic proficiency in all areas of the Chinese language, ranking of the skills/areas that they need the most improvement, their perception of the importance of improving the skills/areas, and the reasons for these answers. Presenters will then introduce, analyze, and evaluate the varying curriculum models adopted by the three universities. Discussions will focus on the structure of the heritage-track curriculum, materials, teaching approaches, assessment, curricular goals, success and challenges, and to what extent learners' needs are met. Finally, they will address implications for classroom teaching and curriculum development for Chinese heritage learners. (In English)

Han Luo Lafayette College
Yu Li Emory University
Ming-Ying Li Pennsylvania State University
Chenghong Liao Emory University

Room 30C Developing localized foreign language curriculums for domestic programs

3465 This panel demonstrates how localizing language curriculums can enhance language learning in both study-abroad and domestic contexts. A localized curriculum strives to help learners construct 'local knowledge' (Clifford Geertz, 1983) of a target Chinese community through personally performing life events in the community. We will provide our rationale for designing localized language curriculums and share concrete examples in Chinese language teaching. The discussion will focus on the challenges and prospects of the development and implementation of localized curriculums. (In English)

Galal Walker NEALRC
Jianfen Wang The Ohio State University
Junqing Jia The Ohio State University
Cong Li The Ohio State University

Room 30D CFL vocabulary acquisition (In English)

3567 Acquisition of L2 Chinese vocabulary from form-focused instruction
Yuan-Yuan Meng Columbia University

4122 Attainability of a Native-like Character Processing System in L2 Chinese
Yun Yao University of Illinois at Urbana-Champaign

2850 The Effects of E-Dictionaries on Incidental Vocabulary Learning
Frederick Poole Utah State University
Ko-Yin Sung Utah State University

Room 30E Pedagogical approaches that benefit L2 learners and teachers (In English)

3889 Innovative Approaches to Business Chinese Teaching
Lei Yan Mount Holyoke College
Congmin Zhao Phillips Academy

5033 Dual Coded Multimedia Instruction for Literacy Acquisition in Chinese
Ling Wang Austin Peay State University

4381 Exploring Alternative Means to Measure Chinese Learning Outcomes
Henghua Su Indiana University – Bloomington

Ballroom 20D - Convention Center ACTFL Roundtables

5234 Enhance Chinese proficiency by instructors and students in technology usage (In English)

Li-Yuan Liao Defense Language Institute
Hanwei Tan Defense Language Institute

5:15pm – 6:15pm – Concurrent Sessions

Room 27AB Strategies on Teaching Chinese Heritage Language Learners

3346 This session will discuss how to teach elementary Chinese heritage language (HL) through exploiting learners' linguistic capitals and identities in college classrooms. Language element teaching, PowerPoint designing, authentic /semi-authentic materials using, code directing will be introduced through the comparison between HL and non-HL classes.

Yuxiang Wang UC Davis
Li Liu UC Berkeley
Jing Wang UC Berkeley

Room 30A Instructional activities that improve student speaking proficiency

3547 Seeking to improve students' speaking skills from novice low to intermediate high in both presentative and interpersonal communicative modes? This session will discuss challenges and problems that learners face in the process of gaining speaking proficiency. The presenters will share various instructional activities from warming-up speaking activities to performance-based final oral projects that help students overcome these challenges and eventually reach their targeted proficiency levels successfully. (In Chinese)

Xia Zhang Arizona State University
Shu-chen Chen University of Virginia
Min Xue Arizona State University at Thunderbird
Yang Wei Episcopal Academy

Room 30B Chinese heritage learners: motivation, extracurricular activity and writing

3448 This panel will explore issues related to Chinese heritage learners. Issues of their identity, motivation, extracurricular activities, and writing proficiency will be discussed. The presentations include: 'Identities, learning motivation, and language maintenance of

Chinese heritage language learners'; 'Engage Chinese heritage learners in local community' and 'Can Writing be taught?' (In Chinese)

Chuan Lin University of Hawaii at Manoa
Jingjing Ji Northwestern University
Hsiu-Ling Lin-Robertson Northwestern University

Room 30C Mixed class instruction: curriculum, pedagogy and class management

3479 This penal 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 language competence. (In Chinese)

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

Room 30D Development of Chinese L2 learners' reading and writing competence

3196 This session reports three empirical studies that explore the development of Chinese L2 learners' reading and writing competence at different learning environments. Presentations include: 1) The eye movements and perceptual spans during reading Chinese as a second language; 2) The effects of interactive discussions on L2 Chinese literacy skills; and 3) Web-based writing project: Individual writing and collaborative writing. (In Chinese)

Li Yang Kansas State University
Xin Jiang Beijing Language and Culture University
Lini Ge University of North Carolina at Chapel Hill
Weiqi Zhao Beijing Language and Culture University

Room 30E Using social media and Internet technologies to enhances CFL learning (In English)

