2016 ACTFL/CLTA-USA Annual Meeting Program

Boston Convention and Exhibition Center, Boston, MA

November 18-20, 2016

Colleagues who kindly reviewed the submitted proposals are:

Mien-Hwa Chiang, University of Pennsylvania; Chengzhi Chu, UC-Davis; Ji Hao, College of the Holy Cross; Wenze Hu, Naval Academy; Nansong Huang, University of Southern California; Song Jiang, University of Hawaii; Chao Li, College of Staten Island, CUNY; Lening Liu, Columbia University; Lulei Su, College of the Holy Cross; Chaofen Sun, Stanford University; Yanfang Tang, College of William and Mary; Le Tang, Stanford University; Liang Tao, Ohio University; Sue-Mei Wu, Carnegie Mellon University; Miao-Fen Tseng, University of Virginia; Xiaohong Wen, University of Houston; Xianghua Wu, UC-Berkeley; Youping Zhang, Stanford University; Yongping Zhu, University of Notre Dame; Zhuo Jing-Schmidt, University of Oregon; Helen Shen, University of Iowa; John Jing-hua Yin, University of Vermont; Zhijun Wang, University of Massachusetts at Amherst; Yuan Fangyuan, Naval Academy.

THURSDAY, November 19, 2015

3:00 pm - 5:45 pm  CLTA Steering Committee Meeting (Room: TBA)

6:00 pm - 11:00 pm  CLTA Board Meeting (Room: TBA)

FRIDAY, November 18, 2016

8:30am - 10:00am – ACTFL Opening General Session. Presenter: (Room: TBA)

10:00am – 11:00am – Exhibit Hall Opening with Welcome Coffee (Room: TBA)

10:00am – 5:00am – CLTA Book Exhibition (CLTA Booth #2334)
**11:00am – 12:00am – Concurrent Sessions**

**Room 153B  Increasing the Diversity of Study Abroad Models in China**

6339  This panel focuses on how to increase the diversity of study abroad platforms to retain students. The three presenters will reveal the challenges and educational goals of their overseas projects, targeted students, teaching approach and program curricula. Audience will gain insight into how to design their own next generation study abroad programs. (In Chinese)

Mien-hwa Chiang  University of Pennsylvania  
Wanli Hu  University of Massachusetts boston  
Bing Sun  Shanghai University of Finance and Economics

**Room 151B  Teaching of Mandarin and the Second Language Phonology of Chinese Tones**

6831  The pedagogy of Mandarin Tone 3: A low tone or a low-dipping tone?  
Chunsheng Yang  Ucom

7141  An Experimental Study of Chinese Tonal Acquisition in Flow of Speech  
Qiuyu Tan, Xiaodan Wang  Columbia University

7454  Tone Co-articulation in Second Language Acquisition of Chinese  
Hang Zhang

**Room 151A  ‘Social Script,’ Intelligence and Chinese Logic**

7665  How to Use Social Script Theory to Generate a Chinese Dialogue Script  
Lulei Su  College of the Holy Cross

7820  Assessing Chinese Language Learners’ Intercultural Competence  
Qi Cui  University of North Georgia

6868  Chinese Logic: A Key To Integrate Culture And Linguistics In Class  
Lili Sun  Northwestern University

**Room 152  How Technologies Open up New and Promising Possibilities for Chinese Teachers**

5585  Online Speech Recognition Tool NetProF in Learning Cycle  
Haohsing Liao  MIT

6176  Best Practices for Creating Social Presence in Online Language Teaching  
Neal Liang  The University of Texas at Arlington

6358  How technology fosters collaborative learning for advanced learners  
Hsin-hsin Liang  The University of Virginia

**Room 153A  Using Formative Assessment to Guide Reading Literacy Development in CFL**

6104  This session presents literacy development in Chinese as a Foreign Language as an incremental process involving lower-and higher-level reading skills ranging from
scanning and skimming to making inferences and identifying author intent. It illustrates the use of communication-focused formative assessment tasks to identify mastery of these skills.

