(CLTA website: https://clta-us.org; E-mail: clta@andrew.cmu.edu)

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

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

Sunday, 11/21: 1:10-1:55 pm
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

1531   *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

2191   *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.

1833   Influence of COVID-19 on Students' Chinese Learning Motivation
Yangtian Luo   Lawrence University
Jun Xu   Colorado State University
Lu Lu   Virginia Military Institute

2341   Transformative Learning Experiences in a Study Abroad Mandarin Program
Wen Guo   University at Buffalo

1414   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.

1153   US-China Students Virtual Language Exchange in 2020: Rewards and Challenges
Dali Tan   Northern Virginia Community College

1604   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.

1580   What Kind of Pedagogical Grammar Do We Need?
Zhijun Wang   University of Massachusetts Amherst

1788   Applications of Iconicity in Chinese Grammar Teaching
Yanmei Liu

2295   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.

1404   Building a Language Curriculum for Career Readiness and Success
Yao Tu   University of Minnesota

1719   Teaching a Media Chinese Course at an American University
Zhen Zou   University of Minnesota

2153   Can-Dos for College-level Chinese Programs: Successes and Challenges
Zhiyin Dong   University of Delaware

Acknowledgments

2021-22 CLTA Conference Committee
(Alphabetically ordered)

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