2021 ACTFL 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 2021 ACTFL 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 11/19 Fri- 11/21 Sun
Concurrent Simulive Sessions

Friday, 11/19: 3:05-3:50 pm

*Aspects of Chinese Language Teachers*

This session features studies focusing on different aspects of Chinese language teachers’ professional profile, including intercultural competence, experience of teaching in immersion programs, and novice instructor development.

1782 Assessing Chinese Teachers' Intercultural Competence in the United States
   Ji Ma  Georgia State University

1563 The Preparation and Development of Chinese Immersion Teachers in the USA
   Mengyao Chen
   Chan Lü  University of Washington
   John Eller  St. Cloud State University

2265 A Comparative Analysis on Novice Chinese Teachers
   Ling Zhai  SUNY at Buffalo
   Yiren Kong  University at Buffalo

Saturday, 11/20: 1:00-1:45 pm

1095 *Pop culture teaching in the CFL DEI curriculum*

This panel is organized to present examples of implementing Chinese pop culture artifacts into a CFL Diversity, Equity, and Inclusion (DEI) curriculum. Its goals are to empower students' language accuracy and proficiency, as well as promote their awareness of DEI issues in CFL teaching and learning.

Sue-mei Wu  Carnegie Mellon University
Miaochun Wei  The George Washington University
Christine Liu  Dickinson College
Lulei Su  Brown University

Saturday, 11/20: 4:45-5:30 pm

1834 *Teaching Tones the Way They Are Actually Said: Framework and Demonstration*

We present a framework of teaching prosody at the sentence and discourse levels. The focus is on how tones are realized in different prosodic conditions and what kinds of instructional activities can be designed to integrate various aspects of prosody in pronunciation teaching beyond the beginning level. Pedagogical demonstrations will be given.

Tong Chen  Massachusetts Institute of Technology
Zhiqiang Li  University of San Francisco
Min Wan  Tufts University
Teaching L2 Chinese Pronunciation and Speaking Skill

This session presents reports on teaching Chinese pronunciation and developing speaking skills. Researchers explore the effects of automatic and corrective feedback and discuss the integration of pronunciation teaching into Chinese curriculum.

1540  Cracking Chinese tones: an automatic feedback tool to enhance pronunciation
      Yanting Li  Northwestern University

2335  Integrating pronunciation teaching in the language teaching curriculum
      Jiang Liu

2041  Effective corrective feedback on L2 learners’ speaking performance
      Xiao Hu
      Jia Huang  Defense Language Institute

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

1461  Enhance CFL education with games and gameful pedagogy
      This session discusses how to enhance CFL education with games and gameful pedagogy by focusing on: how to use digital, card, simulation and VR games to enrich learning activities; how to use 'gameful pedagogy' to create a stimulating learning environment; how to combine 'gameful' and 'game-based' learning to promote intercultural communication.
      Gang Liu  Carnegie Mellon University
      Yan Liu  Duke University
      Qian Liu  University of Michigan

1967  Optimizing Learning in Heritage and Non-Heritage Learner Mixed Classes
      The panel explores methods to optimize learning in Chinese heritage and non-heritage learner mixed classes across three institutes and course levels. Discussions focus on tailored pedagogical designs to maximize institutional resources and personalize learning paths for heritage learners while maintaining fairness for non-heritage learners.
      Nan Meng  University of Connecticut
      Yunxin Zhang  Davidson Academy
      Donglin Chai  Loyola University Maryland

1917  The Effectiveness of Meaningful, Measurable, and Innovative Oral Assessment
      Students' speaking skill is an important indicator of successful language learning outcome. This study compares the formats of three Chinese language oral tests: ACTFL OPI, TOCFL in Taiwan and HSKK in China; and develops meaningful speaking activities and measurable oral assessments to enhance students' performances in three modes of communication.
      Celia Liu  The College of New Jersey
      Yea-Fen Chen  Indiana University Bloomington
      Tiao-Guan Huang  Hamilton College
      Lingchun Liu  National Taiwan Normal University
In Search of Excellence: Remote Language Learning Principles and Practices

The swift migration from in-person to remote teaching since the start of the pandemic requires all educators to re-think and investigate the parameters and conditions of remote language learning. This session discusses findings in principle-based, vocabulary-centered, and skill-focused remote language learning and teaching.