Claudia Ross  The College of the Holy Cross
Meng Yeh  Rice University
Pei-Chia Chen  UC San Diego

12:00pm – 1:15pm – Lunch Break

1:15pm – 2:15pm – Concurrent Sessions

Room 153B  Experimental Studies of BA-construction and Pedagogical and Theoretical Issues of the Adverb DOU in Mandarin Chinese

5863 Using Multimedia to Teach Grammar (the Ba-Construction)
Shenglan Zhang, Tonglu Li  Iowa State University

6697 Paragraph-level output of BA construction in first-year Chinese
Miao Fen Tseng  University of Virginia

5649 On the adverb DOU in Mandarin Chinese: pedagogical and theoretical issues
I-hao Woo  The Citadel

Room 151B  Research on Tone Changes, Intonation, and Tone 2 and Tone 3 Judgement

6226 This panel discusses results of phonological studies and their implications for teaching Chinese pronunciation. Speaker One discusses tone changes in Tone 4. Speaker Two examines how native speakers and learners differentiate between Tone 2 and Tone 3. Speaker Three reviews how English intonation interferes learner's tonal perception. (In Chinese)

Lung-Hua Hu  Brown University
Wei Gong  Princeton University
Luanfeng Huang  Princeton University

Room 151A  Designing Theme-based Domain Courses from Advanced to Superior Levels

5845 This panel consists of four papers that address the pedagogical issues of designing theme-based domain courses at the advanced or superior levels in Teaching Chinese as a Foreign Language. Such courses adopt authentic materials on a particular subject and help learners develop deeper understanding of the target culture in one specific domain.

Li Yu  Williams College
Cecilia Chang  Williams College
Nan Meng  The Ohio State University
Man He  Williams College
Room 152  From App-based to Task-supported and to Systemic Theoretical Instruction

7502  How do learners and teachers react to using an App to learn Chinese?
      Jining Han  University of South Florida
      Yao Liu  University of South Florida

7706  The Task-Support Instructional Design upon the Acquisition of Modal Adverbs
      Luoyi Cai  UNC-Chapel Hill

7729  Designing Effective Instruction of Chinese Complements Through STI
      Shuhui Su  Grove City College

Room 153A  On Materials, Curriculum Design, and Assessment in Intermediate CFL Classes

5767  This session proposes a new model to select topics in teaching materials as well as supplementary materials, and to design layered instructional activities, assignments, and tests with a backward design in consideration of learning goals. The session also presents 2-3 samples to involve more voices and comments from the audience.

      Jianhua Bai  Kenyan College
      Hsin-Hung Yeh  Stanford University
      Yusheng Yang  Georgetown University

2:30pm – 3:30pm – Concurrent Sessions

Room 153B  Corpus-based Studies in CFL Teaching and Learning as well as Elastic Words and Verb-object Phrases

6360  The difficulty of noun phrases in L2 Chinese: a corpus-based study
      Liping Chang  National Taiwan Normal University

7518  Elastic word length and Chinese vocabulary teaching
      Yan Dong  University of Michigan, Ann Arbor

7627  Negative markers in modal contexts and the pedagogical applications
      Fei Ren  Georgetown University

Room 151B  Empirical Research on the CFL Classroom Process

5962  This panel will report the results of three empirical & action studies on CFL learning and teaching: 1. the perception of corrective feedback by L2 learners and instructor; 2. the cognitive process of CFL novice teacher's pedagogical reasoning ability; and 3. whether and how action research could foster in-service teachers' interest in research. (In Chinese)

      Hong Gang Jin  Faculty of Arts and Humanities
      Fangyuan Yuan  Naval Academy
      Jennifer Lijia Liu  Harvard University
Room 151A  Innovative Teaching and Learning with Films in the CFL Curriculum

5876 This session will address innovative methods of integrating films into advanced level CFL curricula. It will showcase an innovative project-based filmmaking experience, the use of a biographical film in the story-telling teaching framework, and the integration of pop culture films into digital and web exercises.

Sue-Mei Wu Carnegie Mellon University
Yi-chng Liu University of Iowa
Yu Wang University of Pittsburgh
Yanying Wang University of Pittsburgh

Room 152  Pedagogical Issues in Teaching Chinese Heritage Language Learners

6175 This session aims to discuss the key issues in Chinese heritage language teaching, such as profiles of heritage learners, attitudes and motivations, placement/assessment and materials development, and to explore instructional goals and models of instructions. A historical account of teaching Chinese as a heritage language will also be provided.

Zhiqiang Li
Xia Liang Washington University
Yu-lin Wang Yale University
Licheng Gu Northwestern University

Room 153A  Developing CFL Learners' Language Abilities in Standards-based Curricula

6103 The panel will present on Standards-based instructional design and innovation in beginning and intermediate CFL classes: 1) developing First-year learners' writing abilities in characters; 2) developing the speaking abilities in Intermediate Chinese Conversation; 3) developing language abilities incrementally in Second-year Modern Chinese.