2739 Investigating the Effectiveness of 'We Chat' on Language Learning
Ko-Yin Sung Utah State University
Frederick Poole Utah State University

4851 Engaging Students to Learn with Technologies in a Chinese Classroom
Kaishan Kong University of Minnesota

3315 The Use of Social Media in Chinese Language Learning: Facebook and Twitter
Jing Paul University of Florida
Yu-Ning Lai University of Florida
Elinore Fresh University of Florida
I-chun Peir University of Florida

6:30 pm – 7:30 pm – CLTA General Membership Meeting （Ballroom 6A, San Diego Convention Center）

SUNDAY, November 22, 2015

8:00am – 9:00am – Concurrent Sessions

Room 30A Developing Chinese language learners' symbolic competence

2695 A number of key questions are dealt with. They are: How do Chinese language instructors meet the increasingly complex communication needs of a multilingual world? How do instructors transform learners of Chinese into interculturally competent world citizens? What pedagogy most effectively carries out this transformation? And what are considered to be feasible classroom instructions that develop the ability to operate between languages and cultures? Based on the crucial concept of symbolic competence, this session proposes an enhanced integrative approach to Chinese language teaching and learning that regards the development of learners' symbolic competence as of great importance if they are to be interculturally competent. The approach enables learners to see other worlds mediated by language use and fosters learners to construct such subjective realities as perceptions, emotions, values, and attitudes with symbolic forms. (In Chinese)

Lihua Zhang	University of California, Berkeley
Chen-Hui Tsai	University of California, Berkeley
Xianghua Wu	University of California - Berkeley

Room 30B Reciprocal institutional relationships: An integrated model of study abroad

3754 This panel explores the issues and strategies in developing reciprocal institutional partnership between sending and receiving institutions in study-abroad programs. The presentations propose an integrated model of study-abroad program and demonstrate how it is implemented in a US-Administrated intensive language summer program in China. Survey and interview results illustrate what local expectations are, how they are met and the increase of local capacity as a result of the integrated model. (In English)

Xiaobin Jian	The Ohio State University
Xin Zhang	The Ohio State University
Zhini Zeng	The Ohio State University
Shuang Xie	Sun Yat-sen University

Room 30C The application of the CAP E-learning platform

3614 The Integrate Project and Program of Chinese Language for Academic Purposes (CAP) is sponsored by The University System of Taiwan (UST), which includes four distinguished universities in Taiwan. These four universities are National Central University, National

Chiao-Tung University, National Tsing-Hua University, and National Yang-Ming University. (In Chinese)

Mingyi Li National Central University
Weichang Shann National Central University
Chai-Er Cheng National Chiao-Tung University
Wan-Jung Lin National Tsing-Hua University

Room 30D Innovative CFL pedagogical practices in various learning environment (In Chinese)

3088 The Problem-Based Learning Approach to an Advanced Business Chinese Course
Jack Liu California State University
5246 Application of Thematic Progression to CFL to Enhance Discourse Competence
Fei Ren Georgetown University
3297 Digitization of Business Chinese learning: An experiment in a mobile app
Qiuli Levin University of Michigan

Room 30E CFL group work and pedagogical practice (In English)

5089 What can students do together? Writing Stories in Chinese with a Partner
Jun Tian University of Victoria
4553 An Empirical Study on Sentence Build-up Drills
You Li University of Illinois at Urbana-Champaign
3525 Teachers' code-switching in Beginning Chinese class: An exploratory study
Yanmin Bao University of Florida

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

10:00am – 11:00am – Concurrent Sessions

Room 30A Project-based and Inquiry-based Learning in Secondary Mandarin Classrooms

5115 Come and see how project-based learning (PBL) facilitates enduring understandings in secondary Mandarin classrooms and how inquiry-based learning can drive student engagement and transform language learning through its authentic, culturally relevant inquiries. Professor Min-Min Liang (MIT) and High School/IB Lead Teacher (Dwight School, NYC) Julia Lee demonstrate ways they integrate PBL and integrated performance-based assessments to capture formative and summative data while engaging learners through authentic, inquiry-based learning. Through the use of project-based and simple ways to measure PBL inquiries, come and see how Mandarin learning can become reflective, authentic, and inquiry-driven! You will leave the workshop with ideas on how to implement PBL and inquiry learning in your classroom. (In Chinese)

Min-Min Liang Massachusetts Institute of Technology

Julia Lee	Teachers College Columbia University
Helen Yung	Better Chinese

Room 30B Designing a College-Level Chinese Language Program for a Specific Field

4916 This session describes the process of building and maintaining a college-level foreign language program with the goal of preparing graduates to immediately assume duties within a specific field in which a particular language (Chinese) is required. The presenters will discuss determining important language-focused goals for the particular field, curriculum design at each level in support of those goals, curriculum assessment, overall program assessment, and adjustment of the curriculum at each level as well as the overall program. (In English)

