

Sessions Organized by the CLTA-USA 2017 ACTFL Annual Convention & World Expo

Music City Center, Nashville, TN on November 17-19

FRIDAY, November 17, 2017

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

Room 103A Developing Intercultural Communicative Competence across Chinese Curriculum 1157

The panel discusses the significance of intercultural communicative competence (ICC) development for Chinese learners, examines the factors affecting learners' ICC development, and presents studies exploring approaches to fostering ICC in different contexts: language courses and cross-cultural competence courses in U.S., and study abroad programs.

Yongfang Zhang
Xizhen Qin
Yin Liu

Wofford College
University of South Florida
Zhejiang university

Room 103B Teaching Different Levels of Chinese Language Courses through TV Series 1288

This panel discusses teaching Chinese language courses through TV series. Based on intermediate and advanced level Chinese courses offered at different institutions in the US, three presentations demonstrate different pedagogical models and methods, evaluate their effectiveness, address problems encountered, and offer solutions.

Litong Chen
Chi-ying Wang
Bing Mu

University of Mount Union
Purdue University
The Ohio State University

Room 103C Collaborative Team Teaching: Challenges And Rewards 2961

Co-teaching is an alternative approach in the Chinese programs in the US. Co-teaching here refers to a special kind of teacher collaboration in which two teachers share in all of the responsibilities for all the students in the classroom. This study examines and analyzes the challenge and rewards of co-teaching, benefits to students in the program.

Wayne He
Xiaoyan Hu
Qingyu Yang

University of Rhode Island
University of Rhode Island
University of Rhode Island

12:00pm – 1:15pm – Lunch Break

1:15pm – 2:15pm – Concurrent Sessions

Room 103A Can First Level Learners Write Story Book in Chinese? How, What and Why?

1289 This panel presentation provides an analysis of 200 'story books' written in Chinese by college students after one semester's learning. It shares 1) how to design a writing project to evaluate students' presentational skills with designing principles? 2) What can new learners do in writing? 3) Why does the study benefit both learning and teaching?

Ling Wang	University of Minnesota
Yao Tu	University of Minnesota
Hai Liu	University of Wisconsin Madison

Room 103B Teaching Chinese Heritage Learners: Strategies for Oral and Literacy Skills

1301 This panel proposes strategies to elevate Chinese heritage learners' oral and literacy proficiency with more sophisticated lexicon and syntax, and formal register. A study of discourse analysis of 100 essays, and pedagogical applications of oral presentations to enhance literacy skills, will be presented.

Yufen Lee Mehta	Cornell University
Min-Min Liang	Massachusetts Institute of Technology
Hsiu-Hsien Chan	Yale University

Room 103C Creative Methods of Using Authentic Materials for Advanced Chinese Learners

1528 This session discusses some practical and creative approaches of using authentic materials for advanced Chinese learners. It explores the definition of authentic materials, the advantages and challenges of using them, followed by three concrete examples from actual class demonstrations.

Ji Hao	College of the Holy Cross
Weibing Ye	The University of Notre Dame
Yue Zhang	Valparaiso University

2:30pm – 3:30pm – Concurrent Sessions

Room 103A Preparing FL Teachers to teach online: research, practice, recommendations

1570 This panel describes the pedagogy underlying early Chinese philosophy, and discusses how this pedagogy has been echoed by modern scientific studies in the West. The presenters will demonstrate how the pedagogy can be applied to Chinese language teaching at the beginning, intermediate, and advanced levels to produce self-motivated learners.

Miao-Fen Tseng
Henny Chen
Luoyi Cai

University of Virginia
Moreau Catholic High School
University of Virginia

Room 103B Scaffolding and the Development of Advanced Chinese

2933 In light of the Vygotskian approach to second language acquisition (Donato 1994), the Output Hypothesis (Swain 1995, 2005) and the Noticing Theory (Schmidt, 1995), this panel looks into best practices in the development of advanced Chinese from three angles: lesson planning for classroom speaking practice, online writing tasks, learning materials.

Li Zhu
Jianhua Bai
Le Tang
Jin Zhang

Kenyon College
Stanford University
American Councils for International Education

Room 103C Teaching Film for Various Purposes in a Foreign Language Class

1624 How to maximize the benefit of using film as a teaching tool? This session presents several models of using film in instruction, each serves a different purpose. It stresses the importance of establishing a clear learning goal and careful lesson planning. Lesson plans, theoretical framework, assignments, assessment and outcome will be presented.