Yongping Zhang Stanford University
Hong Zeng Stanford University
Marina Chung Stanford University

3:45pm – 4:45pm – Concurrent Sessions

Room 153B  A Functional Approach to Pedagogical Grammar

6311 This panel demonstrates more research should focus on the semantic, pragmatic functions of the taught structures and function words. The three topics are as follows: The structural meaning of yi...jiu and related verbal semantic issues; the pragmatic and semantic similarities and differences between Fan'er and Mingming, and among gei, wei and ti.
Nansong Huang University of Southern California
Baozhang He The College of the Holy Cross
Wenze Hu US Naval Academy

Room 151B Strategies and Achievement

6864 Correlation Between Chinese Language Learning Strategies and Achievements
Fang Liu CET Academic Programs
7324 Explicit instruction: Strategies and learners’ reading proficiency
Song Jiang University of Hawaii At Manoa
6245 Improving Students’ Character Recognition Ability Using On-line Practice
Xiwen Lu Brandeis University

Room 151A Developing Advanced and Superior Level Skills

7021 Developing Advanced Level Listening Skills in Chinese
Yea-Fen Chen Indiana University
7794 Developing Superior Level Proficiency Through Individualized Instruction
Xinyi Wu
8016 Facilitating personalized learning content and interaction through WeChat
Jun Da Middle Tennessee State University

Room 152 EMPOWER: a Tool for Editing Chinese Materials and its Application

7192 E-Learning Mandarin Platform for Words and Characters (eMPOWER), developed by NTNU, provides teachers for editing materials. It is an interdisciplinary study combining with psychology, linguistics and so on. Besides, it includes the Automatic Speech Recognition (ASR) and a Chinese character handwriting diagnosis and remedial instruction (CHDRI).

Yao-Ting Sung National Taiwan Normal University
Jia-Fei Hong National Taiwan Normal University
Ching-Fang Juan

Room 153A Chinese L2 Task-based Instructional Design and Implementation

7984 Although Task-based language instruction has gained its popularity in L2 education during the last decade, there are not many instructional resources available for Chinese L2 instruction. This session presents a holistic review, discussion, and implementation on task-based instructional design for teaching Chinese as a second language.

Fang-Yi Chao United States Military Academy
Hao-Ling Chang Fu Jen Catholic University
Huei-Fen Chao Overseas Chinese University
Eugene Gregory United States Military Academy
5:00pm – 6:00pm – Concurrent Sessions

**Room 153B  Corpus-based Discourse-pragmatic Studies for Authentic Language Use**

6622  To develop communicative competence, L2 learners must have access to authentic language use. Thus, this proposal examines Chinese data at the discourse and pragmatic levels from linguistic corpus data. With this type of enriched language use, L2 teachers will be better equipped to introduce learners to authentic language in their communication.

Fred Chen  National Taiwan Normal University
Yu-fang Wang  National Kaohsiung Normal University
His-chi Lee  Feng Chia University

**Room 151B  Instructional Strategies: Advanced Level and Superior Level CFL Classes**

6382  Case Studies in Business Chinese Teaching: Principles and Techniques
Yang Wang  Brown University
7993  Teaching Advanced Business Chinese at the College Level
Fang Lu  Boston College
6393  Bringing Literature to a Chinese Class: Challenges and Opportunities
Mei Yang  University of San Diego

**Room 151A  Acquisition, Interactional Competence and Heritage Language Learners’ Literacy Development (Ted Yao Award)**

5912  Input Flood of Chinese Notional Passive Construction: A Usage-Based Account
Liulin Zhang  University of Hawaii At Manoa
6588  Lexical Inferencing Ability in Chinese as a Heritage Language Learners
Haomin Zhang  Carnegie Mellon University
7738  Assessing L2 interactional competence in paired speaking tasks
Xue Xia  University of Hawaii At Manoa

**Room 152  Applying Project-based Language Learning in the Chinese Classroom**

6331  This panel addresses project-based language learning (PBLL) in the Chinese language classroom. Panelists will demonstrate three aspects of PBLL: project implementation, project technology, and project feedback. Finished project examples will showcase the advantage of PBLL in developing communicative skills and enhancing student learning outcomes.

Dongdong Chen  Seton Hall University
Liping Meng  Morristown High School
Michael Hegedus  Seton Hall Preparatory School
Room 153A  Differentiated Feedback: Goals and Methods

How effective are the corrective methods commonly employed in foreign/second language education? This session investigates the relationship between learning goals, students' proficiency levels and the choice of corrective method(s). It demonstrates the importance of differentiated feedback. Data from students' works will be examined and analyzed.