Eugene Gregory	United States Military Academy
Martha Gallagher	United States Military Academy
Fang-Yi Chao	United States Military Academy
Franklin Kessler	United States Military Academy

Room 30C Individual differences and learning with technology-enhanced activities

3038 This panel discusses the relationship between technology and multiple dimensions of teaching and learning Chinese as a Foreign Language (CFL), in particular, the roles of individual differences, affective factors, task complexity, willingness to communicate, and assistance-seeking behaviors play in CFL students' performances when technology-enhanced and online activities are involved. Aiming to improve the effectiveness of CFL writing and speaking processes in the increasingly diverse classrooms, this presentation, based on empirical and ethnographic research, will offer useful pedagogical suggestions and practical instructional activities. Specific considerations that Chinese teachers must make to design an appropriate technology-enhanced assignment and assessment tool will also be included. (In English)

Ka Wong	St Olaf College
Yang Xiao	University of South Carolina
Ying Zhou	St. Olaf College
Christopher Magriney	University of Southern California

Room 30D CFL teachers' teaching competence and learner challenges (In Chinese)

3276 Survive or Thrive: Mandarin Teachers' Identity Formation in the U.S.
Li Xiang Portland State University

3332 Gaps Between CFL Students' And Teachers' Perceptions On Reading Challenges
Yi-Lu Kuo Indiana University Bloomington

4891 Comparative Analysis on Intercultural Sensitivity of TCFL teachers

Yuchen Liu Teachers College, Columbia University

Room 30E Enhancing students' cross-cultural competence (In English)

2647 What make strategic readers: a study of CFL learners' reading strategies
Sha Huang University of Iowa

2916 The Perception of the Challenges of the K-12 Chinese Language Teachers
Ying Yue SUNY-Buffalo

4428 Developing L2 Pragmalinguistic Knowledge in Mandarin
Yunwen Su Indiana University Bloomington

11:15am – 12:15pm - Concurrent Sessions

Room 30A E-WPT: An ACTFL WPT-based typed writing approach

3182 The presentation features: I. Hand-written vs. Typed Responses (TR) for the ACTFL WPT a. Current Standards are Inadequate for Chinese and Incompatible with TR b. An Adapted Set of WPT Standards for TR II. Design/Implementation Overview of the e-WPT a. Design Considerations b. The e-WPT III. Use-Cases & Best-Practices a. Longitudinal Tracking of Student Performance b. Comparing Oral vs. Written Proficiency. (In Chinese)

Hsiao-Yun Liao University of Southern California
Yi Hsien Walker University of Southern California
Tin-yu Tseng University of Southern California

Room 30B Construction Grammar and its application in Chinese language teaching

3123 Recent scholarship on SLA pays increasing attention to L2 construction acquisition from a usage-based constructionist perspective (Gries & Wulff 2005, 2009; Holme 2010; Ellis 2013). This 60-minute learning session addresses the application of Construction Grammar (CxG) in Chinese grammar pedagogy by discussing the pedagogical implications of frequency, saliency, contingency, and prototype for L2 construction learning, and by demonstrating the application of CxG in the teaching of two Chinese-specific constructions to English-speaking learners. The first presenter invites the participants to consider interlanguage data from a Chinese L2 learner corpus to contextualize the cognitive factors influencing L2 construction acquisition, and to better understand the pedagogical potentials of CxG. The second presenter shows how to apply CxG by using usage data to guide L2 construction teaching. The third presenter demonstrates CxG-based lesson plans for classroom teaching of the constructions. (In English)

Zhuo Jing-Schmidt University of Oregon
Jing-Yun Chen Johns Hopkins University
Xinjia Peng University of Oregon

Room 30C How a Language Program for Students and Teachers Grows Fully?

4885 This session discusses challenges and changes that were encountered in the inter-state collaboration in a language training program for both students and teachers. Coverage includes inter-state and inter-national collaborations of four main areas, international partnerships and projects abroad, teacher preparation, advocacy, and articulation. (In English)

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

Room 30D L2 learners' lexical and conceptual development (In Chinese)

3218 Sense Identification and Pedagogical Implementation of Chinese Polysemy
Te-Fen Ou Chung Yuan Christian University

3889 Issues in Teaching Advanced Business Chinese
Zhijun Wang University of Massachusetts at Amherst

3689 On strategies of teaching grammar for first-year-level students using errors
Jianhua Shen Yale University

Room 30E L2 learners' syntactic development (In Chinese)

4496 The particle 了 and the L1 specific Mandarin Chinese textbooks analysis
Yu-Chin Li National Taiwan Normal University

2736 "多+V"和"V+多"的不对称及其解释
Yuling Yang GW Confucius Institute

5364 Revisiting the Chinese Ba-construction: From Linguistics to L2 Pedagogy
Yupeng Kou The University of Iowa

[End]