

2012 CLTA Annual Meeting Program
Pennsylvania Convention Center and Philadelphia Marriott Hotel
Philadelphia, PA
November 15-18, 2012

Theme: Many Paths, One Goal
CLTA 50th Anniversary Celebration



Hongyin Tao, 2012 CLTA Program Chair

Sue-mei Wu, 2012 CLTA Conference Chair

THURSDAY, November 15, 2012

11:00am to 3:00pm **CLTA Steering Committee Meeting**

1:00pm to 4:00pm **CLTA Teacher Workshop**

Title: Articulating K-16 CFL/CSL Curriculum through Task-Based Instruction

Presenters: Carolyn Kunshan Lee, Duke University; Hsin-hsin Liang, University of Virginia; Julia Kessel, New Trier Township High School; Piling Chiu, Naperville North High School

6:00pm to 10:00pm **CLTA Board Meeting**

FRIDAY, November 16, 2012

11:00am – 1:00pm

ACTFL Exhibition Hall: CLTA Booth 1326-1328

ASSCE (American Society of Shufa Calligraphy Education) Calligraphy DEMO

- Chair: Carl Robertson, Calligraphy Demo Director of ASSCE, Southwestern University
Calligrapher: Harrison Tu, President of ASSCE, Naropa University

1:00pm-5:00pm

CLTA Book Exhibition & Meet the Authors

ACTFL Exhibition Hall: CLTA Booth # 1326-1328

11:00am – 12:00am

Pennsylvania Convention Center 121C

Session 1.1 Broad Perspectives on the Chinese Language Learning Field

This session investigates broad issues such as the development of pedagogical bases within LCTL fields, service learning as an effective strategy for developing competent Chinese teachers for K-12 environments, and emerging Chinese expressions which are not part of standard Chinese, but which are embraced and accepted by Chinese speakers.

- Chair: Scott G. McGinnis, Defense Language Institute
- Presentations:
 - Lessons Large & Small: Six Models for LCTL Field Development, Scott G. McGinnis, Defense Language Institute
 - Integrating Service-Learning into Chinese Language Teacher Education, Dongdong Chen, Seton Hall University
 - Chinese Under Globalization: The Emerging Lingua Franca of the Masses, Yun Xiao, Bryant University

11:00am – 12:00am

Pennsylvania Convention Center 122A

Session 1.2 Chinese Information Structure and its Pedagogical Implications

Information structures involve the various ways in which information is restructured for communication. This panel focuses on Chinese information structure and pedagogy. Presentations include: 1) Chinese Language Structure and Pedagogical Research; 2) Teacher Action Research and Pedagogy; and 3) Improvements of Teaching Information Structure Derived From The Interlanguage Corpus.

- Chair: Shou-Shin Teng, National Taiwan Normal University
- Presenters:
 - Liyuan Chen, National Taiwan University
 - Chang-jen Chou, National Taiwan University
 - Meeiyuan Fann, National Taiwan University

11:00am – 12:00am

Pennsylvania Convention Center 123

Session 1.3 Improving Reading and Writing Skills in Chinese

This session addresses improvement of reading skills in Chinese through improving the reading strategies utilized by learners, and through effective assessment of reading proficiency levels via recall protocol assessments. Also addressed is the integration of an academic writing component into an advanced reading and writing course.

- Chair: Shui Duen Chan, Hong Kong Polytechnic University
- Presentations:
 - A Study on the Reading Strategies of CSL Adult Learners, Sihui Ke, Shui Duen Chan & Xinhua Zhu, Hong Kong Polytechnic University
 - Developing Academic Writing Skills in Advanced Chinese Reading Courses, Yang Wang, Brown University
 - Employing Recall Protocols for Superior-level CFL Reading: Potential and Challenges, Tingting Chen, University of Iowa

11:00am – 12:00am

Pennsylvania Convention Center 124

Session 1.4 Research Approaches to Teaching and Learning Chinese

This session reports studies on diverse topics related to teaching and learning Chinese, including an investigation of project-based instruction, a study of how students learning Chinese from scratch process the language, and a review of how Chinese characters have been addressed in teaching and learning Chinese.

- Chair: ZhaoHong Han, Columbia University
- Presentations:
 - A Review of Empirical Research in CFL, Shijuan Liu, California State University, Los Angeles
 - Initial-state Input Processing: A Study of ab Initio Learners of Chinese
ZhaoHong Han & Zehua Liu, Columbia University
 - Project-Based Chinese as a Foreign Language Instruction, Juanjuan Zhao, University of Cincinnati

11:00am – 12:00am

Pennsylvania Convention Center 125

Session 1.5 Creative Integrations of Technology in Chinese Instruction: Promises and Challenges

Computer technology has provided unlimited potential for language learning. In this session, three presenters share their experiences in integrating technology in different ways in their teaching of Chinese. Audience benefit not only from these innovative ways of technology integration but also from the lessons learnt in implementing these integrations.

