

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

10:00am – 5:00am – CLTA Booth #1340

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
Yao Tu
Hai Liu

University of Minnesota
University of Minnesota
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
Min-Min Liang
Hsiu-Hsien Chan

Cornell University
Massachusetts Institute of Technology
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
Weibing Ye
Yue Zhang

College of the Holy Cross
The University of Notre Dame
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	University of Virginia
Henny Chen	Moreau Catholic High School
Luoyi Cai	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	Kenyon College
Le Tang	Stanford University
Jin Zhang	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	University of Pennsylvania
Grace Wu	University of Pennsylvania
Chihjen Lee	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

1374 World-Readiness: Teaching about Conflicting Ideologies and Global Issues

Mien-hua Chiang University of Pennsylvania

2743 Developing Superior Level Proficiency Through Global Debate

Yili Zhang

SATURDAY, November 18, 2017

9:00am – 5:00am – CLTA Booth #1340

8:00am – 9:00am – Concurrent Sessions

Room 103A Curriculum and Life Time Learning

- 1512** Chinese Placement Models at U.S. Four-year Postsecondary Institutions
 Miaochun Wei George Washington University
- 3005** Fill in the gap between textbook curriculum and real-life Chinese learning
 Jianling Liao Arizona State University
- 3016** Exploring Project-Based Learning in Chinese Teaching and Learning
 Michelle Smith University of California
 Chenqing Song SUNY-Binghamton University

Room 103B A tentative guidance for bridging TBI theory and practice

3148 This panel proposes guidance for examining, justifying, and improving task-based instruction (TBI) in practice, built upon three studies on TBI design and implementation of a first-year college-level Chinese language course. Audience can apply this structured approach for bridging their TBI theoretical knowledge, methods, and practice.

Qi Li
 Yanting Li Indiana University
 Ying Sun Indiana University

Room 103C Teaching and Research on Chinese Tones

- 1753** From Research on Chinese Tone Acquisition to Teaching Material Designs
 Hang Zhang George Washington University
- 2828** Categorical perception of tones by L1 and L2 speakers
 Chunsheng Yang UConn
- 1688** Rethinking the hierarchy of difficulty in L2 Mandarin tone learning
 Jie Liu Michigan State University
 Cathrine Ryu Michigan State University
 Qian Luo Michigan State University
 Xiaoshi Li Michigan State University

9:00am – 10:00am – Exhibit Hall Visit Free Time/Electronic Posters

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

Room 103A Enhance Chinese Literacy Development with Classical Readings & Drama

2894 Empower students and enrich your program using classical readings and drama. This collaborative research involves three institutions and focuses on incorporating drama into an upper-division course with the use of authentic materials and graded readings that enhance students' literacy development and their abilities to perform with confidence.

Ke Peng	Western Kentucky University
Ying Feng	Pennsylvania State University
Chihung 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

Weihuan 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
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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
Honggang 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 – Lunch Break

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
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Fan Liu
Jianfei Chen

Yale University
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
Chao Fen Sun
Zhiqiang Li
Lening Liu

Washington University in St Louis
Stanford University
University of San Francisco
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
Chengxu Yin
Wei Wang

University of Dayton
University of Notre Dame
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
Martha Gallagher
Eugene Gregory
Tai-Jung Lee

United States Military Academy
United States Military Academy
United States Military Academy
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	Princeton University
Jingcheng Liu	Princeton University
Xin Zou	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	Hunter College
Bo Hao	Hunter College
Bing Ying Hu	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	Carnegie Mellon University
Shuai Li	Georgia State University
Ran Zhao	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	University of Wisconsin-Milwaukee
Luoyi Cai	UNC-Chapel Hill
Jia Lin	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	University of Kansas
Hongying Xu	University of Wisconsin-La Crosse
Yingjie Li	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
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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	Penn State University
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Yi-Tzu Huang
Chi-Ju Hsien

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
Zeran Zhao
Tianlu Zhang

Kansas State University
Bryant University
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

2676 Using WeChat to enhance writing motivation and cultural awareness

Yingling Bao Indiana University Bloomington

2872 The Efficacy of a Teaching Portfolio for Career Development and Growth

Henghua Su Indiana University - Bloomington

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
Ping Qiu
Yuhua Huang

Lake Forest College
University of Denver
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

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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