Maiheng Dietrich  University of Pennsylvania
Shuyuan Chen  University of Pennsylvania
Lei Yang  University of Pennsylvania

6:30 pm - 8:30 pm – CLTA Professional Development Workshops (Online registration is required)

Room 153B  Workshop 1: Fundamentals of Chinese Grammar for Chinese language Teachers (Room: TBA)

Chengzhi Chu  University of California, Davis
Language teachers need to understand how language is organized. When teachers are familiar with fundamental features of Chinese grammar and basic skills of grammatical analysis, they are able to make better decisions in teaching the language to students. This workshop will provide an overview of essential characteristics of the Chinese grammar and introduce basic skills of grammatical analysis. The application of the grammatical knowledge and skills for improving Chinese teaching will be a focus of discussion. Hands-on practice will be incorporated in the workshop.

Room 151B  Workshop 2: Tools for Promoting Collaborative Writing and Providing Audio Feedback (Room: TBA)

Jun Da  Middle Tennessee State University
One of the effective ways of developing students’ writing competency is to engage them in collaborative writing tasks and give them feedback along the way. In the past teachers’ feedbacks on students’ individual and/or collaborative written work have mostly been given as written or typed comments. In this workshop, participants will 1) learn how to use online tools and services such as Google Docs and iWork for iCloud to organize students into groups and engage them in collaborative writing tasks at the intermediate and/or advanced levels; 2) learn how to provide audio feedback on students’ written work using different software applications in both offline and online contexts, which include Adobe Acrobat, Microsoft Office and screen recorders such as Jing and Screencast-o-Matic; 3) be informed of the pedagogical benefits and limitations of providing audio feedback on students’ writing; 4) participate in discussions about good practices of using those tools and services to meet the needs of CFL learners at different proficiency levels.
6:30 pm – 9:30 pm – The 2nd National Conference for Regional Associations (Room: TBA)

SATURDAY, November 19, 2016

9:00am – 5:00am – CLTA Book Exhibition (CLTA Booth #2334)

8:00am – 9:00am – Concurrent Sessions

Room 153B  From Design to Practice: Integrate Chinese Culture Project into Your AP Class

6473  This session will describe a collaborative AP cultural project that is intended to focus on enriching students' knowledge in traditional and contemporary cultural trends. It shows how AZ schools integrate this interactive project through videos, authentic texts and performance-based activities to help students prepare for the AP Chinese exams.

Anthony Tam  ASU Chinese Language Flagship Center
Wenjing Xie  Arizona State University
Hsinlien Kuo  Arizona State University

Room 151B  “Pushed Comprehensible Output” beyond the Classroom for Advanced-level CFL

5771  This panel advocates that advanced-level L2 learner's learning experience must move beyond the classroom, as the topics get more abstract. The focus will be on pushing the learner to put what is introduced in the classroom setting to real life usage for meaningful communication through three teaching scenarios showcasing speaking and writing tasks.

Li Zhu
Le Tang  Stanford University
Jin Zhang  MIT

Room 151A  Compound Words, Lexicalization Patterns and Pragmatic Instruction

6430  Concept-based instruction of Chinese compound words
Jie Zhang  University of Oklahoma

5870  The Effects of Pragmatic Instruction on Refusal in L2 Chinese
Siyan Hou  Purdue University

7673  Chinese Lexicalization Patterns and the Acquisition of Chinese
Henghua Su  Indiana University – Bloomington

Room 152  Curriculum Articulation through Content-based Instruction in CFL Teaching

5901  The presentations will cover three aspects of content-based instruction(CBI) in CFL: 1) Designing a cross-level CBI curriculum at college level; 2) Teaching color terms through...
CBI to raise elementary learners' cultural awareness; 3) Using Chinese documentary films to enhance advanced learners' language proficiency and cultural understanding.

Yueming Yu  
Haixia Wang  
Gang Liu  
Carnegie Mellon University  
University of Pittsburgh  
Carnegie Mellon University

**Room 153A  Technology-enhanced Assessments in Learning Chinese as a Second Language**

5764 This panel focuses on the principles, paradigms, and practices of technology-enhanced assessment tools, which have been increasingly acknowledged by Chinese teachers and incorporated into their curricula. Specifically, elicited imitation, self and peer online assessment, and relevant samples of rubric and checklist will be discussed.

