

美國中文教師學會第一屆中文教學國際研討會

美国中文教师学会第一届中文教学国际研讨会

The First CLTA International Symposium on Chinese Language Teaching and Learning Chinese L2 Instruction in a Global Context

SYMPOSIUM ORGANIZATION

Organizer

Chinese Language Teachers Association, U.S.A.

Co-sponsors

School of Global and International Studies, Indiana University

Department of East Asian Languages and Cultures, Indiana University

East Asian Studies Center, Indiana University

Chinese Flagship Center, Indiana University

Center for Language Excellence, Indiana University

Department of Second Language Studies, Indiana University

Department of Literacy, Culture, and Language Education, Indiana University

Confucius Institute in Indianapolis

Confucius Institute at Purdue

Taipei Economic and Cultural Office in Chicago

The Cultural Center, Taipei Economic and Cultural Office in Chicago

Education Division, Taipei Economic and Cultural Office in Chicago

Date

October 24th -26th, 2014

Venue

The IMU Biddle Hotel and Conference Center, Indiana University

Bloomington, Indiana, U.S.A.

CONFERENCE ORGANIZING COMMITTEE

- Yea-Fen Chen 陳雅芬 (Committee Chair, Indiana University)
- Der-lin Chao 趙德麟 (Hunter College)
- Chengzhi Chu 儲誠志 (University of California, Davis)
- Wei Hong 洪瑋 (Purdue University)
- Helen Shen 沈禾玲 (The University of Iowa)
- Hongyin Tao 陶紅印 (University of California, Los Angeles)
- Mindy Zhang 張敏 (Indiana Academy for Science, Mathematics, & Humanities)

CONFERENCE SUB-COMMITTEES

Conference Committee: (Chair: Yea-Fen Chen 陳雅芬)

- Yingling Bao 鮑瑩玲 (Indiana University)
- Shih-Chang Hsin 信世昌 (National Taiwan Normal University)
- Xiaojing Kou 寇曉靜 (Indiana University)
- Chien-Jer Charles Lin 林千哲 (Indiana University)
- Henghua Su 蘇珩驊 (Indiana University)

Professional Development Committee: (Chair: Wei Hong 洪瑋)

- Der-lin Chao 趙德麟 (Hunter College)
- Haohsiang Liao 廖灝翔 (Massachusetts Institute of Technology)
- Mindy Zhang 張敏 (Indiana Academy for Science, Mathematics, & Humanities)

Program Committee: (Chair: Helen Shen 沈禾玲)

- Chengzhi Chu 儲誠志 (University of California, Davis)
- Nan Jiang 蔣楠 (University of Maryland)
- Chuanren Ke 柯傳仁 (University of Iowa)
- Hongyin Tao 陶紅印 (University of California, Los Angeles)
- Xiaohong Wen 溫曉虹 (University of Houston)
- Jing Wang 王晶 (Indiana University-Purdue University at Indianapolis)
- Yun Xiao 蕭云 (Bryant University)
- Fangyuan Yuan 袁芳遠 (US Naval Academy)
- Phyllis Zhang 張霓 (The George Washington University)

ABOUT CLTA

The Chinese Language Teachers Association, Inc. (CLTA) is a professional organization devoted exclusively to the study of Chinese language, culture and pedagogy. In the years since our establishment in 1962, the Chinese Language Teachers Association has both reflected and responded to changes in our students, our teachers and our world. While the focus of our organizational energy is most concretely evident in our various publications and at our annual meeting, we are constantly seeking to expand our range of service to the Chinese language teaching profession. Specifically, we are presently working on two major initiatives: (1) to act as an advocate for and facilitator of enhanced articulation among all Chinese language learning settings, including the integration of non-textbook-specific national standards; and, (2) to serve as a provider of teacher training programs of both a pre-service and in-service nature. We are also dedicated to enhancing classroom-based application of the results of empirical research on Chinese language acquisition and instruction.

SYMPOSIUM KEYNOTE SPEAKERS

Mr. Paul Sandrock

Director of Education at the American Council on the Teaching of Foreign Languages



Paul Sandrock, Director of Education at the American Council on the Teaching of Foreign Languages (ACTFL), directs this national organization's professional development and initiatives around standards, curriculum, instruction, and performance assessment. Previously, Paul was Assistant Director of Content and Learning at the Wisconsin Department of Public Instruction (DPI), beginning that state's implementation of Common Core State Standards, coordinating the areas of English language arts, mathematics, international education, and world languages. He earlier served as the DPI statewide consultant for world languages. Paul taught Spanish for 16 years in middle school and high school and authored *The Keys to Assessing Language Performance and Planning Curriculum for Learning World Languages*.

Prof. Shou-hsin Teng 鄧守信教授

Chair Professor of Chinese Linguistics at Chung Yuan Christian University in Taiwan



Prof. Shou-hsin Teng, Chung Yuan Christian University, Taiwan. A native of Taiwan, professor Teng received his doctoral degree in linguistics at the University of California, Berkeley, in 1973 and taught Chinese language and linguistics at the University of Massachusetts, Amherst, from 1973 till 1995, when he accepted an appointment at the National Taiwan Normal University, Taipei, to undertake the establishment of the first ever graduate degree program in teaching Chinese as a second/foreign language. He retired from the latter in 2009, and is currently a Chair Professor of Chinese Linguistics at Chung Yuan Christian University in Taiwan. Prof. Teng had been an active member of CLTA, serving as the editor of its JCLTA for many years and the founder of its Newsletter. He was also the 2nd recipient of the Walton Lifetime Achievement Award, CLTA. His recent publications include *A Pedagogical Grammar of Chinese as a Second Language* 对外汉语教学语法, Beijing Language University Press, 2010, and *Studies on Modern Chinese Syntax* 汉语语法论文集, Beijing Language University Press, 2012.

REMARKS FROM THE PRESIDENT

Dear colleagues,

Welcome to the very First CLTA International Symposium on Chinese Language Teaching and Learning organized by the Chinese Language Teachers Association, USA! With a history of over half a century and a current membership of over 900 individuals and institutions from across the globe as well as over a dozen affiliated regional CLTAs across the U.S., CLTA has grown to be a premier international organization in Chinese language teaching and learning. This also means that there is an ever strong demand for more opportunities for scholarly exchanges and practical training in Chinese language pedagogy. This symposium is the result of several years of planning, and our local host, headed by Professor Yea-Fen Chen, of the Indiana University-Bloomington, has contributed immensely to our field by taking on the task of hosting this major event.

While there are many conferences and workshops available, this symposium features dialogues and interaction at multiple levels: among global Chinese language organizations; among world language organizations, of which CLTA is one, in the US; among US-based sister Chinese language organizations; and, finally, among all the CLTA affiliated regional organizations. I hope that the symposium will provide ample opportunities for exchange of ideas that will serve well our common goal of a deeper understanding of peoples and cultures via language learning.

I'm delighted to have you here and be part of this historic event. Again, welcome!

Hongyin Tao
President of CLTA
Professor of Chinese Language and Linguistics, UCLA

REMARKS FROM THE CONFERENCE CHAIR

各位與會學者與同行：

歡迎大家於深秋時節來到美國印第安納大學布魯明頓分校參加由美國中文教師學會主辦的首屆中文教學國際研討會。印大是過去這一年美國中文教師學會的新家，也是我的母校，此次會議於此美麗的校園舉行別具意義。

美國中文教師學會是一個美國重要的教師團體，創立於 1962 年，目前於世界各地有近千名會員，三年前在費城舉行了五十週年慶。此次國際研討會，與會人士近三百，是學會第一次自辦的大型國際會議。除了美國各州的學者及各級中文教師之外，尚有來自臺灣、中國、韓國、越南、英國、德國、捷克等地中文教師學會代表及學者參加，美國德文教師學會執行長及美國日文教師學會長，亦前來共襄盛舉。

有別於每年十一月與美國外語教師協會在不同城市合辦的五、六千人的大會，此次研討會選在大學校園，想為與會同行、年輕學者提供更多樣的服務。除了近一百五十篇論文發表及兩個針對會員研究、就業需要而設計的工作坊外，更邀請了兩位知名學者鄧守信教授、Paul Sandrock 先生為大會作專題演講。特別感謝鄧守信教授接受大會邀請，從太平洋彼岸不遠千里而來。此次會議也安排了校園參觀、校內戲劇及歌劇演出、會後旅遊等活動。此外，學會也藉此難得的機會擴大與其他美國國內外語教學組織及國際中文教師學會團體的合作與交流，期盼齊心為中文教育做出最大的努力。

一個大型國際會議的籌辦需要投注大量的人力及資源。感謝組委會的各位委員，尤其是本屆學會主席陶紅印教授與負責大會議程的沈禾玲教授，及來自愛荷華大學、普渡大學及本校三十多位辛苦的研究生義工們。感謝印大環球與國際研究學院及各個單位的贊助、參展書商及學校的支持。更感謝於深秋楓紅時節專程前來參與此歷史性的時刻的諸位。也希望各位學者、老師參會期間，有機會進一步交流並領略印大校園及布城之美。若有招待不週之處，敬請見諒。

致上我最真誠的感謝及歡迎。

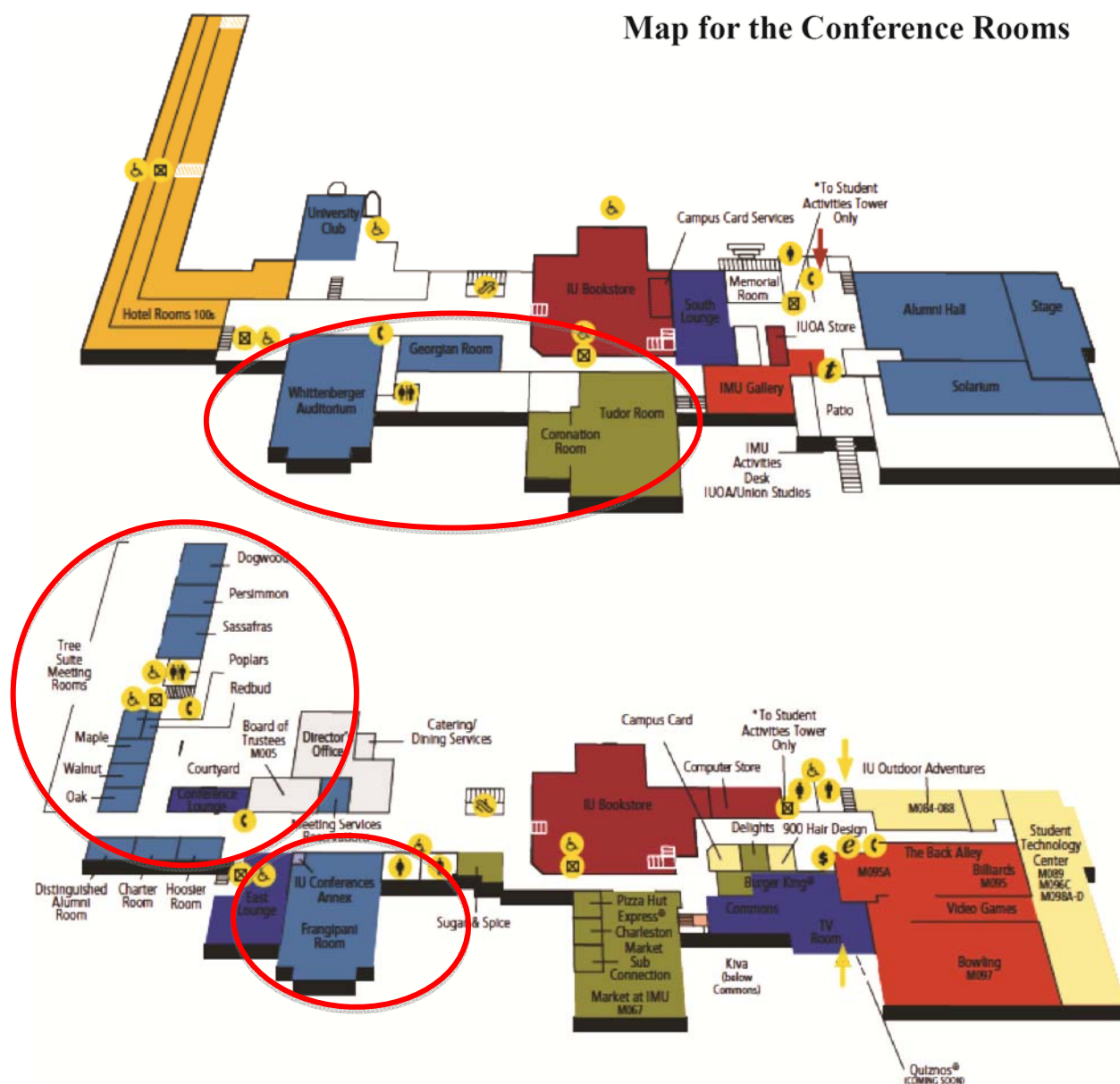
陳雅芬 敬上
美國中文教師學會第一屆中文教學國際研討會組委會主席
美國中文教師學會執行長