Miaheng Dietrich
Grace Wu
Chihjen Lee

University of Pennsylvania
University of Pennsylvania
University of Pennsylvania

3:45pm – 4:45pm – Concurrent Sessions

Room 103A Competence and Performance

1226 Building Intercultural Competence in Advanced-level Chinese Classroom

Xinyi Wu Brigham Young University

1614 Effects of Text Type and Task Difficulty on L2 Chinese Speaking Performance

Rachel Yu Liu Brigham Young University

1752 Why the fluctuation: Understanding the complex process of L2 acquisition

Mingzhe Zheng Michigan State University

Jie Liu Michigan State University

Room 103B Assessment and Placement

1259 Starting College, Quitting Chinese: Language Learning in the Freshman Year

Hsian-Ying Liu University of North Dakota

Wenhao diao Carnegie Mellon University

3152 Washback Effects of Classroom-based Assessment on CFL Learners' Proficiency

Yu-Shan Cheng Columbia University

3192 Chinese Placement Test Design and Implementation
Hong Jiang Northwestern University

Room 103C Pedagogical Grammar: Back to the Basics

1488 This panel presents applications of Chinese linguistic research to Chinese language classroom teaching. The three topics are as follows: Can the verb 'kan' always be reduplicated? About 'shi bu shi' and 'dui bu dui', and the usage of 'dou' when it doesn't mean 'all'.

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

5:00pm – 6:00pm – Concurrent Sessions

Room 103A Innovative Approaches to Teaching Media Chinese (Chinese News Reports)

2039 This panel focuses on a variety of innovative approaches to teaching media Chinese (Chinese news reports). The three panelists will demonstrate and discuss how video materials, translation activities, blended learning model, online reading and writing, and morpheme learning can be utilized and integrated into advanced media Chinese classes.

Zhijun Wang	University of Massachusetts Amherst
Ying Wang	Mount Holyoke College
Lisha Xu	Mount Holyoke College

Room 103B Issues in Articulations of Chinese Language Curriculums from Grades 9-16

1956 This session aims to discuss issues about the articulation of language curriculums in Chinese programs from grades 9 to 16. Topics will include learner profiles, textbooks and course objectives, transitions among different instructional levels, and impacts of AP and school policies. The discussion is informed supported by results from surveys.

Jin Liu	Chaffey College
Ying Jin	Fremont Union High School District
Ying Peterson	University of California, Irvine
Zhiqiang Li	University of San Francisco

Room 103C Learning Community and Global Issues

2447 Creating a learning community by collaboration with native Chinese students

Hsin-hsin Liang	The University of Virginia
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1374 World-Readiness: Teaching about Conflicting Ideologies and Global Issues

Mien-hua Chiang	University of Pennsylvania
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2743 Developing Superior Level Proficiency Through Global Debate

Yili Zhang	
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readings that enhance students' literacy development and their abilities to perform with confidence.

Ke Peng	Western Kentucky University
Ying Feng	Pennsylvania State University
Chiuhung Chen	Mills College

Room 103B Technology and Chinese Language Teaching

- 1846** Technology-related Teaching Practices to Promote Collaborative Learning
Xueyin Shao
- 2666** Innovative Strategies Applying Automated Essay Scoring for CSL/CFL beginner
Yao-ting Sung National Taiwan Normal University
Jia-Fei Hong National Taiwan Normal University
Tao-Hsin Chang National Kaohsiung University
Shun-Ping Chou National Taiwan Normal University
- 1298** Beginner-Level Business Chinese Pedagogical Application
Weihsuan Lo National Taiwan Normal University
I-ting Chao Chapman University

Room 103C Integrated Performance Assessments in the University Mandarin Experience

- 1958** This session reports action research into IPAs in a university Mandarin program. It features IPA curriculum redesign and test construction. Teaching activities and assessments are shared. The instructional effects are presented using quantitative and qualitative data, concluding that IPAs can be equally or more successful in university settings.

Song Jiang	University of Hawaii At Manoa
Jing Wu	University of Hawaii At Manoa
Reed Riggs	University of Hawaii At Manoa
Yijun Ding	University of Hawaii At Manoa

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

Room 103A Cross Culture Conflicts and Solutions

- 1332** Learning Chinese through Cross-cultural Peer Scaffolding
Kaishan Kong University of Wisconsin-Eau Claire
- 1645** Students' Perceptions of an Internship Experience in China: A Pilot Study
Yunjuan He University of North Georgia
Xizhen Qin University of South Florida
- 3218** Solving Conflicts in Peer Interaction: American students in China
Wenhao Diao Carnegie Mellon University

Room 103B Knowledge Base of CFL Teachers: Language, Cognitive, and Affective Factors

2349 Educational research has shown that much can be learned about the nature of language instruction and teacher development through the study of classroom practices and teacher perceptions. This session examines various aspects of the knowledge base for Chinese teacher development, from language to cognition to affective dimensions.