Jennifer Liu  Harvard University
Hong Gang Jin  Hamilton College
Wayne He  University of Rhode Island
Hsin-hsin Liang  The University of Virginia

The design, implementation & enhancement of Advanced Spoken Chinese Classes

This panel discusses the strategies and methods on how to effectively design, implement, and enhance Advanced Spoken Chinese classes. The presentations draw on the best practices in three advanced level Chinese classes.

Liwei Jiao  Brown University
Xia Liang  Washington University in St Louis
Chengxu Yin  University of Notre Dame

Linguistic & Discourse Structures in L2 Chinese Teaching and Learning

This session features studies on the instruction and acquisition of key linguistic and discourse structures in Chinese, including the “Ba” and “Bei” sentences, as well as topical progression patterns.

1860  Topical Progression Patterns in Advanced L2 Written and Speech Discourses
Jianling Liao  Arizona State University
2203  Teaching the Chinese Ba Sentence with Video Authentic Materials
Danjie Su  University of Arkansas
1152  L2 Chinese Bei Constructions: A Usage-Based Constructionist Approach
Jun Lang  University of Oregon

Acquisition of L2 Chinese Skills and Program Aspiration

This session presents studies on the development of Chinese language skills (character recognition and reading) as well as a study discussing the effects of program aspiration on student progression.

2297  Enhancing Chinese Character Recognition in Computer-based Teaching
Yue Pan  University of Kansas / Johnson County Community College
1683  Investigating Oral Reading Miscues in Chinese L2 Reading
Sicheng Wang  The University of Iowa
2014  Program Aspiration and College Students’ uptake of Chinese
Jia Yang  University of Dayton

Program and Classroom Considerations in L2 Chinese Pedagogy

This session presents reports addressing aspects of Chinese pedagogy, including the impact of COVID-19 on learner motivation, the transformative experience afforded by study abroad programs, and the issue of standard ideology in the classroom.
Influence of COVID-19 on Students’ Chinese Learning Motivation
Yangtian Luo, Lawrence University
Jun Xu, Colorado State University
Lu Lu, Virginia Military Institute

Transformative Learning Experiences in a Study Abroad Mandarin Program
Wen Guo, University at Buffalo

Standard Ideology and Language Variations in the CSL Classroom
Grainger Lanneau, University of Washington
Hsin-hung Yeh, Santa Clara University

Technology-enhanced Chinese Pedagogy
This session features studies exploring the role of technology in Chinese pedagogy. Researchers investigate the effects of virtual language exchange, online Chinese practices, and ePortfolios.

US-China Students Virtual Language Exchange in 2020: Rewards and Challenges
Dali Tan, Northern Virginia Community College

Developing Intercultural Communicative Competence with ePortfolios
Hongying Xu, University of Wisconsin-La Crosse

Grammatical and Cultural Competence in L2 Chinese
This session includes studies focusing on developing grammatical and cultural competence in Chinese. Issues to be discussed include pedagogical grammar, application of iconicity in grammar instruction, and inclusion of literary Chinese in teaching.

What Kind of Pedagogical Grammar Do We Need?
Zhijun Wang, University of Massachusetts Amherst

Applications of Iconicity in Chinese Grammar Teaching
Yanmei Liu

Build Cultural and Linguistic Competence through Learning Literary Chinese
Tainyu Qin, University of North Georgia

Program and Curriculum Development in L2 Chinese
This session explores issues regarding course, program, and curriculum development. Topics include media Chinese course development, inclusion of career-readiness in curriculum, and using can-do statements in Chinese programs.

Building a Language Curriculum for Career Readiness and Success
Yao Tu, University of Minnesota

Teaching a Media Chinese Course at an American University
Zhen Zou, University of Minnesota

Can-Dos for College-level Chinese Programs: Successes and Challenges
Zhiyin Dong, University of Delaware
Acknowledgments

*Many thanks to the following colleagues for reviewing the 2021 ACTFL/CLTA conference proposals:

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2021-22 CLTA Conference Committee
(Alphabetically ordered)

Jun Da 竦骏 (Technology specialist)
Baozhang He 何宝璋 (Conference officer)
Shuai Li 郦帅 (Conference Co-chair)
Xia Liang 梁霞 (Workshop & roundtable)
Zhongqi Shi 史中琦 (Program chair)
Jing Wang 王静 (Program Co-chair)
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