PROGRAM OVERVIEW

10/24 (Friday)					
12:00pm-1:15pm	IU East Asian Studies Center Invited Speaker: Dr. Shuhan Wang Co-sponsored by CLTA Frangipani				
1:30 pm-6:00pm	Registration and Information Frangipani				
3:00pm-5:00pm	IU Campus Tour (meet at Hotel Lobby at 3:00pm or 4:00pm)				
5:30 pm-7:00pm	Invited International Representatives of Chinese Organizations Welcome Dinner (forum & dinner)				
7:30pm-8:30pm	Workshop 1: Essentials for a Successful Job interview Wei Hong, Chengzhi Chu, & Jinhua Li BH005			Workshop 2: Action Research Helen Shen BH006	
7:30pm-	M. Butterfly (ticket required) IU Wells-Metz Theatre: 275 North Jordan Ave. (on campus)				
8:00pm-	La Bohème by Giacomo Puccini: ticket price varied: IU Musical Arts Center, 101 North Jordan Ave. (on campus)				
10/25 (Saturday)					
7:00am-6:00pm	Registration and Information Whittenberger (7:00am-9:00am); Tree Suite Lounge (9:00am-6:00pm)				
9:00am-5:00pm	Book Exhibition Frangipani				
8:00am-8:15am	Opening Ceremony Whittenberger Auditorium				
8:15am-9:00am	Opening Forum Whittenberger Auditorium				
9:10am-10:10am	Panel Dogwood	Panel Persimmon	Panel Maple	Panel Walnut	Panel Oak
10:10am-10:30am	Coffee Break Frangipani				
10:30am-11:30am	Panel Dogwood	Panel Persimmon	Panel Maple	Panel Walnut	Panel Oak
11:40am-12:40pm	Panel Dogwood	Panel Persimmon	Panel Maple	Panel Walnut	Panel Oak
12:40pm-1:40pm	Lunch (on your own) CLTA Closed Lunch Meeting with Representatives of Invited National World Language Organizations				
1:40pm-2:40pm	Panel Dogwood	Panel Persimmon	Panel Maple	Panel Walnut	Panel Oak
2:40pm-3:10pm	Poster Sessions (Coffee and light refreshments served) Frangipani				
3:10pm-4:10pm	Panel Dogwood	Panel Persimmon	Panel Maple	Panel Walnut	Panel Oak
4:20pm-5:20pm	Panel Dogwood	Panel Persimmon	Panel Maple	Panel Walnut	K-12 Swap Shop Oak
5:30pm-6:00pm	Reception Tudor Room				
6:00pm-7:00pm	Keynote Speeches by Mr. Paul Sandrock & Professor Shou-hsin Teng Tudor				
7:30pm-	M. Butterfly (ticket required) IU Wells-Metz Theatre: 275 North Jordan Ave. (on campus)				
8:00pm-	La Bohème by Giacomo Puccini: ticket price varied IU Musical Arts Center, 101 North Jordan Ave. (on campus)				

10/26 (Sunday)					
7:00 am - 2:00 pm	Registration and Information Tree Suite Lounge				
7:00 am - 8:00 am	CLTA Closed Breakfast Meeting with Representatives of Invited National Chinese Language Organizations and Regional CLTA Associations				
7:30 am - 12:00 pm	Book Exhibition Frangipani				
8:00 am - 9:00 am	Panel Georgian	Panel Persimmon	Panel Maple	Panel Walnut	Panel Oak
9:00 am - 9:20 am	Coffee Break Frangipani				
9:20am - 10:20 am	Panel Georgian	Panel Persimmon	Panel Maple	Panel Walnut	Panel Oak
10:30 am - 11:30 am	Special Session Georgian	Panel Persimmon	Panel Maple	Panel Walnut	Panel Oak
11:40 am - 12:40 pm	Panel Persimmon	Panel Walnut	Panel Oak		
12:40 pm - 1:00 pm	Closing Ceremony Georgian				
1:30 pm - 4:30 pm	Post-conference Tour				

Map for the Conference Rooms



CONFERENCE PROGRAM

Friday, October 24
Onsite registration and Information: 1:30pm-6:00pm IMU Frangipani Room
9:00am-11:00am Conference Organizing Committee Meeting IMU Frangipani Room
12:00pm-1:15pm IU East Asian Studies Center Invited Speech (co-sponsored by CLTA) IMU Frangipani Room <i>Dr. Shuhan Wang</i> (President, ELE Consulting International, Former Deputy Director, National Foreign Language Center, University of Maryland) Going Global: Development, Challenges and Opportunities for Chinese as a World Language in the United States
3:00pm-5:00pm IU Campus Tour (Meeting at Hotel Lobby at 3:00pm or 4:00pm)
5:30pm-7:00pm Invited International Representatives of Chinese Organizations Forum and Welcome Dinner Host: <i>Yea-Fen Chen</i> (Conference Organizing Committee Chair; Executive Director, CLTA) Welcome speech: <i>Hongyin Tao</i> (President, CLTA) Presentation: <i>Shuhang Wang</i> (President, ELE Consulting International; Director, CELIN at Asia Society) Chinese Immersion Programs in the United States: Emergence, Vitality, Challenges, and Opportunities
Friday, October 24 7:30pm-8:30pm Pre-conference workshops
Workshop 1 Ballantine Hall 005 Essentials for a Successful Job Interview; Wei Hong (Purdue University), Chengzhi Chu (University of California, Davis), & Jinhua Li (University of North Carolina at Ashville) Primarily for graduate students and pre-service teachers who are or will be on job market for university positions in Chinese, this workshop provides practical strategies in understanding job descriptions, institutional needs and one's own potentials in matching up such needs, and job application. Preparatory procedures in entering job market will be provided, including exploring job posts and preparing resumes, teaching statements, phone and campus interviews. If time permits, we will do a short mock interview and discuss its success (or failures). <i>Participant limit to 30. Registration fee: \$10 per person.</i>
Workshop 2 Ballantine Hall 006 Action Research; Helen Shen (The University of Iowa) The workshop will address the characteristics and procedures of teacher action research in a Chinese L2 classroom setting. Concrete samples of conducting teacher action research in the second language classroom will be given. Participants will learn how to identify a research topic, write a research proposal, and carry out the study by following guidelines typically used in teacher action research. <i>Participant limit to 30. Registration fee: \$10 per person.</i>
Performances on campus (tickets required): M. Butterfly: 7:30 pm Location: IU Wells-Metz Theatre, 275 North Jordan Ave. La Bohème: 8:00 pm Location: IU Musical Arts Center, 101 North Jordan Ave.

Saturday, October 25

Onsite Registration and Information: 7:00am-6:00pm IMU Whittenberger (7:00 am-9:00 am); Tree Suite Lounge (9:00 am-6:00 p.m.)

Book Exhibition: 9:00am-5:00pm IMU Frangipani Room

Saturday, October 25

Opening Ceremony and Opening Forum 8:00am-9:00am IMU Whittenberger Auditorium

8:00am-8:15am Opening Ceremony

8:15am-9:00am Opening Forum

Teaching World Languages in a Global Context

Moderator: *Hongyin Tao* (President, CLTA)

Panelists: *Keith Cothrun* (Executive Director, AATG), *Motoko Tabuse* (President, AATJ), *Shuhan Wang* (President, ELE Consulting International; Director, CELIN at Asia Society)

Saturday, October 25 9:10am-10:10am

Panel 1 IMU Dogwood Room

Studies on Reading and Writing in Advanced Chinese L2 Classrooms

This panel consists of four empirical studies exploring the important aspects of advanced-level reading comprehension, assessment, and technology-based writing instruction. The first and second studies answer the questions of what are advanced students' attitude and performance by using a computer to write and by using media materials during writing in comparison with traditional paper-pencil writing. The third study investigates effects of inserting questions during the reading on reading comprehension. The fourth study reports how to develop and administer an Informal Reading Assessment (IRA) to be conveniently used by classroom teachers to assess students' reading performance and the readability of textbook lessons.

Chair: *Helen H. Shen, The University of Iowa*

Presenters:

Bo Sun, University of North Carolina, Chapel Hill

Comparative study of Chinese writing by hand and by computer among advanced L2 Chinese Learners

Ting Huang, University of Rochester

Media in Writing Essays in Advanced Chinese L2 Class

Shuyi Yang, The University of Iowa

Inserted Adjunct Questions and L2 Reading with Chinese Advanced Learners

Li Su, The University of Iowa

Informal Reading Assessment of advanced CFL Learners

Panel 2 IMU Persimmon

Phonetics Lab and Beyond: Bringing Phonetics to the Teaching and Assessment of Chinese Pronunciation

Rooted in the study of acoustic phonetics, this study aims to build teaching and assessment models for Chinese pronunciation that could be adopted in the classroom and further incorporated into an e-learning teaching platform. The first presentation reports the development of Chinese spoken corpus and its applications, the second presentation reports inter-language analysis from pedagogical perspectives, and the third presentation reports on using CAPL with automatic speech recognition to assess learners' pronunciation of Chinese.

Chair: *Yuwen Hsiung, National Taiwan Normal University*

Presenters:

Peichun Liu, National Taiwan Normal University

Development of Chinese Spoken Corpus and Its Applications

Yuwen Hsiung, National Taiwan Normal University

Interlanguage Analysis in Pedagogical Perspective for Chinese L2

Jheng-Yu Yang & Hsiao-Tsung Hung, National Taiwan Normal University

More Than Scores: Using CAPL with Automatic Speech Recognition to Assess Learners' Pronunciation of Chinese

Panel 3 IMU Maple Room

Integrating Language and Culture into Curriculum Development for Chinese Heritage Language Learners

This panel focuses on how to integrate culture learning and language learning into CHL curriculum development. The first presentation will share with the audience the design and practice of a third-year CHL course, the second will focus on some curricular activities designed for CHL learners, and the third will introduce some extracurricular activities to promote culture and language learning among CHL learners. The fourth presentation examines how American high school students learned to talk about food when staying with host families in China.

Chair: *Yan Liu, Duke University*

Presenters:

Yan Liu, Duke University

Designing and Implementing a Language-Culture-Integrated Curriculum for A Third-year Chinese Heritage Language Course

Tianshu He, Duke University

Curricular Activities for CHL Learners, Curricular Activities to Promote CHL learners' Language Learning and Culture Learning

Dan Wang, Duke University

Extracurricular Activities for CHL Learners, Promoting Culture and Language Learning Through Community-based Activity for CHL Learners

Qian Wu & Sheng-Hsun Lee, Pennsylvania State University

A Taste of Language Socialization: Talking about Food in Short-Term Chinese Homestays

Panel 4 IMU Walnut Room

Developing Intermediate Blended Chinese Course

This panel will show how to adopt different technology in developing teaching materials for college level intermediate Chinese course at two U.S. institutions. The first presentation focuses on the use of visual aids in the development of a blended Chinese course. The second presentation introduces how to use Smart Board to enhance blended teaching, including development of effective in-class activities and on-line grammar videos. The third presentation shares how our language center supports the development and implementation of fully online and blended language courses.

Chair: *Mingyu Sun, University of Wisconsin-Milwaukee*

Presenters:

Yingfei Chen, Michigan State University

Effective Use of Visual Aids in an Online Format

Xiaorong Wang, University of Wisconsin-Milwaukee

Smart Board Enhanced Blended Learning

Mingyu Sun, University of Wisconsin-Milwaukee

Language Resource Center's Role in Developing Blended and Online Courses

Panel 5 IMU Oak Room

Chinese as a Foreign Language Curriculum Development (I)

This panel consists of three presentations about Chinese curriculum development. The first presentation investigates how American university students' evaluated the one-year regular semester Chinese program and 2-month summer intensive program offered by the Flagship Chinese Institute. The second presentation describes current Chinese curricula in US four-year colleges and universities that offer the Chinese major. The third presentation examines how pedagogical innovation integrating Universal Design for Learning may enhance the learning of Mandarin among the increasingly diverse student body.

Chair: *Yu Li, Emory University*

Presenters:

Yi-Lu Kuo, Indiana University Bloomington

Chinese Learners' Evaluation of Regular Semester Program and Summer Intensive Immersion Program

Yu Li, Emory University

Chinese Language Curriculum at the College Level: Scope, Sequence, and Standards

Frances Yufen Lee Mehta, Cornell University

Universal Design for Learning and Authentic Assessment in an Innovative Chinese Curriculum

Saturday, October 25 10:10am-10:30am

Coffee Break: IMU Frangipani Room

Saturday, October 25 10:30am-11:30am

Panel 6 IMU Dogwood Room**Chinese as a Second Language Writing Instruction**

The panel consists of four studies on writing instruction for Chinese as a second language learner. The first presentation examines learning outcomes in phonology, morphology and syntax through scrutiny of writing assignments at several course levels and calls attention to the need to fuse all four linguistic skills at an early stage of learning rather than segregating and delaying their development. The second presentation investigates the over-time development of learners' writing proficiency in the Content-Based Instruction (CBI) course. The third presentation analyzes the data collected in a collaborative writing project assigned in the context of a Business Chinese course, and draws conclusions about the mediational means that best explained the process and results of the team project, such as first language, second language proficiency, task features, and group interaction. The fourth presentation introduces the Intellectual Engagement and Linguistic Achievement model in which online materials are selected and content-based instruction is adopted.