Jennifer Lichia Liu	Harvard University
Honhgang Jin	University of Macau
Fangyuan Yuan	US Naval Academy

Room 103C Design, Instruction and Assessment

2123 Student-Driven Formative Assessment in a Task-Based Language Classroom

Xue Ma	Georgetown University
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1941 Chinese L2 Teachers' Use of Form-Focused Instruction in Classroom

Caoliming Wuxiha

2420 A Curriculum Design for Business Chinese

Jun Wang	Carthage College
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12:30pm – 1:45pm – CLASS/CLTA Joint Luncheon (Location TBA)

2:00pm – 3:00pm - Concurrent Sessions

Room 103A Proceed Separately and Strike Together: A New Approach to CSL Teaching

1835 This session presents a new approach that has been tried and found effective in overcoming the two major obstacles in learning Chinese: characters and tones. The concept, procedure, and result of the approach will be shared.

John Jing-hua Yin	University of Vermont
Diana Sun	University of Vermont
Ying Hu	University of Vermont

Room 103B Division or Combination: Accommodating “Hua” & “Yang” in Chinese Classroom

1837 Previous belief holds that Chinese heritage and non-heritage learners should be organized as two independent tracks. Through empirical research and field teaching, this session revisits this notion and presents organizational principles, language awareness, and learning activities accommodating both groups, 'Hua' and 'Yang', in the same classroom.

Lulei Su	College of the Holy Cross
Fan Liu	Yale University
Jianfei Chen	Princeton University

Room 103C Bridging Research and Teaching

2524 This session discusses issues in applying findings in Chinese linguistic research to teaching Chinese as a foreign language. Topics include a new framework of pronunciation teaching supported by studies in phonetics, the nature of Chinese writing system, and an overview of Chinese teaching through the perspectives of successful learners in the US.

Xia Liang	Washington University in St Louis
Chao Fen Sun	Stanford University
Zhiqiang Li	University of San Francisco
Lening Liu	Columbia University

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

4:00pm – 5:00pm – Concurrent Sessions

Room 103A The Development of CFL Learners' Cultural Competence

2766 This session investigates the discrepancy between language proficiency and cultural competence among advanced students of Chinese as a Foreign Language (CFL), examines their perceptions of culturally-loaded expressions, and compares heritage and non-heritage learners' acquisition of pragmatic routines formulae.

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

Room 103B Aspects of Teaching Advanced-level Chinese L2 Learners

3095 This session discusses issues concerning integrating language and content in advanced Chinese L2 instruction. It examines current approaches in language instruction and proposes innovative instructional design to help advanced-level Chinese L2 students to acquire linguistic and pragmatic strategies that learners use to assure content comprehension.

Fang-Yi Chao	United States Military Academy
Martha Gallagher	United States Military Academy
Eugene Gregory	United States Military Academy
Tai-Jung Lee	United States Military Academy

Room 103C Beyond Intermediate Level Chinese: What to teach and How

2389 The panel offers new concepts dealing with challenges in teaching Intermediate to Advanced Level Chinese that includes selection of materials, techniques for vocabulary building and design of assignments. It also addresses such fundamental issues as the pros & cons of authentic materials, as well as accuracy and appropriateness in learners' output.

Chih-p'ing Chou
Jingcheng Liu
Xin Zou

Princeton University
Princeton University
Princeton University

5:15pm – 6:15pm – Concurrent Sessions

Room 103A Writings of Different Forms

1663 Writing Process and Products of Chinese Heritage and Non-Heritage Learners
Shuyi Yang

2851 Effects of Teaching Communicative Writing on Chinese Proficiency
Qun Ao United States Military Academy

2384 How to Engage Students to Chinese Learning via Service Learning
Alex Yuan Utah Valley University
Gloria Yang Utah Valley University

Room 103B Five Years of Language Proficiency Results from a Chinese Flagship Program

1801 This panel is an analysis of five years of proficiency data from college students in a Flagship program. The first part describes what proficiency-based language instruction looks like. The second introduces the analysis methodology and findings. The third provides recommendations on classroom instruction, study abroad, and program effectiveness.