Ka Wong  
Ying Zhou  
Yang Xiao-Desai  
St Olaf College  
St Olaf College  
San Francisco State University

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

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

**Room 153B  Chinese Learners, Instructional Materials, Interculturality, and Technology**

7289 This panel discusses certain important aspects in compiling Chinese language teaching materials for today's interculturally conscious and technologically savvy students and their teachers. The panelists will discuss the selection and presentation of teaching materials, as well as the changing expectations of both learner and instructor.

Hua-yuan Mowry  
Yuhui Lu  
Hesheng Zhang  
Dartmouth College  
Beijing Normal University  
Beijing Normal University and Dartmouth College

**Room 151B  Beyond Regular Teaching Materials**

5868 Developing basic oral argument skill through multimedia authentic materials  
Yingling Bao  
Indiana University Bloomington

5875 Beyond Reading: Exploring Live Culture Through Folklore Films  
Lan Dai  
University of Oregon

7034 Learners’ difficulties in informally learning Chinese from watching videos  
Ting Huang  
University of Rochester

**Room 151A  How Advanced is Advanced Chinese?**

6863 Create Guidelines for Leveling Chinese Language Reading Materials  
Yuanyuan Gu  
Columbia University
Ruomu Wang          The Chinese Language School of Connecticut
7975           Greater learner autonomy in teaching advanced Chinese courses
William Zou           Yale University
6813          Articulating Advanced Chinese Language Programs: Goals and Instructors
Donglin Chai          The Ohio State University
Wenting Chao          The Ohio State University

Room 152        Video Cornucopia: Select and Adapt the Perfect Clips for Your Students
6255          Presenters will demonstrate the effective use of a range of video available online, including 'truly authentic' features such as news, shows, ads, Youtube clips and cartoons, and 'simulated authentic' material such as the Pocoyo series--all for comprehensible input; as well as native series, such as Simon's Cat, to be used for production activities.

Cyndy Ning          University of Hawaii
Joanne Shang          Hong Kong International School

Room 153A      Integrating Chinese Proficiency Assessments - online Platform and Guideline

Ting-yu Tseng          University of Southern California
Hsiao-Yun Liao          University of Southern California
Yi Hsien Walker          University of Southern California

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

Room 153B    On Chinese Teaching Methods from the Characteristics of Teaching Chinese
6597          This panel discusses challenges and issues facing teacher quality, effective instruction and curriculum in Chinese language education through development of degree and non-degree graduate credential programs with a focus on teacher education, teacher training and teacher professional development.

Xun Liu          Beijing Language and Culture University
Yonghua Cui          Beijing Language and Culture University
Meiru Liu          Portland State University

Room 151B    Studying Abroad for Business Purposes: Program Design and Learning Outcomes
This panel examines study abroad (SA) for special purposes using a Business Chinese SA program. The 1st study details the program’s structure and rationales. The 2nd examines students’ changes in their intercultural competence, motivation, and proficiency. The 3rd examines learners’ socialization processes and outcomes in workplace environments.

Zhongqi Shi  Columbia University  
Shuai Li  Georgia State University  
Feng Xiao  Carnegie Mellon University

**Room 151A  Comprehensive Advancement for the Business Chinese Course**

In light of China’s strong presence on global business growth, the teaching methodologies for business Chinese are facing a paradigm shift. This session will point out the importance of instructors having conversant business knowledge and some web-based features in developing a hybrid instructional model to enhance learners’ level of proficiency.

Jane Kuo  University of California, San Diego  
Cathy Wei  CLTA  
Yan Shen  UCLA

**Room 152  Cultural Exchange and Language Teaching: Chinese Language Partner Program**

This session explores Language and Cultural Exchange Program as a pedagogical approach to engage learners in culturally meaningful language practices. The session will evaluate the effectiveness of the program and analyze its learning outcome, providing a model for discussions on the use and the role of intercultural approach in language education.

Yuhan Huang  Purdue University  
Chi-ying Wang  Purdue University  
Yingying Huang  Purdue University  
Wei Hong  Purdue University

**Room 153A  Flipping out of the Box: Content, Modules and Assessment**

This panel includes 3 components: investigating gaps among current flipped teaching modules, presenting demos of innovative modules, and introducing assessment methods. The panel first presents new modules that can further improve teaching efficiency. Demos and survey results will be presented, followed by a discussion of assessment methods.

Ming-Yi Li  University of Colorado Boulder  
Xiaoying Liles  Indiana University Bloomington  
Ying Feng  Pennsylvania State University
12:30pm – 1:45pm – CLASS/CLTA Joint Luncheon (TBA)  The payment must be made in advance at http://clta-us.org/meeting/classclta-joint-luncheon/ Sign in at the entrance.