Chair: *Yun Xiao, Bryant University*

Presenters:

Jue Wang, USAF Academy

Writing Assignments Raise Literacy in Chinese Language Learning

Yun Xiao, Bryant University

Learners' Writing Proficiency Development in Chinese Content-Based Instruction

Chao-mei Tu, National Taiwan Normal University

Collaborative writing and its mediational means: A case study of a Business Chinese project

Shu-Chuan Chen, University of California, Santa Barbara

以內容及案例為導向的閱讀及寫作教學

Panel 7 IMU Persimmon**CRIE-CFL: A tool for Chinese textual analysis and its application**

The first presentation focuses on vocabulary. According the analysis of CRIE-CFL, the number of each level of vocabulary increased with the CEFR level increased, and the results of trend analysis individually achieved statistical significance. These demonstrated that each of features has a clear relationship with CEFR levels. The second presentation studies Chinese special sentence patterns in CSL/CFL such as *Ba* construction. The third presentation aims to investigate the textual readability for Chinese as a second language with a particular concern on the discourse connectives.

Chair: *Chin-Chuan Cheng, National Taiwan Normal University*

Presenters:

Wei-Chun Lin, National Taiwan Normal University

Chinese Vocabulary Learning in CSL/CFL

Jia-Fei Hong, National Taiwan Normal University

Chinese Special Sentence Patterns in CSL/CFL

Jung-yueh Tu, National Taiwan Normal University

Chinese Conjunctions and Readability Complexity in CSL/CFL

Panel 8 IMU Maple Room

Strategizing Materials and Methods in Advanced Chinese Classes

This panel discusses material development and teaching methods for advanced Chinese classes. The first presentation investigates how Literature Circles framework is implemented to Chinese L2 advanced learners as a way of developing learner's meaningful interactions with literary texts. The second one focuses on the effectiveness of student-led reading activities on the development of reading, listening, speaking and critical thinking skills. The third presentation presents comprehensive step-by-step collaborative writing assignments for advanced Chinese learners as well as the students' evaluation on the individual tasks they completed and their reaction to the assignments. The fourth presentation discusses the pedagogical model of word meaning network in advanced Chinese multi-meaning vocabulary instruction.

Chair: *Ping Qiu, Valparaiso University*

Presenters:

Ping Qiu, Valparaiso University

Integrating Literature Circles to Advanced Chinese Classroom

Ying Wu, Lake Forest College

Strategies and Approaches in Teaching Advanced Mass Media Chinese Course

Bailu Li, Purdue University

Collaborative Writing in Advance Chinese Classroom

Yuhong Li, Zhejiang University of Technology

高级阶段汉语多义词教学——义项网络教学模式

Panel 9 IMU Walnut Room

Issues on Chinese Classroom Instruction

The panel deals with several issues about Chinese classroom instruction. The first presentation focuses on how intermediate Chinese learners' self-correction helps improve their writing compared to simply giving teacher's feedback alone without the requirement of self-correction. The second presentation uses TV advertisement, TV program and TV dramas to design for intermediate and advanced Chinese course. The third one proposes to restructure "top-to-bottom" approach with dialogues, sentences, and words in order and to teach from prosody to segments.

Chair: *Ik-sang Eom, Hanyang University*

Presenters:

Lu Cao, Ohio University

The effect of students' self-correction on intermediate Chinese learners' writing: Some implications on Chinese teaching

Jinai Sun, North Central College

美国大学中高级汉语课《中国流行文化》教学探讨

Ik-sang Eom, Hanyang University

Discrepancies between Theory and Reality: L2 Textbooks of Mandarin

Panel 10 IMU Oak Room

Motivation, Learner Agency and Technology in Chinese Learning

This panel mainly discusses the motivation, learner agency and technology application in Chinese class. The first presentation uses socio-educational model and the framework of the internal structure of language learning motivation to investigate Chinese language learning attitudes and motivation across three proficiency levels. The second presentation introduces the concept of Flip Teaching with enhancing students' autonomy and motivation as the underlying motif. The third presentation reports findings on how animated materials affect L2 acquisition by investigating the acquisition of the perfective particle LE in Mandarin Chinese.

Chair: *Xiaohong Wen, University of Houston*

Presenters:

Xiaohong Wen, University of Houston

Why do students start and continue to learn Chinese?

Raymond Pai, Defense Language Institute

Enhancing Learner Autonomy and Motivation by Flip Teaching with Web 2.0 Applications in Chinese classrooms

Tzu-I Chiang, Indiana University Bloomington

Animation and L2 Acquisition of the Perfective Particle LE in Mandarin Chinese

Saturday, October 25 11:40am-12:40pm

Panel 11 IMU Dogwood Room

華語為外語之寫作自動評估與教學

本研究藉由建置一個以華語為外語之寫作語料庫，透過大量外語學習者之寫作文本偏誤特徵的分析，發展出一套以華語為外語的寫作自動評估與教學回饋系統，進而作為華語寫作教學之輔助工具，以增進教學成效。第一個研究面向是「華語寫作語料庫建置與分析」，針對以 ACTFL 為架構的華語寫作能力建立單一題目不同等級華語為外語之寫作者的寫作語料庫。第二個研究面向是「華語作為外語之寫作自動評估與回饋」，發展了一個能偵測句法類特徵及錯誤的文法剖析器來擷取華語為外語的寫作特徵。第三個研究面向是「基於華語寫作自動評估的教學策略」，從句本位的角度出發，利用外語寫作語料庫蒐集常見的偏誤，並給予具體的寫作技巧建議，讓華語學習者具備基本的寫作能力。

Chair: *Jia-Fei Hong, National Taiwan Normal University*

Presenters:

Yao-Ting Sung, National Taiwan Normal University

華語寫作語料庫建置與分析

Yao-Tun Lee, National Kaohsiung University of Applied Science

華語作為外語之寫作自動評估與回饋

Jen-I Chang, National Taiwan Normal University

基於華語寫作自動評估的教學策略

Panel 12 IMU Persimmon

Task-based language teaching and oral proficiency in L2 Chinese

This panel explains theoretical foundation of task-based instruction and its role in facilitating the development of L2 Chinese learners' oral proficiency followed by concrete teaching samples of task design at different proficiency level. The first presenter discusses how to design oral tasks for a First-year Chinese speaking class. The second presenter discusses how to design oral tasks for a second-year Chinese speaking class. The third presenter discusses how to design oral tasks for a third-year Chinese speaking class.

Chair: *Yuan Lu, University of Iowa*

Presenters:

Tianlu Zhang, University of Iowa

Task-based instruction and tasks in First-year Chinese speaking course

Wenwen Fu, University of Iowa

Task-based instruction and tasks in Second-year Chinese speaking course

Yuan Lu, University of Iowa

Task-based instruction and tasks in Third-year Chinese speaking course

Panel 13 IMU Maple Room

Live Chinatown Project: Constructing Meaningful Curriculum Based on Stevick's Language Teaching and Learning

The panel introduces a collaborative curriculum project "Live Chinatown" by a group of K-16 Chinese language educators in East and West Coasts of U.S. The first presentation reports on a day trip for middle school students using resources in SF Chinatown for culture, history and language enrichment. The second presentation introduces the San Jose field trip designed to match the curriculum goals at Stevenson school. The third presentation focuses on how to integrate Washington DC's Chinatown neighborhood and its local museums into language learning. The fourth presentation discusses "Confucius" to different level students. The fifth presentation discusses a Chinatown visiting project that requires learners to research on how to carry out daily life activities using Google Map, Yelp and other resources.

Chair: *Jinhuei Enya Dai, Monterey Institute of International Studies*

Presenters:

Sinwen Hsu, Bentley School

Chinese Immigrants' "now and then" in SF Chinatown

Sisi Wu, Stevenson School

The Meaningfulness behind San Jose Field Trip

Elizabeth Tredeau, Landon School

Washington DC Chinatown and Museums

Yaching Kelkis, Chinese American International School

Confucian Circles in U.S. and Asia

Shunyao Chang, Middlebury College

Boston Chinatown as a Pedagogical Resource for Chinese Learning

Panel 14 IMU Walnut Room

Design Chinese L2 learning activities that foster student engagement

This panel explores the relationship between student engagement and successful Chinese L2 language learning at secondary school level. The first presenter focuses on 3 design qualities “A safe environment”, “Affiliation”, and “Choice” and discusses the application of Free tech tools’ in Chinese classrooms. The second presentation shows how to use some design qualities such as “Affiliation,” “Choice,” and “Authenticity,” to create real-life, meaningful, engaging, and student-based tasks that can make Chinese L2 learning more effective and interesting. The third presentation demonstrates how to use web-based applications to create students' own games that enhance Chinese L2 instruction.

Chair: *Mindy Zhang, Indiana Academy for Science, Mathematics, & Humanities*

Presenters:

Tung Fen Lee, Carmel High School

Classroom learning strategies and activities to increase student engagement

Mindy Zhang, Indiana Academy for Science, Mathematics, & Humanities

Creation of Authentic, Meaningful, Engaging, and Student-based Language Activities

Hui-Ching Hsu, Purdue University

Technology-enhanced learning activities for the digital natives

Panel 15 IMU Oak Room

A New Paradigm for Advanced Chinese Language Education

This panel presents various curriculum models of Flagship which has great impact upon the current state of the advanced language instruction in the United States. The first presentation demonstrates how the URI Chinese Language Flagship Program uses assessment and testing as a means to help inform the curriculum and the educational process. The second presentation discusses four CBI models adopted in the UO Chinese Flagship Program, designed to address the non-linear and uneven development of accuracy and fluency in advanced Chinese language acquisition. The third presentation explains the Novice Starter Model at a Chinese Flagship Center from pre-freshman domestic summer training to content course teaching in the sophomore year. The fourth presentation will focus on language training in students' professional domains including tutoring in professional language usage, direct enrollment courses in students' major, and internships during the Capstone year.

Chair: *Yea-Fen Chen, Indiana University*

Presenters:

Wenchao He, University of Rhode Island

Proficiency Assessment and Testing in the Curriculum of URI Chinese Language Flagship Program

Zhuo Jing-Schmidt, University of Oregon

Content-based instruction in the UO Chinese Language Flagship Program

Henrietta Yang, University of Mississippi

Training Novice Starters to High Linguistic Proficiencies: Challenges and Successes

Der-lin Chao, Hunter College, City University of New York

Professional Language Instruction and Training in Chinese Flagship Programs

Saturday, October 25 12:40pm-1:40pm

Lunch (on your own)

CLTA Closed Lunch Meeting with Representatives of Invited National World Language Organizations

Saturday, October 25 1:40pm-2:40pm

Panel 16 IMU Dogwood Room

CSL Teacher Education: Pedagogical Content Knowledge, Teaching Materials, and Multidimensional Assessment

This panel aims to address the issue of effective CSL teacher preparation and professional development by means of a theoretical framework TPACK, which refers to Technological, Pedagogical, and Content Knowledge. The first presentation aims to construct a model in terms of the expertise in teaching Chinese as the foreign language at Kindergarten level through an investigation of CSL teachers' perceptions and need for professional development. The second presentation explores in details the role of communicative competence from a variety of general business Chinese teaching materials. The third presentation attempts to capture the essential qualities of TPACK by teacher educators for technology integration into pre-service teaching practice, while addressing the complex, multifaceted and situated nature of teacher evaluation through multidimensional assessment.

Chair: *Chin-Chin Tseng, National Taiwan Normal University*

Presenters:

Li-Na Fang, National Kaohsiung Normal University

An Investigation of Professional Development of Chinese Language Teachers with Kindergarten Programs

Li-Yu Chen, National Taiwan Normal University

Analysis of Teaching Materials for Business Chinese and Teacher Education

Chin-Chin Tseng, National Taiwan Normal University

Enhancing Language Teaching Quality through Online Practice and Multidimensional Assessments

Panel 17 IMU Persimmon

Classroom-Based Research Studies, Assessment, and Goal Setting in Chinese Instruction

The panel adopts a macro-level perspective into Chinese as a second or foreign language teaching. The first presenter reviews classroom-based research studies that have been published both in China and North America in the field of teaching/learning Chinese as a second language. The second presentation investigates the Master's theses and Doctoral dissertations in the field of Teaching Chinese as a second or foreign language (TCSL/TCFL) in China in the past ten years. The third presentation analyzes the weaknesses in the current Chinese assessment standard and proposes some suggestions. The fourth presentation uses a mixed method approach to investigate effects of goal-setting on L2 Chinese learners' development of linguistic knowledge.

