ACTFL 2020 Schedule of Virtual Events
CLTA Sponsored Sessions

ACTFL Online Program (register at ACTFL website: https://actfl.org)

Come to Visit the CLTA Exhibition Booth at the ACTFL 2020 Virtual Conference to learn more about CLTA, get updated and network with your CLTA fellows.
CLTA 欢迎您！
欢迎来参观 CLTA 网上展览 11/20 Fri- 11/22 Sun

Concurrent Simulive Sessions

SATURDAY, November 21, 2020　　1:00 pm - 1:45 pm

Inspiring CFL Learners' Creativity through Chinese Pop Culture Learning
通过流行文化来激发学生的语文创作能力

This panel is organized to present examples of implementing Chinese pop culture artifacts, such as pop songs, movie clips, TV programs and dance, to empower students' language accuracy and proficiency, enhance their cross-linguistic and cross-cultural analysis skills, and inspire their creativity to create new artifacts.

流行歌曲与中秋节的语文教学
Integrating Pop Songs into Chinese Mid-Autumn Festival Teaching
Sue-Mei Wu 吴素美, Carnegie Mellon University

汉语教学中应用电影预告
Using Movie Trailers for CSL
Miaochun Wei 魏妙纯, The George Washington University

观看即学习：以电视剧提升学习者对语法的掌握和目标文化的了解
Learning by Watching: Using TV Shows to Enhance Learners' Grasp of Grammar and Understanding of Target Culture
Christine Liu 吕逸勤, Dickinson College

中文流行文化中的多元包容与中文教育
Embedding Diversity & Inclusion in C-Pop into Chinese Language Education
Lulei Su 苏麓垒, Brown University

SUNDAY, November 22, 2020   2:05 p.m. – 2:50 p.m.

Chinese for Specific Purposes: Curriculum Development and Teaching Practice

Chinese for specific purposes has emerged as a new subject in recent years. This session focuses on adapting curricula to this trend in Chinese teaching, and examines 3 new types of Business Chinese programs/courses. It covers course materials, activities, assessments, and building Sino-American inter-school and university-community partnerships.

Daoxiong Guan   University of California, Santa Barbara
Hsiang-Hua Melanie Chang   Oakland University
Zhongqi Shi   Columbia University

On demand Sessions (no specific date/time allocated; pre-recorded presentations)

Academic text construction by advanced L2 Chinese learners

This study investigates how advanced Chinese learners develop discourse features in academic essays. Learners' processes of negotiating discourse are analyzed at local, text and global levels. How discourse features relate to writing quality is also examined. The results indicate various learner agencies in developing the written discourse.

Jianling Liao   Arizona State University

Cognition of Learning: Grammar, Characters, Assignments, and Assessment

Educational research has shown that much can be learned about different aspects of language instruction through the study of classroom practices and teacher or student reactions. This session examines various principles for effective Chinese language instruction, from grammar & character pedagogy to analysis of learning activities and test design.

Jennifer Li-Chia Liu   Harvard University
Hong Gang Jin   Hamilton College
Jiajia Wang   University of Pennsylvania
Hsin-hsin Liang   The University of Virginia

Do Online Activities Lead to Increased Student Buy-in?

This research examines if online activities lead to increased student buy-in at college level Chinese classrooms. Students (N=76) in two online beginning classes and two blended advanced classes are involved in this study. A mixed-methods design is used with instruments of questionnaires and focused interviews. Pedagogical suggestion is provided.

Xiaoyan Hu   University of Rhode Island
Wayne He   University of Rhode Island
Yiping Zhang   University of Rhode Island

Exploring Cultural Perspectives of Mortality in Chinese Language Classes

This panel will demonstrate how to use two recent Chinese language films, The Farewell (2019) and Sen Sen (2017), to teach and discuss 'death and dying,' a Chinese cultural taboo, in Chinese language classes of various

levels. Learning activities, including an online discussion forum, and outcomes will be showcased.

Tiao-Guan Huang	Hamilton College
Yea-Fen Chen	Indiana University
Celia Liu	The College of New Jersey
Zhuoyi Wang	Hamilton College

L2 Chinese Learners' Oral Proficiency from Intermediate to Advanced Level

This panel explores the characteristics of intermediate and advanced Chinese learners' fluency, lexical diversity, and conversational strategies. Using data from simulated OPIs and everyday conversations, this panel investigates the differences between intermediate and advanced learners in different aspects of oral proficiency.

Wei Wang	University of Houston
Haiping Wu	California State University, Long Beach

Mini-writing Workshops for CFL Learners at Intermediate and Advanced Levels

This panel showcases 3 sets of mini-writing workshops to help CFL learners produce and optimize writings at the intermediate and advanced levels. After seeing the lesson plans and student work portfolios, the participants can replicate similar conceptual frameworks and instructional designs of these hands-on workshops in their own classes.

Ke Peng	Western Kentucky University
Ying Feng	Penn State University
Chiu-Hung Chen	University of Toronto

Promoting Learners' Speaking Awareness and Performance in Chinese Classes

This session reports on three empirical studies that a) examine how innovative pedagogical practices, guided by the ACTFL speaking proficiency guidelines, promote learners' speaking skills in L2 Chinese classes, and b) explore the development of speaking awareness and performance of both heritage and non-heritage Chinese learners.

Chunmeng Wang	Durham Academy
Li Yang	Kansas State University
Lini Polin	University of North Carolina at Chapel Hill

Teaching Classroom and Online Business Chinese at Various Levels

        This panel introduces different pedagogical models in teaching business Chinese from beginning to advanced levels; demonstrates effective techniques in designing and teaching classroom and online business Chinese classes; and discusses challenges encountered and possible solutions in teaching business Chinese at various levels.

Bing Mu	University of Rhode Island
Grace Wu	University of Pennsylvania
Caiju Wen	Swarthmore College
Jane Kuo	University of California San Diego

Turning A Real Business Case into An Interactive Business Language Class

        This presentation is to showcase how to develop and implement a content meaning-language form balanced lesson plan surrounding a real business case with two indexes taken into consideration: (1) language factors and (2) cognitive factors. A sample lesson plan is presented and analyzed.

Fangyuan Yuan	U.S. Naval Academy

Yunwen Su (The University of Utah)
Mingquan Wang (Tufts University)
ZhijunWang (University of Massachusetts - Boston)
Sue-Mei Wu (Carnegie Mellon University)
Feng Xiao (Pomona College)
Yi Xu (University of Pittsburgh)
Chunsheng Yang (University of Connecticut)
Li Yang (Kansas State University)
Qiaona Yu (Wake Forest University)
Meng Yeh (Rice University)
Fangyuan Yuan (US Naval Academy)
Hang Zhang (The George Washington University)
Jie Zhang (University of Oklahoma)
Yongping Zhu (University of Notre Dame)

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LI Shuai 郦 帅 Georgia State University (2020 ACTFL/CLTA Conference Program Chair)

2021 CLTA Conference Organizing Committee

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Fangyuan Yuan 袁芳远 (workshop & roundtable)
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