2:00pm – 3:00pm - Concurrent Sessions

Room 153B  Compilation of Classical Chinese Textbooks: Past, Present and Future

6751 To illustrate principles and challenges of compiling Classical Chinese textbooks, this session (in ENG & CHN) includes a survey of textbooks and talks on two major approaches: the constructional approach which creates a research-based teaching and the theme-based approach which emphasizes the understanding of cultural concepts in classical texts.

Chi-p’ing Chou  Princeton University
Derek Herforth  University of Sydney
Jing Wang  Princeton University
Michael Fuller  University of California

Room 151B  Developing Effective Assessments for Learning: Goals, Format and Rubrics

7361 This session investigates how different types of assessments are developed for two advanced Chinese language classes and at an intensive government language-training program. The presenters will introduce some assessment examples, examine their goals, formats and rubrics, and discuss the intertwined connections between assessment and instruction.

Wen-Hua Tu  The Pennsylvania State University
Jia Lin  University of North Carolina
Yi-Tzu Huang  Foreign Service Institute

Room 151A  Effective Teaching of Syncategorematic Terms in Chinese

7583 Syncategorematic terms are function words that express grammatical relations in a sentence, including prepositions, adverbs, conjunctions, and other connective devices which provide textual cohesion. This panel will discuss the cause of the problems students encounter in learning such terms and offer strategies for effective solution.

Aimin Li  Dartmouth College
Min Wan  Tufts University
Congmin Zhao  Phillips Academy
Tong Chen  Massachusetts Institute of Technology

Room 152  Linguistic Structure, Cultural Perspective and Serial verb Construction

6633 Applying the Principle of Background-to-Foreground Progression to Teaching
Room 153A  A Blended Learning Model in a Proficiency-based Chinese Class

7582  Blended learning becomes more and more popular in teaching Chinese. However, there is insufficient information about some important components of Chinese blended learning. The study created a new teaching model of blended learning combining proficiency based face to face teaching with online and digital in a Chinese Language Flagship Program.

Wayne He  University of Rhode Island
I-Ling Hsue  University of Rhode Island
Xiaoyan Hu  University of Rhode Island
Qingyu Yang  University of Rhode Island

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

4:00pm – 5:00pm – Concurrent Sessions

Room 153B  Construction Grammar and its Application in Teaching Chinese as an L2

7222  This panel discusses a new pedagogical approach: utilizing Construction Grammar in teaching Chinese as an L2 to help instructors learn the restrictions on word and structure formations and usages in the related grammar network. This approach helps students learn the structure, meaning and context simultaneously and use language forms correctly.

Yongping Zhu  University of Notre Dame
Chaofen Sun  Stanford University
Lening Liu  Columbia University

Room 151B  Seamless Integration of Language Learning Experiences in the Digital World

7799  This panel focuses on strategies to structure learning activities mediated by technology. Examples from a classroom-based course, a blended course combining classRoom 153Bnd online learning, and an entirely online course are examined to articulate the design principles that help students smoothly transit between the digital and the physical world.

Jia Yang  University of Dayton
Chengxu Yin  University of Notre Dame
Wei Wang  University of Notre Dame
Room 151A  Rethinking Classical Chinese Teaching: Learner, Medium and Method

7173  This panel addresses new challenges facing today's Classical Chinese teaching and rethinks the subject through three perspectives—learners, media of instruction and teaching methods. Presenters will use lesson plans, assignment examples, and teaching demonstrations to show how they involve diverse students in active use of the target language.

Xin Zhou  Princeton University
Chen Wu  Columbia University
Rania Huntongton  University of Wisconsin, Madison

Room 152  Innovative Design in Teaching Chinese: Flagship K-12 Blended Learning Model

7300  How can personalized and technology enhanced blended learning model change the typical Chinese instructional design in the K-12 setting? The Presenters will share the curriculum design, assessment methods, and students' learning outcome data as evidence to recommend this innovative educational design to the field.

Der-lin Chao  Hunter College
Bing Ying Hu  Hunter College
Elaine Margarita  Jericho High School
Shouqian Shi  Jericho High School

Room 153A  Second-year CFL Literacy Instruction: When SLA Theories Hit Program Reality

7429  This panel presents three empirical SLA studies conducted at the 2nd-year college level of CFL to explore and evaluate pedagogical innovations in literacy instruction. This panel aims to address challenges in student retention and success during the inter-stage of novice and intermediate level of Chinese from the perspective of program development.