Chair: *Fangyuan Yuan, US Naval Academy*

Presenters:

Fangyuan Yuan, US Naval Academy

A Review of Classroom-based Research in L2 Chinese

Siyan Hou, Purdue University

Master's and Doctoral thesis in Teaching Chinese as Second/Foreign Language in China: A Research Synthesis

Feng Chen, Confucius Institute at University of Alaska at Anchorage

汉语国际传播标准的不足之处

Kun Nie, Carnegie Mellon University & Lei Chen, University of San Diego

Goal-Setting, Individual Variation and L2 Chinese Development at an Instructional Context

Panel 18 IMU Maple Room

Structural Sensitivity and Learning of Chinese Characters among L2 Learners

This panel examines structural sensitivity and second language (L2) learners' learning of Chinese characters. The first presentation traces the history of the debate on the nature of Chinese characters and discusses the significance of phonetics and semantic radicals in L2 pedagogy. The second presentation reports on a study that measured different aspects of radical awareness and addressed how they were differentiated by learners' general reading proficiency. The third presentation found that direct teaching of word structures, including radicals, facilitated learners' recognition of printed words. The three presentations provide compelling evidence that building learners' structural sensitivity of characters should be an integral component of L2 Chinese pedagogy.

Chair: Guohe Zheng, Ball State University

Presenters:

Guohe Zheng, Ball State University

Radicals in Chinese Character Teaching

Liu Li, Ball State University

Radical Awareness and Reading Proficiency in Chinese Learners

Dongbo Zhang, Michigan State University

The Instruction of Word Structure

Panel 19 IMU Walnut Room

臺灣電影與華語教學：從跨文化角度談起

本小組將使用比較文學與跨文化理論中的比較分析法，藉由幾部議題類同的中西電影，對照出不同文化對相似議題所呈現出價值觀與文化思維的差異。第一個研究以台灣的《父後七日》與美國的《想愛趁現在》(A Little Bit of Heaven)為「死亡」議題的代表，進行跨文化比較教學。第二個研究篩選出《一頁台北》、《盛夏光年》、《那些年，我們一起追的女孩》等多部電影，期許以本文為基礎，發展未來臺灣華語文教學之素材與教材。第三個研究試以近年盛行的族裔電影為題材，透過台灣電影《賽德克巴萊》的原民意象，從歷史族群、文化藝術的層面討論並延伸至教學的應用。並透過美國經典原住民文化電影《與狼共舞》(Dances with Wolves)，以兩地的原民文化與殖民歷程做延伸教學，進行相關跨文化的比較分析及討論。

Chair: Ying-Ying Chien & Chao-mei Tu, National Taiwan Normal University

Presenters:

Lucy Luo & Ying-Ying Chien, National Taiwan Normal University

跨文化比較與電影華語教學：以「死亡」議題為例

Elly Chen, National Taiwan Normal University

台美族裔電影的文化意象與教學應用

Ying-Ying Chien, Amy Kuo & Lucy Luo, National Taiwan Normal University

鏡頭下的臺灣地景：從《一頁台北》到《那些年，我們一起追的女孩》

Panel 20 IMU Oak Room

High School Chinese Instruction

The panel focuses on high school Chinese instruction. The first presentation investigates the beliefs of English-speaking beginner learners of Chinese, about difficulties of Chinese learning and effective strategies of overcome the difficulties they encounter. The second presentation analyzes the relationship between language acquisition and culture project designing. The third presentation mainly focuses on improving the L2 performance through step-by-step Collins Writing tasks.

Chair: Ye Sun, Lafayette School Corporation

Presenters:

Juan Yang, University of Warwick, UK & Fang Xiao, The Castle School, UK

Beginner learners' beliefs about difficulties and effective strategies of learning Chinese: A Case study in secondary schools in England

Zheng Gu, Wynne High School

Language-Objective-Relevant Culture Project Design for American High Schools' Chinese Class

Ye Sun, Lafayette School Corporation & Jinye Zhao, High School Affiliated to Shanghai Jiaotong University

Improve Beginners' Chinese language performance through Collins writing tasks

Saturday, October 25 2:40pm-3:10pm

Poster Sessions IMU Frangipani Room

Coffee and light refreshments are sponsored by the Confucius Institute at Purdue

Poster Sessions A

Technology and Service Learning

The first poster presents theoretical framework, techniques of pedagogical design for gamely vocabulary instruction, process of implementing, and assessment methods. The second poster recounts the experiences of students in an undergraduate course in advanced Chinese language and culture.

Presenters:

Yalun Zhou, Rensselaer Polytechnic Institute

Learning Vocabulary as a Multiplayer Game: A Pedagogy to Teach the Digital Natives

Carl Polley, University of Hawaii Kapiolani Community College

Building Chinese L2 Skills and Cultural Competency through Service Learning**Poster Session B****Empowering Writing Practice with Online Collaborative Writing Tools-A Tentative Study**

The use of social technologies brought a renewed attention to L2 collaborative writing. Yet, how to effectively apply such tools remains a question (Elola, 2010). Collaborated by three authors, this qualitative study examines the application of Web 2.0 collaborative writing tool in the teaching and learning of writing in intermediate CFL class. We will present the overview of the study, the design of the writing tasks, the analysis of students' collaborative works in writing and the pedagogical implication of this study.

Chair: *Xiaoyuan Zhao, The University of Iowa*

Presenters:

Xiaoyuan Zhao, The University of Iowa

Xi Ma, The University of Iowa

Xiaofei Pan, The University of Iowa

Saturday, October 25 3:10pm-4:10pm**Panel 21 IMU Dogwood Room****Teaching L2 Chinese from an Empirically-Based Discourse-Pragmatic Perspective**

This panel includes three investigations. The first study investigates word-order constraints on Chinese "Zai+NP" prepositional phrase. The second study examines the discourse-pragmatic functions of Chinese adverb "Zhi", particularly when "zhiyou" and "zhiyao" constructions occur before or after associated clause. Additionally, text type is investigated. The third study examines the pragmatic functions of Chinese adverbs "Ke" and "Dao" as a procedural encoder.

Chair: *Fred Jyun-Gwang Chen, National Taiwan Normal University*

Presenters:

Fred Jyun-Gwang Chen, National Taiwan Normal University

A Semantic, Discourse, and Pragmatic Analysis of "Zai+NP"the

Yu-fang Wang, National Kaohsiung Normal University

The Discourse-pragmatic Functions of "Zhiyou" and "Zhiyao" Constructions in Different Clause Positions and Text Types

Hsi-Chi Lee, Feng Chia University

A Study on the Procedural Encoding of Modern Chinese Adverbs "Ke" and "Dao"**Panel 22 IMU Persimmon****Teaching Chinese Through Culture**

The panel explores ways through which culturally viable activities are incorporated in and outside of class, making them an important part in both the students' learning experience and their social life. The first presenter illustrates how Chinese social network websites help students retain linguistic skills learned in a classroom setting better and longer. The second presenter takes New Practical Chinese Reader as case study to provide several approaches the Chinese instructor can adopt in order to integrate language and culture in classroom. The last presenter intends to explore methods of implementing traditional zhiguai xiaoshuo 志怪小说 (short supernatural narratives) into intermediate level Chinese course.

Chair: *Jinhua Li, University of North Carolina, Asheville*

Presenters:

Jinhua Li, University of North Carolina, Asheville

Integrating Social Network in Beginning Chinese Classroom

Sijia Yao, Purdue University

Effective Use of New Practical Chinese Reader

Meng Wang, Purdue University

The Use of Traditional Zhiguai Xiaoshuo in Intermediate Chinese Course

Panel 23 IMU Maple Room

Chinese Study Abroad Program

In this panel, we will share experiences and thoughts on different Chinese Study Abroad Projects. The first presentation gives a comprehensive description of UMass Boston's Fulbright-Hays Group Project Abroad Chinese Language Immersion Program. The second presentation introduces American Ambassador Project (AAP) and China In-depth Project (CIP) for the spring term, and Business Culture Difference (BCD) during the summer internship, designed to promote understanding between Chinese and Americans. The third presentation investigates the written and oral tests to assess students' language gain. The fourth presentation discusses the role of dinner table talk in offering "opportunity spaces" for challenge, revision, and defense of moral stances.

Chair: *Yu Wu, University of Massachusetts, Boston*

Presenters:

Yu Wu, University of Massachusetts, Boston

A Description of the Fulbright-Hays Group Project Abroad Chinese Immersion Program

Wanli Hu, University of Massachusetts, Boston

Team Projects to Promote Cross-cultural Understanding

Kaitlyn Lee, University of Massachusetts, Boston

Assessment and Successful Learning Stories

Sheng-hsun Lee & Qian Wu, Pennsylvania State University

Narrating Moral Stances in Home Stays Abroad

Panel 24 IMU Walnut Room

Chinese as a Second Language Vocabulary Acquisition and Instruction

The panel discusses the Chinese vocabulary acquisition and instruction. The first presentation attempts to investigate how Chinese L2 learners acquire Chinese colloquial idioms under two different learning conditions. The second presentation shows how fun and easy learning Chinese can be and shares some creative methods of developing vocabulary materials. The third presentation demonstrates the important role that subject plays in Chinese vocabulary instruction. The fourth one gives a short overview on L1 and L2 word recognition studies in Chinese and their instructional implications.

Chair: *Yu Li, The University of Iowa*

Presenters:

Yu Li, The University of Iowa

An Investigation of Acquisition of Five Pairs of Chinese Colloquial Idiom under Enhanced and Instructed Conditions

Carl Chang, Lucia Mar Unified School District

Fun and enjoyable in teaching/learning Chinese vocabulary

Haiyong Liu, Wayne State University

The importance of subject in Chinese vocabulary teaching

Marion Krames, Trier University

The development of word recognition skills among CFL learners

Panel 25 IMU Oak Room

Issues on High School Chinese Instruction

The panel discusses the Chinese instruction for high school students. The first presentation starts with an update on the AP Chinese Language and Culture Course and Exam and then deals with teaching strategies that help students achieve excellence in AP Chinese. The second presenter introduces three effective activities to attendees including modeling clay to make characters. The third presentation analyzes the local factors and essential conditions to support effective integration of technology, provides strategies for indicated content and foci best-paired with technology, and offers some technology resources with concrete examples and live demonstration. The forth presentation demonstrates how teachers create text scrolls and text feature posters in the target language to reinforce Common Core Anchor Standards and meet proficiency standards for students in grades K-8.

Chair: *Jianhua Bai, Kenyon College*

Presenters:*Jianhua Bai, Kenyon College***Achieving Excellence in AP Chinese***Yunghung Sandra Hsiao, Indian Trail High School & Academy***Three Effective Activities for K-12 Chinese Teachers & Students***Ping Peng, Minnetonka Public Schools***Technologies in Chinese Immersion Education***Julia Lee, Dwight School & Minmin Liang, Massachusetts Institute of Technology***Using Authentic Texts to Teach Anchor Standards in High School and College Level Mandarin Classrooms****Saturday, October 25 4:20pm-5:20pm****Panel 26 IMU Dogwood Room****Writing and Speaking development of Heritage Learners**

The Panel includes four studies about heritage learners' writing and speaking development. The first presentation compares the writing samples of heritage and non-heritage learners and proposes the differences as well as the improvement of instruction. The second presentation focuses on three aspects of advanced-level Chinese as a heritage language including the characteristics of their linguistic competence, the selection, and the editing of learning materials, and learning tasks and exercises. The third presentation investigates the motivation of learning Mandarin Chinese by young adolescent Chinese heritage speakers at community-based programs and at public/private schools in the United States.

Chair: *Jin Zhang, Massachusetts Institute of Technology***Presenters:***Fang Pan, Harvard University***Error Analysis of Formal Writing: Advanced Heritage and Non-heritage Chinese Learners Compared***Jin Zhang, Massachusetts Institute of Technology***Material Development for Advanced-Level Chinese as a Heritage Language***An Chung Cheng & Mingyang Liu, University of Toledo***Language learning motivation of Chinese heritage teenagers in different sectors****Panel 27 IMU Persimmon****Chinese Vocabulary Acquisition for Beginning and Advanced Learners**

The panel focuses on Chinese vocabulary acquisition among beginning and advanced level Learners. The first presentation examines vocabulary acquisition and retention in a beginning Chinese course by comparing competitive activities (e.g., races, games, point earning contests) with cooperative activities (e.g., surveys, role plays, information gap activities). The second presentation investigates the impact of compound awareness training on L2 Chinese vocabulary learning among advanced learners. The third presentation collects 100 high frequency colloquial idioms from China TV dramas and analyzes the contexts to help advanced level students to fully understand the meaning and application of these idioms.

Chair: *Hoang Anh Nguyen, University of Language and International Studies – Vietnam National University***Presenters:***Stacy DuBravac & Wei Jiang, University of Kentucky***Competition and Cooperation in Vocabulary Acquisition***Sihui Ke, Carnegie Mellon University***Does Compound Awareness training Matter? An Investigation into Deductive versus Inductive Approach to L2 Chinese Vocabulary Learning***Hoang Anh Nguyen, University of Language and International Studies – Vietnam National University***汉语惯用语教学中的语境分析和汉外语言文化对比——以越南汉语教学为例****Panel 28 IMU Maple Room****Developing Community-Oriented Pedagogical Materials for Chinese Study-Abroad**

This panel introduces a field-tested pedagogical material "Performance Log", designed to direct student participation in culturally-situated performances in a Chinese study abroad context. The first presentation explains the crucial role of culturally-situated performance in Chinese language learning in the study-abroad

context and introduces a pedagogical material "Performance Log". The second presentation explores how Field Performance, one of the core components of Performance Log, extends classroom learning into live practice in the local community. The third presentation demonstrates how Performance Watch Reports, another core component of Performance Log, equip language learners to analyze communicative acts as culturally situated performances defined by place, time, audience, roles, and script. The fourth presentation provides guidance on how to best incorporate field learning into classroom-based communicative development in a study abroad context.

