



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 17, 2016

3:00 pm - 5:45 pm CLTA Steering Committee Meeting (**Room: Marina Ballroom IV at Westin Boston Waterfront**)

6:00 pm - 11:00 pm CLTA Board Meeting (**Room: Marina Ballroom IV at Westin Boston Waterfront**)

FRIDAY, November 18, 2016

8:30am - 10:00am – ACTFL Opening General Session. A keynote address by author and innovator Mike Walsh on "The Language Factor: Impacting the Future." (**Ballroom at Boston Convention & Exhibition Center**)

10:00am – 11:00am – Exhibit Hall Opening with Welcome Coffee (**Exhibit Hall A & B1 at Boston Convention & Exhibition Center**)

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

7008 Teaching Mandarin tones from appropriated musical ear training methods
Xi Yang University of Hawai'i at Manoa

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
Jili 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
Yu Wu	University of Rhode Island

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-ching 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

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|------|---|------------|-------------------------------|
| 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
Hsi-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 (PBL) in the Chinese language classroom. Panelists will demonstrate three aspects of PBL: project implementation, project technology, and project feedback. Finished project examples will showcase the advantage of PBL in developing communicative skills and enhancing student learning outcomes.

Dongdong Chen	Seton Hall University
Liping Meng	NJ Montville Township High School
Michael Hegedus	Seton Hall Preparatory School

Room 153A Differentiated Feedback: Goals and Methods

6229 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)

Workshop 1: Fundamentals of Chinese Grammar for Chinese language Teachers (Room: 258A)

Chengzhi Chu University of California, Davis

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.

Workshop 2: Tools for Promoting Collaborative Writing and Providing Audio Feedback (Room: 258B)

Jun Da Middle Tennessee State University

In this workshop, participants will learn how to use tools and services such as Google Docs, iWork, Adobe Acrobat, Microsoft Office and screen recorders such as Jing and Screencast-o-Matic to engage students and provide feedbacks, and participants will also discuss 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: 151A)

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	
	Siyang 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	Carnegie Mellon University
Haixia Wang	University of Pittsburgh
Gang Liu	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	St Olaf College
Ying Zhou	St Olaf College
Yang Xiao-Desai	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	Dartmouth College
Yuhui Lu	Beijing Normal University
Hesheng Zhang	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 Zhao	The Ohio State University
	Hongyao Chen	Northeast Normal 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 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

6133 The presentation features I. Off-line vs. On-line Assessment Approach: a. Quantifying Computer Simulated OPI (CS-OPI) Rating Guideline b. Modifying e-WPT Testing Prompts II. The Improved CS-OPI & e-WPT: The Design/Implementation Overview of the Integrated Platform III. Comparing Oral vs. Writing Proficiency: Use-Cases & Best-Practices

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 explores characteristics of Chinese teaching method system and Chinese teaching materials that reflect these characteristics. The purpose of this panel is to further promote research on the characteristics of Chinese teaching. The analysis will be drawn from teaching Chinese as a foreign language to adults, to children in immersion programs and methods of incorporating Chinese culture into Chinese language teaching.

Xun Liu	Beijing Language and Culture University
Wen Ting	Beijing Language and Culture University
Meiru Liu	Portland State University

Room 151B Studying Abroad for Business Purposes: Program Design and Learning Outcomes

5800 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

6377 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	Pasadena City College
Yan Shen	UCLA

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

6742 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

6608 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 (Grand Ballroom C-E at Westin Boston Waterfront) The payment must be made in advance (by Nov. 11, 2016) at <http://clta-us.org/meeting/classclta-joint-luncheon/> and 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 Du	The Pennsylvania State University
Jia Lin	University of North Carolina
Yi-Tzu Huang	Foreign Service Institute
Min Rui	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	
	Songren Cui	Bowdoin College
6678	Culture in Grammar: Exploring An integrated Approach in Chinese Teaching	
	Yue Pan	University of Kansas
6686	The Pedagogical Implications of Separable Verbs in Mandarin	
	Yu-San Lai	Indiana University Bloomington

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 and 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.

Chin-Chin Tseng	National Taiwan Normal University
Yuen-Hsien Tseng	National Taiwan Normal University
Li Yu Chen	National Taiwan Normal University
Kwee Nyet Chin	National University of Singapore

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: Room 210C at Boston Convention & Exhibition Center)

SUNDAY, November 20, 2016

8:00am – 9:00am – Concurrent Sessions

Room 153B Mandarin Teaching and Testing Issues

- 6830 A Meaning-Centered Approach for L2 Chinese Reading Instruction
Shaomei Wang Tufts
- 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
Hong Tao	The Middlebury School in China: Hang Zhou 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
Wen Xiong
Fangfang Li

Wake Forest University
Winston-Salem State University
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 (Cancelled)
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
Li Yang
Yi Zhou

University of North Carolina At Chapel Hill
Kansas State University
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
Yalin Chen
Marsha Liaw

Smith College
Smith College
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
(Cancelled)

Yanfei Chen	Johns Hopkins University
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7969 Oral Proficiency-based Curriculum Design in the Chinese Language

Yu-Shan Cheng,	Columbia University
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7007 Designing meaningful performance assessment by partnering with communities

DanLu Wu	International School of Beijing
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[End]