Ke Peng  Western Kentucky University
Chiuhung Chen  Mills College
Yongan Wu  University of North Florida

5:15pm – 6:15pm – Concurrent Sessions

Room 153B  Technology-enhanced Business Chinese Multimedia Authentic Materials

6275  This session discusses authentic materials and business Chinese textbooks, which addresses issues of authenticity, comprehensible input, character recognition, phonological and semantic awareness, task-based business Chinese writing and performance-based evaluation. The theme of global advertisement is studied in 100 business Chinese textbooks.
Room 151B  Fostering Intercultural Competence through Language Partner and Community

6535  The session will present three studies investigating how language partner in a study-abroad program and community-based activities on a U.S. campus foster intercultural competence among learners of Chinese as a foreign language (CFL). Implications for future study-abroad program design and CFL curriculum development will be discussed as well.

Yan Liu  Duke University
Wenjing Xie  Arizona State University
Hsiulien Kuo  Arizona State University

Room 151A  Maximizing Output by Adopting Speech Mode in Advanced Chinese Classes

6318  Speech Mode is not a single sentence, but a series of language segments which contain 4 to 5 sentences. It can help learners maximize output by presenting a discourse and applying transfer to similar cases. It must follow cognitive rules, complete the teaching task and be associated with a particular situation. Models will be provided to explain.

Congcong Ma  University of Notre Dame
Tao Peng  Princeton University
Nini Li  Williams College

Room 152  An Online Learning Platform with Multimedia Materials for Beginning Chinese

6300  This panel discusses the development and use of multimedia supplementary materials based on Moodle to reinforce and enrich novice Chinese language learning. Specifically, the three presentations focus on the learning materials in the following areas: Chinese characters and morphemes, difficult and important grammars, and extensive reading.

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

Room 153A  Teaching Collocations: Integrating Vocabulary and Grammar in CSL

5920  This session presents research results on Chinese vocabulary learning at the advanced level, explains the challenges and successes in vocabulary learning as revealed by the
acquisition data from a constructionist perspective, and finally provides a corpus-based toolkit for the teaching and learning of vocabulary in collocations.

Zhuo Jing-Schmidt  University of Oregon
Xinjia Peng  University of Oregon
Lin Zhu  University of Oregon
Hui Shi  University of Oregon

6:30 pm – 8:30 pm – CLTA Reception and the General Membership Meeting (Room: TBA)

SUNDAY, November 20, 2016

8:00am – 9:00am – Concurrent Sessions

Room 153B  Mandarin Teaching and Testing Issues

6530  Sino-Turkic and Mandarin Teaching
Anching Lin

7487  Practice of Chinese Placement Procedures at U.S. Postsecondary Institutions
Miaochun Wei  George Washington University

6295  The Effect of Question Formats on Reading and Listening Test Performance
Jiang Liu  University of Minnesota

Room 151B  Study Abroad Program and Teacher Training Issues

5885  The Design and Management of Effective Short-Term Study-Abroad Programs
Hua Dong  Northeastern University

7459  Exploration on teachers training program in a study abroad program
Tianshu He  Duke University

7001  How Global Tasks Develop Communicative Competence in Study Abroad Programs
Wenyi Chu  Brown University

Room 151A  From Clarity to Eloquence: A New Approach for Teaching Advanced Chinese

5910  This session discusses how instructors can improve advanced learner’s productive skills to the level of eloquent expression. Based on interlanguage analyses, three empirical studies examine skills improvement from three perspectives: accuracy, appropriateness, and complexity, and propose corresponding new strategies for teaching advanced Chinese.

Xiaoke Jia  Bowdoin College
Panpan Gao  Harvard University
Zheng Qu  CET Academic Programs in Shanghai
Room 152  Language Partners and Communities

6329  Connecting Chinese learners on-line with native speakers in China
Haiqing Yin  University of Michigan

7760  Sino-American Language Partner Collaboration: Benefits and Caveats
Li Jin  DePaul University

7765  Innovative Use of Technology in College Level Chinese Course
Jiahang Li  Michigan State University
Ting Shen  University of Mount Union

Room 153A  Kitchen Language to Discourse: Employing OPI Principles in course Design

5930  This panel proposes to achieve discourse level language ability for heritage Chinese learners by employing OPI principles as a curricular framework. The session is composed of three presentations: 1) building a solid foundation of oral communication competence, 2) strengthening grammar acquisition, and 3) elevating writing competence.