Chair: *Donglin Chai, The Ohio State University*

Presenters:

Donglin Chai, The Ohio State University

The Role of Cultural Performance under Chinese Study-abroad Context and General Introduction of Performance Log and the CLS program

Bing Mu, The Ohio State University

Field Performance---Extend Classroom Learning into Live Practice in the Local Community

Crista Cornelius, The Ohio State University

Performance Watch---Facilitates Deeper Understanding of the Target Culture

Donglin Chai & Bing Mu & Crista Cornelius, The Ohio State University

Guidance for Instructors in Using *Tiyan rishi*

Panel 29 IMU Walnut Room

Chinese L2 Phonetics Acquisition and Instruction

The panel includes three presentations about Chinese phonetics acquisition and instruction. The first presentation introduces four principles in beginning level phonetic instruction. The second presentation examines the second language (L2) tonal productions of Chinese monosyllabic narrow focus made by 20 American English-speaking learners and 20 Tokyo Japanese-speaking learners. The third presentation aims to document the self-initiated "de-fossilize" process of a college CFL student who has been using alveolar stop [t] consistently to replace [tɕ], [tɕʰ] and [ɕ] in Mandarin Chinese. The fourth presentation investigates the effects of two types of teaching methods (Tonal-direction focused teaching method vs. Tonal-height focused teaching method) on the production of Tone 3 by English-speaking learners.

Chair: *Ju-Eok Meng, Hankuk University of Foreign Studies*

Presenters:

Ju-Eok Meng, Hankuk University of Foreign Studies

入门阶段汉语语音教学的重点与技巧

Hang Zhang, George Washington University

The Acquisition of Chinese Narrow Focus Marking

Wen-Hua Du, Penn State University

A Case Study of "De-fossilization" in Mandarin Chinese Pronunciation [tɕ], [tɕʰ] and [ɕ]

Yunjuan He, University of North Georgia

The Effects of Two Teaching Methods on English Speaking Learners' Production of Mandarin Dipping Tone

Swap Shop for K-12 Chinese L2 Teachers IMU Oak Room

This swap shop aims to provide a platform for K-12 Chinese language teachers to share, demonstrate, exchange, and learn from each other's valuable teaching experience. The topics will cover various areas, such as assessment tools, storytelling, fun and useful computer games, effective ways to teach characters, teach Chinese through songs, innovative teaching techniques, and etc. It is also a great opportunity to network and receive many excellent teaching tips in 50 minutes. Each presenter will have up to 5 minutes to present. There will be a brief discussion/question & answer session at the end.

Chair: *Mindy Zhang, Indiana Academy for Science, Mathematics, & Humanities*

Presenters:

1. *Yun-Chu Chen, St. Andrew's Episcopal School*

Innovative Ways of Teaching Chinese as a Foreign Language: iPad Projects

2. *Shin-Shin Lin, Fremd High School*
Web tools for formative assessments
3. *Lu Lu, Shorewood Elementary School/University of Wisconsin-Madison*
Effective Strategy of teaching Chinese through songs for beginner level learners
4. *Wenjia Ma, University of Illinois at Urbana-Champaign*
Using Computer Games in Teaching 3-5 Grade Chinese
5. *Frances Yufen Lee Mehta, Cornell University*
Innovative Techniques of Teaching Chinese Characters
6. *Guijuan Niu, Bishop Noll Institute*
Encourage Students to Participate in Competition and HSK/YCT Tests
7. *Na Pan, West Des Moines Community School District*
Classroom Teaching into Real Life
8. *Yichuan Yan, Broad Ripple Magnet High School*
Crisis: Find Your Students Back
9. *Ling-Yu Pauline Yang, Westlane Middle School*
Continue the Story - A way to Make Writing Fun
10. *Jinye Zhao, High School Affiliated to Shanghai Jiaotong University*
Words to Sentences---Flexible Uses of Flash Cards/Puzzles/Step Charts

Saturday, October 25 5:30pm-7:00pm [IMU Tudor Room](#)

Reception (5:30pm-6:00pm)

Keynote Speeches (6:00pm-7:00pm)

Facilitator: Hongyin Tao, CLTA President

Keynote speaker: Paul Sandroock, Director of Education at the American Council on the Teaching of Foreign Languages

Using Standards to Focus Chinese Language Learning K-16: Standards identify what students should know and be able to do as they progress in their language learning from their first experience through professional applications of their skills. Emphasizing the three modes of communication (interpersonal, interpretive, and presentational), language teachers can develop students' essential 21st century skills of communication, literacy, collaboration, critical thinking, and a global competence. Assessment of language performance makes the standards real in the classroom, focusing instruction for teachers and learning for students. Explore how to assess learners' performance in a standards-based program, engaging and motivating students at all levels.

Keynote speaker: Shou-hsin Teng, Professor, Chunyuan Christian University, Taiwan

Globalization of the Chinese Language: Facts and Fantasies: The recent surge in the number of learners of Chinese as a second/foreign language world-wide has prompted various responses from different quarters in the homelands of the language, viz. Mainland China and Taiwan. Some of these responses touch on the very nature and properties of the Chinese language that can lead to an erroneous representation of the Chinese language to most learners of the language worldwide. It is imperative that we in the field must face the reality, linguistic or otherwise, squarely and not indulge in what I call fantasies about the Chinese language. This presentation will also examine the various aspects of a call, on Mainland China, for the globalization of the Chinese language as well as a number of possible implications for our field outside the homelands of the language. In particular, I shall speak harshly against our past, current and future reliance on the supply of Chinese language instructors from Taiwan and Mainland China. (PPT in English, spoken in Mandarin)

Performances on campus (tickets required):

M. Butterfly: 7:30pm Location: [IU Wells-Metz Theatre, 275 North Jordan Ave.](#)

La Bohème: 8:00pm Location: [IU Musical Arts Center, 101 North Jordan Ave.](#)

Sunday, October 26

Onsite Registration and Information: 7:00am-2:00pm [IMU Tree Suite Lounge](#)

Book Exhibition: 7:30am-12:00pm [IMU Frangipani Room](#)

Sunday, October 26 7:00am-8:00am

CLTA Closed Breakfast Meeting with Representatives of Invited National Chinese Language Organizations and Regional CLTA Associations

Sunday, October 26 8:00am-9:00am

Panel 30 [IMU Georgian Room](#)

Extensive Reading, Reading Materials, and Reading Strategies

The panel mainly focuses on extensive reading, reading material development, and reading strategies. The first presentation adopts a multiple case study approach to examine whether ER can boost students' reading motivation and reading comprehension in CFL context, and possible contributing factors of the shift. The second presentation investigates the impact of explicit strategy instruction on CFL learners' reading proficiency competence.

Chair: *Song Jiang, University of Hawaii at Manoa*

Presenters:

Jing Zhou, University of Hawaii at Manoa

Extensive Reading, Motivation, and Reading Comprehension: A Case Study in CFL Context

Song Jiang, University of Hawaii at Manoa

Building Chinese Reading Proficiency through Explicit Teaching of Comprehension Strategies

Panel 31 [IMU Persimmon](#)

Different Approaches to L2 Acquisition and Assessment of Pronunciation

This panel discusses language acquisition theories and foreign accents in learning Chinese. The first presentation discusses eight different faces of a language and their related language acquisition theories, and tries to synthesize these different views and propose an ecological approach to second language acquisition. The second presentation explores prosodic factors in foreign accents of L1 English learners of Chinese.

Chair: *Jenn-Yeu Chen, National Taiwan Normal University*

Presenters:

Jenn-Yeu Chen, National Taiwan Normal University

The Many Faces of Language in Language Learning

Xia Li, Ohio University

To Assess Learners' Pronunciation through Dictation

Panel 32 [IMU Maple Room](#)

Intercultural Competence and Awareness in Chinese Teaching

The panel proposes that teaching Chinese language should be a simultaneously process of teaching culture, in the sense that culture serves both as a means and a goal. The first presentation explores the ways to help students foster positive attitudes towards cultural learning in beginning Chinese classroom, featuring Beijing Opera and student dormitory as sample cases. The second presentation conducts a pedagogical survey on using culture in teaching Chinese characters. The third presentation discusses how to make culture more relevant in teaching Chinese reading to intermediate level Chinese learners. The fourth presentation uses action research to explore the scope of possibilities and limitations in implementing intercultural communication theory into an Internet-based Chinese L2 course for beginners at the university level by investigating how it could enhance learners' intercultural communication competence.

Chair: *Yuhan Huang, Purdue University*

Presenters:

Yingying Huang, Purdue University

Referencing Students' Cultures: Chinese Cultural Materials in a Global Context for First Year Language Teaching

Yuhan Huang, Purdue University

The Art of Teaching Chinese Characters: Using Culture as a Pedagogical Approach

Alice Wang, Purdue University

Relating Culture with Second Year Chinese Reading

Wei Hing Ip, Hong Kong Polytechnic University

Enhancing Intercultural Communicative Competence in Chinese L2 Education – An Action Research

Panel 33 IMU Walnut Room

Chinese Teacher Development

The panel discusses issues on Chinese teacher development. The first presentation examines that institutional promotion mechanism shapes the challenges perceived by CFL teachers in U.S. higher education through the lens of Dynamic Systems Theories (DST). The second presentation analyzes 52 teaching plans and concludes 9 major problems faced by new Chinese teachers. The third presentation identifies the target language (TL) and L1 use in instructors' speech and what difficulties they perceive in terms of using TL in class. The fourth presentation explores the challenges that Chinese as foreign language teachers face in their first year teaching.

Chair: *Miaochun Wei, The George Washington University*

Presenters:

Miaochun Wei, The George Washington University

How Institutional Promotion Mechanism Affects CFL Teachers in U.S Higher Education: In dynamic systems theories

Qiuyu Wang, Northwestern University

新手教师在备课中如何设计问题

Ai-Chu Ding, Jui-Hsin Hung, & Shuya Xu, Indiana University Bloomington

Foreign Language Teacher's Amount and Perception of Target Language Use

Ziyi Geng, Georgia State University

What Challenges a Chinese Teacher in the United States? --A Critical Discourse Analysis

Panel 34 IMU Oak Room

Technology Application in Chinese Classrooms

The panel consists of four studies about the technology application in Chinese classrooms. The first presentation discusses how to build an engaging virtual Chinese language classroom that is cost effective and attains high levels of Chinese proficiency. The second presentation investigates how students' learning strategies affect their learning outcome in online language courses, and how these effects are mediated by students' individual characteristics. The third presentation applies instructional theories and strategies, pedagogy, learning theories and the online tools to extend the learning experiences beyond the classroom through the distant communication, interaction and collaboration among the teachers and the students. The fourth presentation focuses on the application of flipped teaching including the advantages and disadvantages, the suitable materials, and the effective use.

Chair: *Binbin Zheng, Michigan State University*

Presenters:

Susan Calvin, Berks County Intermediate Unit & Esther Lee, Better Chinese LLC

Building a Successful Virtual e-Classroom for Chinese

Ruhui Ni, Binbin Zheng & Chin-Hsi Lin, Michigan State University

The Effect of Students' Learning Strategies on Learning Outcome in Online Second Language Courses

Wei-Yi Cheng, Hunter College

Task-based Learning through Online Collaboration

Ying Feng, University of Mississippi

Flipped Teaching 在美国大学中文课堂的应用

Sunday, October 26 9:00am-9:20am

Coffee Break (sponsored by Taipei Economic and Cultural Office in Chicago) IMU Frangipani Room

Sunday, October 26 9:20am-10:20am

Panel 35 IMU Georgian Room

Reading Strategies, Classroom Instruction and Learners' Perceptions

This panel discusses several issues of CFL reading at various levels. The first presentation reports on study of three different types of collaborative reading activities and beginning-level students' perceptions. The second presentation explores the differences between heritage and non-heritage learners in reading strategies. The third presentation focuses on intermediate and advanced-level learners' reading strategies and their perceptions about strategy use. The fourth presentation discusses instructional strategies on designing a reading class for beginners.

Chair: *Jinghua Pei, University of New Mexico*

Presenters:

Jinghua Pei, University of New Mexico

A Case Study on Three Different Types of Pair Discussion in Beginning-level CFL Reading Class

Wei Wang, University of Notre Dame

Differences of Reading Strategies Use between Heritage and Non-heritage CFL Learners

Sha Huang, University of Iowa

CFL Learners' Reading Strategies and Perceptions at Intermediate and Advanced Levels: A Pilot Study

Lily Han, Foreign Service Institute

Fundamentals Prior to Skimming and Scanning

Panel 36 IMU Persimmon

Studies on Chinese Phonetics Instruction and Acquisition

The first presentation aims to find out which one of the three methods (traditional theory-based method, newly-developed visual and musical methods) is most effective in improving students' pronunciation performances and what the students' attitudes toward the methods are. The second presentation investigates how language users' knowledge of different phonetic orthographic systems—Hànyǔ pīnyīn and Zhùyīn fúhào—may affect the processing of segmental information in Mandarin syllables. The third presentation aims to investigate the L2 Chinese learners' listening obstacles on Mandarin with accents (not dialects).