Der-lin Chao
Bo Hao
Bing Ying Hu

Hunter College
Hunter College
Hunter College

Room 103C Reflections on CFL Curriculum Design to Meet the 21st Century Requirements

1635 This Panel covers three presentations that are related to new principles in CFL curriculum design for the 21st century: 1) Students learning outcomes reconsidered for a degree-offering CFL program; 2) Curriculum development for a non-degree-offering CFL program; 3) How to select and use standardized testing instruments for program assessment.

Yueming Yu
Shuai Li
Ran Zhao

Carnegie Mellon University
Georgia State University
University of Virginia

SUNDAY, November 19, 2017

8:00am – 9:00am – Concurrent Sessions

Room 103A Maximizing the Pedagogical Values of Films in CFL Classes

2297 This session reports three studies investigating how to maximize the pedagogical values of films in CFL classes. Presenters will discuss theoretical framework, instructional practice and

reflections on how to use contemporary Chinese films to elevate student's language proficiency and cultural awareness, as well as critical thinking ability.

Xiaorong Wang
Luoyi Cai
Jia Lin

University of Wisconsin-Milwaukee
UNC-Chapel Hill
University of North Carolina

Room 103B Using Online Applications to Help Chinese Learners Master Tones

2216 This panel explores how to employ online applications to help Chinese learners master tones. Speaker One discusses the effects of online applications on Chinese learners' tonal perception. Speaker Two explores ways to retain the training effects. Speaker Three discusses the results of extending such training to students at higher levels.

Yan Li
Hongying Xu
Yingjie Li

University of Kansas
University of Wisconsin-La Crosse
University of Kansas

Room 103C STARTALK Online Mandarin Teacher Certification Enrichment Program

2847 The audience will explore the Berkeley-STARTALK Teacher Certification (Licensure) Enrichment Program for Chinese Language teachers. Discussions will focus on four online language-specific teacher preparation courses and how these courses can be incorporated into the programs certifying Chinese language teachers.

Stella Kwoh

University of California, Berkeley

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

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

Room 103A Content-based Instruction: curriculum design and pedagogical applications

2839 This panel overviews Content-Based Instruction and how it has been applied in different settings. Followed by literature reviews on CBI, two empirical studies examine the challenges and solutions in implementing CBI in a college language program, and how CBI has been adapted to satisfy students' learning needs in a government training program.

Wen-Hua Tu
Yi-Tzu Huang
Chi-Ju Hsien

Penn State University
Foreign Service Institute
Duke University

Room 103B Developing L2 Writing Competence in CFL Classrooms

1691 This session reports three empirical studies that (a) examine the development of writing competence of Chinese L2 learners at different instructional levels in foreign language contexts and (b) explore effective teaching methods that can be incorporated into the language curriculum to promote these learners' writing skills.

Li Yang	Kansas State University
Zeran Zhao	Bryant University
Tianlu Zhang	The University of Iowa

Room 103C Language Teaching and Beyond

2139 Error Analysis and the Teaching of Advanced Chinese: Vocabulary and Beyond

Zhirong Wang	Columbia University
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2676 Using WeChat to enhance writing motivation and cultural awareness

Yingling Bao	Indiana University Bloomington
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2872 The Efficacy of a Teaching Portfolio for Career Development and Growth

Henghua Su	Indiana University - Bloomington
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11:15am – 12:15pm - Concurrent Sessions

Room 103A Maximizing the Pedagogical Values of Films in CFL Classes

2319 This session explores the identity construction and interculturality of Chinese language teaching assistants, international Chinese students in the U.S. and U.S. students in China. This session will discuss how their cross-cultural experiences in teaching and learning about Chinese language and culture affect their intercultural sensitivity.

Ying Wu	Lake Forest College
Ping Qiu	University of Denver
Yuhua Huang	Purdue University

Room 103B Using Telecollaborative Modules in Chinese Mixed (Heritage-L2) Courses

2430 How can instructors create effective modules for working with international partners? How successful are such modules in advancing proficiency and intercultural competence in mixed heritage/L2 classes? This session uses a pilot experience between Chinese language learners in the US and English learners in China to answer these questions.

Wei-Yi Cheng	Hunter College
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Room 103C Classroom Instructions on Chinese Learner's Reading and Writing Strategies

2688 Our presentation examines how to incorporate instruction of reading and writing strategies into Chinese class and the ways in which such instruction can improve

students' language proficiency. The best methods of teaching reading and writing strategies are still highly contested, so our session aims to provide insight into possible solutions to it.

Kexin Chen
Henghua Su
Yuan-Yuan Chang

Indiana University Bloomington
Indiana University Bloomington
Indiana University Bloomington

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