Min-Min Liang  Massachusetts Institute of Technology
Kang Zhou  Harvard University
Erqian Xu  Harvard University

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

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

Room 153B  Beyond Proficiency: Chinese Learners in a Professional Environment

6905  Using language perception experiment and interview with both superior language learners and their Chinese colleagues, this study identifies key features of Chinese learners who can function in a professional environment in China. The findings of the study also lead to a discussion about how to achieve working capacity through pedagogical designs.

Cong Li  Ohio State University
Junqing Jia  Ohio State University
Xin Zhang  Ohio State University

Room 151B  Strategies for Improving the Pronunciation of Standard Chinese

6972  Three different strategies for improving students' pronunciation of Standard Chinese are discussed: 1. reorganizing the pinyin system showing its underlying systematic pattern; 2. a general study of the phonological systems of Chinese dialects (for advanced learners); and 3. a 'memory approach' based on a tonal errors study to improve tonal skills.

Kening Li  Inter-University Program for Chinese Language Studies
Shujing Ren  CET Harbin Program
Room 151A  Interactive Activities in Oral Proficiency Training

7390  This panel will share practice and research on how interactive activities are used by integrating the form, meaning and communicative function in developing the students' oral proficiency based on the ACTFL Oral Proficiency Scale. Teaching demos can be adapted to different proficiency levels.

Fengyan Hu          Wake Forest University
Wen Xiong           Winston-Salem State University
Fangfang Li         Wake Forest University

Room 152  Feedbacks and Project-based Learning Model

7009 A Study on the Application of Project-based Learning Model in L2 Writing
Qiaoqiao Xin        Council on International Educational Exchange
7901 Feedback to Feed forward? Effective feedback to advanced Chinese writing
Ming Fang           Florida International University
7597 Study of the feedback and correction on tones tests in diagnostic oral test
Qian Liu            ECNU

Room 153A  Developing Chinese L2 Learners’ Oral Proficiency with ACTFL Guidelines

5937 This session reports three empirical studies that explore effective integration of ACTFL speaking proficiency guidelines and performance descriptors into classroom practice. The studies also employ a variety of training methods to promote development and self-assessment of oral proficiency of Chinese L2 learners at different instructional levels.

Lini Ge             University of North Carolina At Chapel Hill
Li Yang             Kansas State University
Yi Zhou             UNC-Chapel Hill

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

Room 153B  Engaging and Empowering Chinese Learners through Multimodal Literacies

6231 This session showcases three multimodal literacy projects developed for three different levels, from first-year to third-year Chinese language courses. These projects create opportunities for students to become active learners and to contextualize their own meaning-making process through creating character videos, digital stories, and magazines.

Sujane Wu           Smith College
Yalin Chen          Smith College
Marsha Liaw         University of Massachusetts Amherst
Room 151B  Chinese Native Speakers, Heritage Learners and Foreign Learners

6903  Native Chinese Perception of Chengyu Usage by Foreign Language Learners
Xin Zhang  The Ohio State University

6582  Differences of Reading Skills Between Chinese Heritage and Foreign Learners
Wen-Li Hsu  University of Hawaii At Manoa

6463  Linguistic Landscape in Chinese Heritage Classes
Hsiu-Hsien Chan  Yale University

Room 151A  How to Enhance Advanced Learners’ Vocabulary Richness and Accuracy

7648  This panel aims to address the challenges in strengthening accuracy and appropriateness in advanced learners’ output in terms of vocabulary. Students' learning strategies, the corpus-aided approach and OPI are proposed to provide insight into new perspectives to aid advanced learners to enrich the output and increase accuracy.

    Jincheng Liu  Princeton University
    Li Xu  Duke Kunshan University
    Juei-Chen Hsian  Georgetown University

Room 152  Chinese Is Not That Difficult: Technology-Enhanced Education

6334  This session highlights the role of technology in addressing the specific challenges in Chinese-as-a-foreign-language (CFL) education. It discusses (1) whether technology is consistently beneficial to different aspects of teaching and learning (characters and pragmatics), and (2) how it enhances the effectiveness of CFL education.

    Sihui Ke  Carnegie Mellon University
    Qiong Li  Carnegie Mellon University
    Liling Huang  Boston University

Room 153A  Different Designs in Chinese Language Instruction

6096  RPG Game Design Targeting at Elementary and Intermediate Chinese Learners
Yanfei Chen  Johns Hopkins University

7969  Oral Proficiency-based Curriculum Design in the Chinese Language
Yu-Shan Cheng,  Columbia University

7007  Designing meaningful performance assessment by partnering with communities
DanLu Wu  International School of Beijing

[End]