Chair: *Shih-Chang Hsin, National Taiwan Normal University*

Presenters:

Jingdi Shen, Ohio University

Evaluation of the Effectiveness of Mandarin Tone Instructional Methods

Chien-Jer Charles Lin, Indiana University

Pinyin, Zhuyin, and the Perception of Mandarin Vowels

Shih-Chang Hsin & Chia-Yin Tsai, National Taiwan Normal University

The Investigation of Chinese Learners' Listening Obstacles on Mandarin with Accents

Panel 37 IMU Maple Room

Studies on Chinese Heritage Learners

The panel includes four studies about Chinese learning of heritage learners. The first presentation shows results on an attitude study among heritage speakers by using matched guise. The second presentation analyzes the differences between heritage language learners and traditional foreign language learners based on a thorough literature review, and outlines the common practice of teaching college-level Chinese heritage learners in the U.S. The third study explores the pragmatic competence of Mandarin heritage speakers in the United States by examining their production of requests and request responses, i.e. refusals and acceptances, in comparison with native Mandarin speakers. The fourth presentation discusses the assessment of the four language skills of Chinese heritage speakers at the beginning level in a university setting.

Chair: *Han Luo, Northwestern University*

Presenters:

Huiqiang Zheng, West Kentucky University

Research on Relationship between Attitudes, Language Proficiency, and Home Use among Chinese Heritage Speakers

Han Luo, Northwestern University

Curriculum Development for Chinese Heritage Language Learners

Yunwen Su, Indiana University Bloomington

Exploring Pragmatic Competence of Mandarin Heritage Speakers: Requests and Request Responses

Wei Lai, Queensborough Community College, City University of New York

Assessment of Chinese Heritage Language Learners in a Mixed-ability Classroom**Panel 38 IMU Walnut Room****Pros and Cons of Mobile Apps and Online Exercises in CFL Classes: Let Data Speak**

This panel presents three empirical studies on the application of technology in CFL classes. The first study explores beginning CFL students' motivation and strategies in using mobile apps to facilitate their learning experience in class and outside of class. The second and third studies investigate the effectiveness of various types of online exercises through quantitative (user records, homework grades and student surveys) and qualitative methods (student interviews).

Chair: Ke Peng, Western Kentucky University

Presenters:

Yongan Wu, University of North Florida

On Beginning Chinese Students' Motivation of Using Mobile Apps

Tian Tian, Western Kentucky University

Evaluation of Online Exercises in CFL Classes

Ke Peng, Western Kentucky University

Creating Effective Online Tutoring for CFL Beginners**Panel 39 IMU Oak Room****Different Approaches for Effective Chinese Teaching**

The panel introduces instructional approaches in Chinese classroom. The first presentation discusses using the guided inductive approach on the teaching of grammar, stroke writing, and cultural association to adding different inductive learning into college Chinese classroom. The second presentation shows creative ways to tackle the two challenges in L2 Chinese listening instruction: how to effectively identify individual students' difficulties in listening comprehension, and how to sensitize instruction to students' needs under time constraints in a classroom setting. The third presentation begins with a macro look at the alignment between Tony Wagner's "Seven Survival Skills" and US foreign language standards, and progresses to a micro look at a related Chinese language curriculum with a demonstration of what a specific lesson might look like in the classroom.

Chair: Jie Zhang, University of Oklahoma

Presenters:

Han-Hua Chao, University of California, Riverside

Guided Inductive Approach for Teaching College Chinese Language

Jie Zhang, University of Oklahoma

Identifying and Sensitizing Instruction to Students' Learning Needs in L2 Chinese Listening Instruction

Cyndy Ning, University of Hawaii at Manoa

21st Century Survival Skills and Chinese Language Learning

Sunday, October 26 10:30am-11:30am

Special Session IMU Georgian

What does language performance look like? ACTFL provides assessments for distinct purposes. Examine examples from assessments tied to instructional units and the new assessment of performance (AAPPL). Use the Can-Do Statements to build understanding of key characteristics of Novice and Intermediate ranges of performance to guide instruction and assessment.

Presenter: Paul Sandrock, Director of Education at the American Council on the Teaching of Foreign Languages

Performance Assessment Strategies for Novice and Intermediate Level Chinese Language Learners

Panel 40 IMU Persimmon

Powerful Mandarin Chinese Learning Platform of Omniform Teaching Model and Advanced Learning Technology

This panel aims to present a powerful Mandarin Chinese learning platform. It includes four studies. The first study introduces the development of e-Mandarin Platform of Words and Characters. The second study presents a research for the effect of Chinese character-based teaching material. The third study establishes a system of Chinese-character diagnostic and multiple remedial instructions. The last research aims at evaluating Differentiation of Chinese Language and Characters Instruction for CSL programs.

Chair: Yao-Ting Sung, National Taiwan Normal University

Presenters:

Hsueh-Chih Chen, National Taiwan Normal University

The Development of e-Mandarin Platform of Words and Characters

Hsien-Sheng Hsiao, National Taiwan Normal University

The Study of Building a System of Chinese-character Diagnostic and Multiple Remedial Instructions

Yahsun Tsai, National Taiwan Normal University

Developing Differentiation of Chinese Language and Character-based Teaching

Zhengxing Lin, National Taiwan Normal University

Effect of Chinese Character-based Learning for CSL Learners

Panel 41 IMU Maple Room

Chinese Textbook Analysis and Development

本小组讨论有关汉语教材的议题。第一个研究拟用三个平面的理论，探讨现有汉语教材中词语例解的现状和不足，并尝试引入新的教学理论，改进现有模式的可能。第二个研究在对美国内的主要中文课本所存在问题的基础上，沿用以学生为中心的教学理念，与 HSK 和中学 AP (Advanced Placement) 汉语考试为导向，设计开发了一套具有趣味性、相关性的教材。第三个研究以教材生词的复现情况为对象，主要探讨三个问题：分析为何现有教材的生词复现率普遍偏低；探索提高生词复现率的可行方法；提出供教材编写者参考的生词复现次数指标及复现模式。

Chair: Zhongqi Shi, Columbia University

Presenters:

Wang Lei, Fudan University

对外汉语教材词语例解分析

Qin Guo, Confucius Institute, The University of Texas at Dallas

《日新月异——海外中文》

Zhongqi Shi, Columbia University

词语复现率研究及教材编写

Panel 42 IMU Walnut Room

Chinese Classroom: Instructional Design

The panel discusses several creative designs for Chinese classroom instruction. The first presentation demonstrates a Chinese cinema and cultural course that focuses on Chinese war and action films. The second presentation drawing on Skehan's Information Processing Model and Levelt's Speech Production Model, examines the influence of task planning (specified as no planning, pre-task planning and compound planning) on 15 Chinese L2 learners' oral performance (in terms of fluency, accuracy and lexical complexity) through a picture-retelling task. The third presentation constructs 313 core chunk items and designs the content of chunk instruction for beginning learners.

Chair: Feng Xie, University of California, Santa Barbara

Presenters:

Wenyang Zhai, West Virginia University

如何设计电影课为语言课服务

Feng Xie, University of California, Santa Barbara

Effects of Task Planning on L2 Chinese Learners' Oral Performance

Wenlong Wang, Beijing Language and Culture University

初级阶段中文语块教学内容初探

Panel 43 IMU Oak Room

Chinese Character Acquisition and Reading Instruction

The panel includes four studies about the acquisition of Chinese characters as well as reading and vocabulary instruction. The first presentation highlights some blind spots from vocabulary and reading instruction, which are even greater bottlenecks than perhaps realized. The second presentation describes mnemonic techniques and learning strategies for learning Chinese character used by first year Chinese language students. The third presentation proposes the theory of “象本位” for Chinese characters that the structure of Chinese characters is not arbitrary and the theory is closer to the core of Chinese culture value.

Chair: Zhengsheng Zhang, San Diego State University

Presenters:

Zhengsheng Zhang, San Diego State University

Some Blind Spots in CFL

Michaela Zahradnikova, Palacky University, Czech Republic

How Chinese Characters Are Learned

Carol Chen-Shea, City University of New York

中文的象本位觀

Sunday, October 26 11:40am-12:40pm

Panel 44 IMU Persimmon

Chinese as Foreign Language Curriculum Development (II)

The panel consists of four studies of Chinese curriculum development. The first presentation talks about Content-Based Instruction (CBI) and describes the procedures of the CBI. The second presentation discusses the Community Service-Learning-oriented curriculum and reports the assessment of this model. The third presentation proposes a new pedagogical form of CF, synthetic feedback, and carries out a mixed design of quantitative and qualitative investigations into its efficacy in CFL classroom and how learners and teachers perceive CF. The fourth presentation discusses needs assessments in curriculum development.

Chair: Yan Shen, University of California at Los Angeles

Presenters:

Yan Shen, University of California at Los Angeles

基于 CBI 理念的商务汉语教学方法

Jinghui Liu, California State University at Fullerton

社区服务学习教学模式的探讨

Yan Cai, Beijing Foreign Studies University

A Study of Corrective Feedback in CFL Classroom

Huiwen Li, Carnegie Mellon University

Assessing Needs for a Chinese Calligraphy Course in the University Context

Panel 45 IMU Walnut Room

Transforming a Conventional Fact/practice Curriculum with Proficiency-oriented Instruction

This panel addresses substantial efforts that faculty members in a large-sized Chinese program have made to transform their conventional fact and practice curriculum to a standards-based and proficiency-oriented one to maximize the program outcomes. The first presentation introduces the rationales for transforming a conventional fact/practice curriculum into proficiency-oriented instruction and the process of making improvements and adaptations at various levels. The second presentation introduces the improvements and adaptations made to lesson plans and activities at the novice to intermediate level. The third presentation introduces the improvements and adaptations made to lesson plans and activities at the intermediate level. The fourth presentation introduces the improvements and adaptations made to lesson plans and activities at the advanced level.

Chair: Henghua Su, Indiana University Bloomington

Presenters:

Henghua Su, Indiana University Bloomington

Introduction: Transforming a Conventional Fact/practice Curriculum with Proficiency-oriented

<p>Instruction <i>Yingling Bao, Indiana University Bloomington</i> Transforming Curriculum at the Novice to Intermediate Level <i>Hsiang-Ning Wang, Indiana University Bloomington</i> Transforming the Curriculum at the Intermediate Level <i>Jingjing Cai, Indiana University Bloomington</i> Transforming the Curriculum at the Advanced Level</p>
<p>Panel 46 IMU Oak Room Character Acquisition and Instruction The panel discusses the acquisition and instruction of Chinese characters. The first presentation uses experimental methods and survey to examine the problems in stroke order and compare the effect of different stroke order learning on the writing and retention of Chinese characters, as well as investigates the attitudes toward stroke order learning. The second presentation examines heritage language teaching and learning in terms of characters writing skill in the college setting from both teacher and student perspectives. The third presentation conducts an empirical investigation on the relationships among logographic character recognition, production and awareness in conventional formation sequencing.</p> <p>Chair: <i>Xin Jiang, Beijing Language and Culture University</i> Presenters: <i>Xin Jiang & Xiaoyu Huang, Beijing Language and Culture University</i> 汉语第二语言学习者汉字学习中笔顺作用的研究 <i>Pei-Shan Yu, Indiana University Bloomington</i> Is Chinese Characters Writing Skill Important? <i>Chen-hui Tsai, The University of California, Berkeley</i> Investigating the Relationships among Logographic Character Recognition, Production and Awareness in Conventional Formation Sequencing, among CFL Non-heritage Beginning Learners</p>
<p>12:40pm-1:00pm Closing Ceremony IMU Georgian Room</p>
<p>1:30pm-4:30pm Post-conference Tour</p>

ACKNOWLEDGMENT

The Conference Organizing Committee of the 2014 CLTA International Symposium on Chinese Language Teaching and Learning would like to express our deepest appreciation to Indiana University for its generous financial, facility and personnel support to this conference.

We would also like to take this opportunity to express our appreciation to the help received from the CLTA staff and volunteers.

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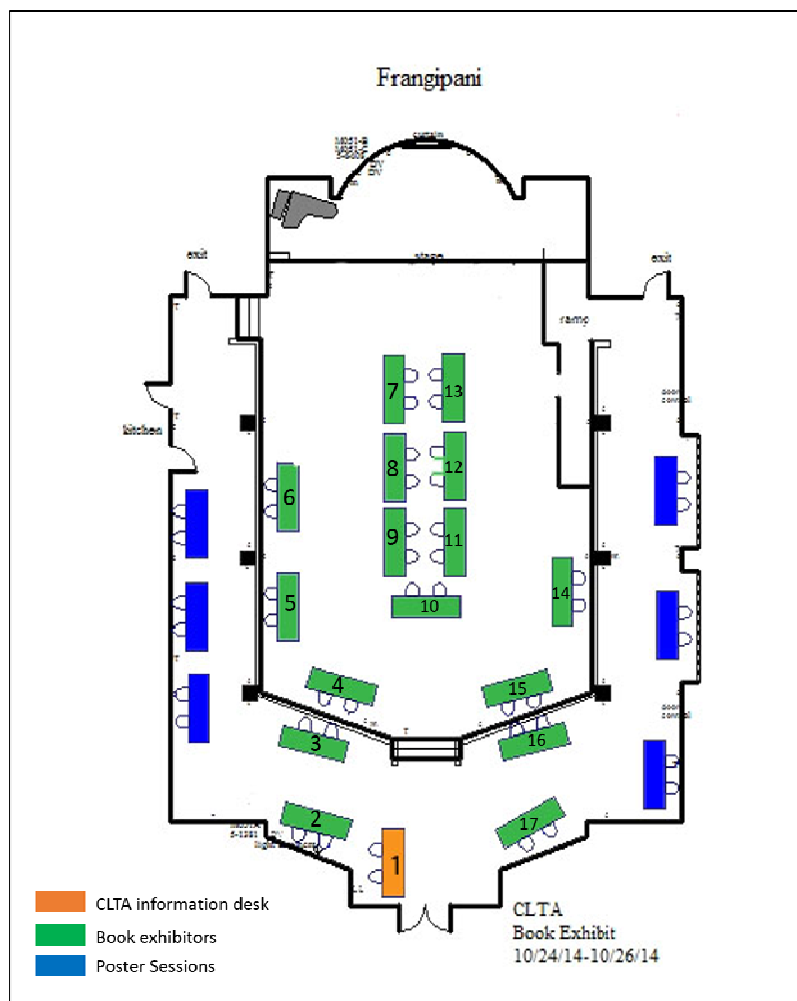


Table	Book Exhibitors
1	Chinese Language Teachers Association 中文教師學會
2	Skritter
3	Better Chinese LLC
4	Phoenix Tree Publishing Inc. 北京语言大学出版社
5	
6	Beijing Mandarin (H.K.) 北話學堂
7	Beloit College Center for Language Studies
8	Peking University Press 北京大学出版社
9	
10	Pearson Education
11	Cheng & Tsui
12	Confucius Institute in Indianapolis 印第安納波利斯孔子學院
13	Indiana Chinese Language Association of Secondary-Elementary Schools
14	Kong and Park, Inc.
15	Mandarin Training Center 台師大國語教學中心
16	The Open University of China 国家开放大学
17	Indiana University Chinese Flagship Center

The Conference Organizing Committee of the 2014 CLTA International Symposium on Chinese Language Teaching and Learning appreciates the participation of the following exhibitors:

Beijing Mandarin (H.K) 北話學堂 website: <http://www.BeijingMandarin.com>

BEIJING MANDARIN - found in 1992, specializes in Chinese language education for pre-k to grade 12 students. Harnessing 22 years experiences in the sector, BM has developed SREM©, an innovative theory for second language learning and Chinese language teaching methodology. Fruitfully, BM has originated **Chinese Character Alphabet 汉字字母表**© and published a stem Chinese teaching and learning materials the **My Fun Chinese 苗乐汉语** range.

The **My Fun Chinese 苗乐汉语** range is especially designed to be engaging to pre-k and lower primary school students with all the building blocks required for learning basic Chinese. It features in an age-appropriate and fun engaging style consistent with an inquiry-response-based learning approach. **I Can Speak** accompanied by CDs and **Vocabulary 1-2-3** featuring for commonly used spoken Chinese. **I Can Read, I Can Write** and flashcards **Characters 1-2-3** teach the basic characters recognition and the writing.

Beloit College Center for Language Studies website: <http://www.beloit.edu/cls/>

Five reasons to choose Center for Language Studies at Beloit:

1. **Smallest class sizes.** Last summer, our average class size was 8 students. That's significantly smaller than at similar programs.
2. **Most faculty-student time.** Faculty spend a minimum of three hours a day during the program being available to, and working with, students outside of class.
3. **Top faculty.** Speaking of: We recruit top faculty from around the world to teach alongside Beloit professors each summer. Visiting faculty in recent years have come to Beloit from institutions like Harvard and the University of Southern California, as well as from China and Japan.
4. **8 weeks in 1 year.** One year of college language instruction in just 8 weeks. No, really.
5. **Everyone welcome.** We offer everything from beginning level to advanced. Each summer we have a diverse student population, from high school students to recent retirees

Better Chinese LLC website: <http://www.betterchinese.com/>

Founded by educators from Columbia University and the United Nation, Better Chinese is a leading publisher of Mandarin curricula for students of all levels, from pre-Kindergarten to college. Officially adopted by nine states in the United States and used in 1,400+ schools worldwide, the Better Chinese pedagogy, learning materials, and technologies are helping to build the next generation of Chinese language speakers. Come visit us at Booth 12!

Cheng & Tsui *website: <http://www.cheng-tsui.com/>*

Cheng & Tsui is the leading educational publisher of high-quality, cutting-edge Asian language textbooks and cultural supplements for all age groups. Based in Boston, Massachusetts, we pursue our mission of “Bringing Asia to the World”™ by providing a wide variety of language learning and cultural materials for Chinese, Japanese, Korean, Arabic, and other Asian languages. Our offerings include textbooks in print and in digital formats, literature in translation, and dictionaries as well as audio, video, and interactive media. Through our publications, we aim to promote a deeper understanding of Asia overall.

In collaboration with our authors and teachers, we continue to develop products with diverse pedagogical approaches that accommodate all learning styles and meet national standards. We partner locally with organizations that increase awareness of Asia in schools and in the community. By instilling the importance of intercultural cooperation, we hope to foster closer ties among all peoples.

Chinese Language Teachers Association 中文教師學會 *website: <http://clta-us.org/>*

The Chinese Language Teachers Association, Inc. (CLTA) is a professional organization devoted exclusively to the study of Chinese language, culture and pedagogy. In the years since our establishment in 1962, the Chinese Language Teachers Association has both reflected and responded to changes in our students, our teachers and our world. While the focus of our organizational energy is most concretely evident in our various publications and at our annual meeting, we are constantly seeking to expand our range of service to the Chinese language teaching profession. Specifically, we are presently working on two major initiatives: (1) to act as an advocate for and facilitator of enhanced articulation among all Chinese language learning settings, including the integration of non-textbook-specific national standards; and, (2) to serve as a provider of teacher training programs of both a pre-service and in-service nature. We are also dedicated to enhancing classroom-based application of the results of empirical research on Chinese language acquisition and instruction.

Confucius Institute in Indianapolis 印第安纳波利斯孔子学院

website: <http://www.iupui.edu/~china/>

Confucius Institutes are non-profit apolitical organizations that promote Chinese language and culture worldwide. The Confucius Institute in Indianapolis was established in 2007 through an agreement between the Office of Chinese Language Council International (Hanban) and Indiana University Purdue University Indianapolis (IUPUI) in partnership with Sun Yet-Sen University (SYSU) in China. We are located in Cavanaugh Hall at the heart of the IUPUI campus. Our mission:

1. Teach Chinese using a variety of methods, including multimedia and Internet;
2. Train teachers to teach Chinese;
3. Administer the Chinese Proficiency Test (HSK, YCT, BCT);
4. Sponsor academic activities, culture exchange programs, and Chinese language competitions;
5. Provide consulting services for individuals to study in China;
6. Promote business exchanges;
7. Facilitate government exchanges.

Indiana Chinese Language Association of Secondary- Elementary Schools

website: <http://sites.google.com/site/inchineseteachers/>

To serve as a professional association for everyone who interested in teaching the Chinese language and culture at primary and secondary levels in Indiana Schools. ICLASS members will share information of professional development, teacher training, job opportunities and Chinese culture activities. ICLASS members will be eligible to compete for TOY (Teacher of the Year) ICLASS welcome all Chinese teachers of all levels as well as those who are enthusiastic in promoting and learning Chinese language and culture.

Indiana University Chinese Flagship Center *website: <http://www.indiana.edu/~flagship/>*

Indiana University's Chinese Flagship program is a part of the Language Flagship, a federally-funded effort and a component of the National Security Education Program at the U.S. Department of Defense. Chinese Flagship Program at Indiana University provides undergraduate students the opportunity to attain professional level language proficiency through classroom learning, extracurricular activities, and overseas study, including an entire year in China. Students can major in any of IU's many fields of study, including Business, Music, and Liberal Arts, while completing the requirements to achieve superior-level language skills and certification from The Language Flagship.

Kong and Park, Inc. *website: <http://kongnpark.com/>*

Established in 2000, KONG & PARK Inc. is a publishing company that has specialized in researching and publishing books for studying Chinese characters. The KONG& PARK research team has organized more than 3,500 Chinese characters, and based on their research, they introduced fun and faster way to learn Chinese characters by focusing on 250 root characters.

After the introduction to the root characters, their book illustrates how different characters are added to the root characters, creating different meanings and words. Given the repetition of the root characters, it enables readers to easily learn and memorize the root characters as well as the derivation of different words from them. The company applied for a patent for this unique study method in 2008 and was granted one in 2012.

Mandarin Training Center 台師大國語教學中心 *website: <http://mtc.ntnu.edu.tw/mtcweb/>*

Mandarin Training Center (MTC) was established in 1956 as an extension of National Taiwan Normal University and is the largest and leading institution dedicated to the teaching of Chinese as a second language. Through cooperation with the academic institutions such as The Graduate Institute of Teaching Chinese as a Second Language, we aim to develop model pedagogical theories and practices to satisfy the growing international interest in learning Mandarin. We offer:

1. Seasonal Programs: Regular and Intensive classes start each season.
2. Short-Term Programs:
 - Customized Language and Culture Study Tour programs offered year round.
 - 3-week Express Chinese Programs offered in March and August.
3. Mandarin Summer Camps: 4-week Chinese immersion programs for children ages 8-15.
4. MTC Online: Real time and tailor-made online Mandarin classes.
5. Teacher Training Programs: 90 hours of professional training, integrated teaching theories and practices.
6. Teaching Materials: Developed more than 40 textbooks widely used by Chinese language learning centers.

The Open University of China 国家开放大学 *website: <http://en.crtvu.edu.cn/>*

The Chinese Language Center, The Open University of China (short for “The Center”) is a professional institution of Chinese teaching, research, and resources development for overseas learners.

The Center offers a wide range of learning programs and materials (including apps, online courses, audio-visual courses, multimedia courseware etc.) on Chinese language and the Chinese culture to learners throughout the world via satellite TV, the Internet and traditional publications and distribution channels.

The Center is optimizing an online platform to provide the overseas educational institutions with a total solution for distance Chinese language teaching to meet the needs of both the learners and teachers. The Center has established and has been developing the distance Chinese learning platform www.myechinese.com, which is combined with several sites, i.e. MyEChinese Learn Chinese (s.myechinese.com), MyEChinese Community (i.myechinese.com), MyEChinese Teacher Training (t.myechinese.com) and MyEChinese New HSK Online Mock Test System (hsk.myechinese.com) etc.

Pearson Education *website: www.VersantTest.com*

Pearson and Peking University partnered to develop the Spoken Chinese Test (SCT) that automatically assesses spoken language proficiency. The SCT can be taken over the phone or by computer and is a new way to quickly and accurately assess the spoken Chinese proficiency of Chinese language learners. The test taker gives spoken responses to eight different item types and within minutes, the testing system returns an overall score and sub-scores for grammar, vocabulary, fluency, pronunciation, and tone. The SCT can be used for placement, an exit exam or an assessment to monitor progress. The score report provides an overview of the test takers’ skill profile, strengths and weaknesses, and areas for improvement. The SCT has been extensively field tested and evaluated to verify its validity and reliability. The machine scores are highly correlated with scores provided by professors at Peking University and correlate test scores with the Hanyu Shuiping Kaoshi.

Peking University Press 北京大学出版社 *website: <http://en.crtvu.edu.cn/>*

Established in 1902, Peking University Press was the very first Chinese university press. Now it is one of the largest academic and educational publishers in China. It publishes more than 1500 new titles a year, with 3000 titles in print.

PUP is an integral part of Peking University. Sticking to the principle of “facilitating teaching and scientific research, assisting academic development and cultivating talented intellectuals”, and based on the rich resources of the University’s faculty and with support from scholars all over the world, PUP has published a remarkable range of college textbooks and scholarly works in nearly all academic disciplines.

PUP is actively pursuing international cooperation and publication exchanges with its overseas counterparts. It has established relationship with publishers from scores of countries and regions in copyrights trading and co-publishing. PUP always puts emphasis on both rights buying and selling, pursuing a well balanced development in two directions.

Phoenix Tree Publishing Inc.北京语言大学出版社 *website: <http://www.phoenixtree.com/>*

Phoenix Tree Publishing Inc., a wholly-owned subsidiary company of Beijing Language and Culture University Press (BLCUP) in North America, was registered and established in July, 2011 in Chicago, the United States, to meet the demand of the North American market in learning Chinese language and Chinese culture.

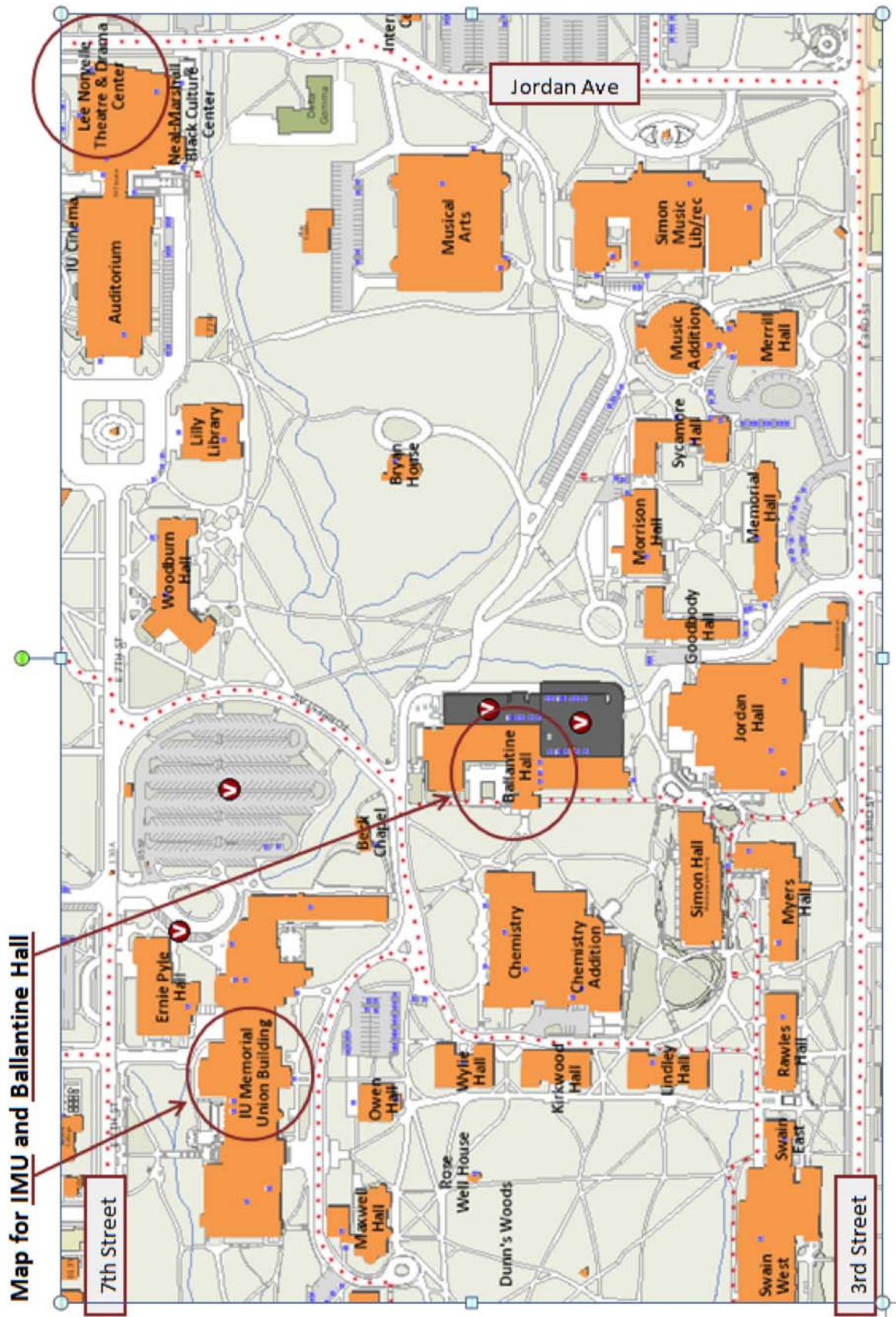
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Skritter *website: <http://www.skritter.com/>*

Skritter is an advanced character learning application designed to help students learn to better read and write Chinese characters. It uses a spaced repetition system (SRS) to ensure that everything being studied on Skritter is reviewed before it's forgotten. Skritter also focuses on active-memory recall, having students write characters from memory, rather than just tracing what appears on a screen. The system emphasizes proper stroke order, and lets students create custom vocabulary lists, definitions and mnemonics to help personalize and customize the learning experience!

Skritter exists as both a web application, and a mobile application available for both iOS and Android devices. The mobile applications allow students to study anytime, and anywhere! Skritter can also be used by teachers to create study groups, assign vocabulary lists, and track student progress. Stop by the Skritter booth to learn more about the application and Skritter's institutional license options.

MAP FOR IMU AND BALLANTINE HALL



INDEX

B

Bai, Jianhua	Panel 25
Bao, Yingling	Committee, Panel 45

C

Cai, Jingjing	Panel 45
Cai, Yan	Panel 44
Calvin, Susan	Panel 34
Cao, Lu	Panel 9
Chai, Donglin	Panel 28
Chang, Carl	Panel 24
Chang, Jen-I	Panel 11
Chang, Shunyao	Panel 13
Chao, Der-Lin	Committee, Panel 15
Chao, Han-Hua	Panel 39
Chen, Elly	Panel 19
Chen, Feng	Panel 17
Chen, Fred Jyun-Gwang	Panel 21
Chen, Hsueh-Chih	Panel 40
Chen, Jenn-Yeu	Panel 31
Chen, Lei	Panel 17
Chen, Shu-Chuan	Panel 6
Chen, Yea-Fen	Committee, Welcome Dinner, Panel 15

Chen, Li-Yu	Panel 16
Chen, Yingfei	Panel 4
Chen, Yun-Chu	Swap Shop
Chen-Shea, Carol	Panel 43
Cheng, An Chung	Panel 26
Cheng, Chin-Chuan	Panel 7
Cheng, Wei-Yi	Panel 34
Chiang, Tzu-I	Panel 10
Chien, Ying-Ying	Panel 19
Chu, Chengzhi	Committee, Workshop 1
Cornelius, Crista	Panel 28
Cothrum, Keith	Forum

D

Dai, Jinhuei Enya	Panel 13
Ding, Ai-Chu	Panel 33
Du, Wen-Hua	Panel 29
DuBravac, Stayc	Panel 27

E

Eom, Ik-Sang	Panel 9
--------------	---------

F

Fang, Li-Na	Panel 16
Feng, Ying	Panel 34
Fu, Wenwen	Panel 12

G

Geng, Ziyi	Panel 33
Gu, Zheng	Panel 20
Guo, Qin	Panel 40

H

Han, Lily	Panel 35
He, Tianshu	Panel 3
He, Wenchao	Panel 15
He, Yunjuan	Panel 29
Hong, Jia-Fei	Panel 7, 11
Hong, Wei	Committee, Workshop 1
Hou, Siyan	Panel 17
Hsiao, Hsien-Sheng	Panel 40
Hsiao, Yunghung Sandra	Panel 25
Hsin, Shih-Chang	Committee, Panel 36
Hsiung, Yuwen	Panel 2
Hsu, Hui-Ching	Panel 14
Hsu, Sinwen	Panel 13
Hu, Wanli	Panel 23
Huang, Sha	Panel 35
Huang, Ting	Panel 1
Huang, Xiaoyu	Panel 46
Huang, Yingying	Panel 32
Huang, Yuhan	Panel 32
Hung, Hsiao-Tsung	Panel 2
Hung, Jui-Hsin	Panel 33

I

Ip, Wei Hing	Panel 32
--------------	----------

J

Jiang, Nan	Committee
Jiang, Song	Panel 30
Jiang, Wei	Panel 27
Jiang, Xin	Panel 46
Jing-Schmidt, Zhuo	Panel 15

K

Ke, Chuanren	Committee
Ke, Sihui	Panel 27
Kelkis, Yaching	Panel 13
Kou, Xiaojing	Committee
Krames, Marion	Panel 24

Kuo, Amy	Panel 19	Nie, Kun	Panel 17
Kuo, Yi-Lu	Panel 5	Ning, Cyndy	Panel 39
L		Niu, Guijuan	Swap Shop
Lai, Wei	Panel 37	P	
Lee, Esther	Panel 34	Pai, Raymond	Panel 10
Lee, Hsi-Chi	Panel 21	Pan, Fang	Panel 26
Lee, Julia	Panel 25	Pan, Na	Swap Shop
Lee, Kaitlyn	Panel 23	Pan, Xiaofei	Poster Sessions
Lee, Sheng-Hsun	Panel 3, 23	Pei, Jinghua	Panel 35
Lee, Tung Fen	Panel 14	Peng, Ke	Panel 38
Lee, Yao-Tun	Panel 11	Peng, Ping	Panel 25
Lei, Wang	Panel 41	Polley, Carl	Poster Sessions
Li, Bailu	Panel 8	Q	
Li, Huiwen	Panel 44	Qiu, Ping	Panel 8
Li, Jinhua	Workshop 1, Panel 22	S	
Li, Liu	Panel 18	Sandrock, Paul	Keynote Speech, Special Session
Li, Xia	Panel 31	Shen, Helen H.	Committee, Workshop 2, Panel 1
Li, Yu (Emory University)	Panel 5	Shen, Jindi	Panel 36
Li, Yu (The University of Iowa)	Panel 24	Shen, Yan	Panel 44
Li, Yuhong	Panel 8	Shi, Zhongqi	Panel 41
Liang, Minmin	Panel 25	Su, Henghua	Committee, Panel 45
Liao, Haohsiang	Committee	Su, Li	Panel 1
Lin, Chien-Jer Charles	Committee, Panel 36	Su, Yunwen	Panel 37
Lin, Chin-Hsi	Panel 34	Sun, Bo	Panel 1
Lin, Shin-Shin	Swap Shop	Sun, Jinai	Panel 9
Lin, Wei-Chun	Panel 7	Sun, Mingyu	Panel 4
Lin, Zhengxing	Panel 40	Sun, Ye	Panel 20
Liu, Haiyong	Panel 24	Sung, Yao-Ting	Panel 11, 40
Liu, Jinghui	Panel 44	T	
Liu, Mingyang	Panel 26	Tabuse, Motoko	Forum
Liu, Peichun	Panel 2	Tao, Hongyin	Committee, Welcome Dinner, Forum
Liu, Yan	Panel 3	Teng, Shou-hsin	Keynote speech
Lu, Lu	Swap Shop	Tian, Tian	Panel 38
Lu, Yuan	Panel 12	Tredeau, Elizabeth	Panel 13
Luo, Han	Panel 37	Tsai, Chen-hui	Panel 46
Luo, Lucy	Panel 19	Tsai, Chia-Yin	Panel 36
M		Tsai, Yahun	Panel 40
Ma, Wenjia	Swap Shop	Tseng, Chin-Chin	Panel 16
Ma, Xi	Poster Sessions	Tu, Chao-Mei	Panel 6, 19
Mehta, Frances Yufen Lee	Panel 5, Swap Shop	Tu, Jung-Yueh	Panel 7
Meng, Ju-Eok	Panel 29	W	
Mu, Bing	Panel 28	Wang, Alice	Panel 32
N			
Nguyen, Hoang Anh	Panel 27		
Ni, Ruhui	Panel 34		

Wang, Dan	Panel 3	Yang, Juan	Panel 20
Wang, Hsiang-Ning	Panel 45	Yang, Ling-Yu Pauline	Swap Shop
Wang, Jing	Committee	Yang, Shuyi	Panel 1
Wang, Jue	Panel 6	Yang, Jheng-Yu	Panel 2
Wang, Meng	Panel 22	Yao, Sijia	Panel 22
Wang, Qiuyu	Panel 33	Yuan, Fangyuan	Committee, Panel 17
Wang, Shuhan	Invited Speech, Welcome Dinner, Forum	Yu, Pei-Shan	Panel 46
		Z	
Wang, Wei	Panel 35	Zahradnikova, Michaela	Panel 43
Wang, Wenlong	Panel 42	Zhai, Wenyang	Panel 42
Wang, Xiaorong	Panel 4	Zhang, Dongbo	Panel 18
Wang, Yu-Fang	Panel 21	Zhang, Hang	Panel 29
Wei, Miaochun	Panel 33	Zhang, Jie	Panel 39
Wen, Xiaohong	Committee, Panel 10	Zhang, Jin	Panel 26
Wu, Qian	Panel 3, 23	Zhang, Mindy	Committee, Panel 14, Swap Shop
Wu, Sisi	Panel 13	Zhang, Phyllis	Committee
Wu, Ying	Panel 8	Zhang, Tianlu	Panel 12
Wu, Yongan	Panel 38	Zhang, Zhengsheng	Panel 43
Wu, Yu	Panel 23	Zhao, Jinye	Panel 20, Swap Shop
X		Zhao, Xiaoyuan	Poster Sessions
Xiao, Fang	Panel 20	Zheng, Binbin	Panel 34
Xiao, Yun	Committee, Panel 6	Zheng, Guohe	Panel 18
Xie, Feng	Panel 42	Zheng, Huiqiang	Panel 37
Xu, Shuya	Panel 33	Zhou, Jing	Panel 30
Y		Zhou, Yalun	Poster Sessions
Yan, Yichuan	Swap Shop		
Yang, Henrietta	Panel 15		