- Chair: Richard Lu, Spelman College
- Presenters:
 - Hong Li, Emory University
 - Xiaoliang Li, Georgia Institute of Technology
 - Richard Lu, Spelman College

1:15pm – 2:15pm

Pennsylvania Convention Center 121C

Session 2.1 Cheng & Tsui CLTA Walton Presentation Prize (Part I)

In this session, three papers will be presented by this year's Walton Presentation Prize finalists. The Walton Presentation Prize is awarded to recognize the best first-time presentation at the CLTA Annual Meeting.

- Chair: Wei Hong, Purdue University
- Presentations:
 - A Synthesis Study of Morphological Awareness Instruction, Yan Liu, Carnegie Mellon University
 - A Data-driven Approach to the Teaching of Mandarin Modal Particles, Xuehua Xiang, University of Illinois
 - Discourse Complexity in Advanced-Level Chinese: Comparing Two Learning Backgrounds, Yupeng Kou, The University of Iowa

1:15pm – 2:15pm

Pennsylvania Convention Center 122A

Session 2.2 Written Learner Corpora - Construction, Analysis, and Pedagogical Application

This panel explores three written corpora of Chinese as a Foreign Language or Heritage Language (CFL/CHL) learners. Topics include building CFL/CHL corpora for specific research purposes, using existing corpora to inform assessment theories, and investigating discourse features and epistemic stance taking in heritage learner language.

- Chair: Hongyin Tao, UCLA
- Presenters:
 - Yi Xu, University of Pittsburgh
 - Jie Zhang, University of Oklahoma
 - Yang Xiao, University of South Carolina

1:15pm – 2:15pm

Pennsylvania Convention Center 123

Session 2.3 Approaches to Learning to Write in Chinese

This session discusses approaches to improving Chinese writing, from learning compound characters through radical information, to using video feedback from a pen-movement tracking device to help learners overcome stroke sequence errors, to the use of genre-based writing instruction to improve advanced-level writing proficiency.

- Chair: Hana Kang, Michigan Technological University
- Presentations:
 - Genre-based Writing Instruction for CFL Learners: an Action Research Study, Ying Liu, Ursinus College
 - Does Partial Radical Information Help Chinese Compound Character Learning? Jing Wang, University of Pittsburgh
 - Effectiveness of Video Feedback on CFL Learners' Chinese Character Writing, Hana Kang, Michigan Technological University

1:15pm – 2:15pm

Pennsylvania Convention Center 124

Session 2.4 Studies of Affective Factors: Chinese Language Learning Motivation and Anxiety

U.S. College Chinese enrollment has increased 51% during 2002 - 2006 and the number of U.S. middle and high schools offering Chinese has quadrupled from 1997 to 2008. The rapid growing interest in Chinese has made research on affective factors such as motivation and anxiety in learning Chinese particularly important, topics that this panel addresses.

- Chair: Xiaohong Wen, University of Houston
- Presenters:
 - Han Luo, Northwestern University
 - Suihua Zhao, Lehigh University
 - Xiaohong Wen, University of Houston

1:15pm – 2:15pm

Pennsylvania Convention Center 125

Session 2.5 A New Approach to Cultural Integration in Advanced Chinese Classes

This innovative approach identifies and gains insights into the very fabric of Chinese culture that governs personal behavior and directs social dynamics. Culture thus becomes the very core of language learning, transitioning its role from context to text, and its relation with language from duality to unity.

- Chair: Zu-yan Chen, Binghamton University SUNY
- Presenters:
 - Zu-yan Chen, Binghamton University SUNY
 - Hong Zhang, Binghamton University, SUNY
 - Xiaojun Wang, Western Michigan University

2:30pm – 3:30pm

Pennsylvania Convention Center 121C

Session 3.1 Cheng & Tsui CLTA Walton Presentation Prize (Part II)

In this session, another three papers will be presented by this year's Walton Presentation Prize finalists. The Walton Presentation Prize is awarded to recognize the best first-time presentation at the CLTA Annual Meeting.

- Chair: Wei Hong, Purdue University
- Presentations:

- Deictic Gestures in Learning Chinese Topic-comment Sentences
Jing Paul, University of Hawaii at Manoa
- How Contextual Information and Cultural Familiarity Affect Chinese Colloquial Idioms Comprehension, Yu Li, The University of Iowa
- English Thinking in CLLs' Speaking by Examining Spatial-temporal Metaphors, Pei-ni Causarano, University of New Mexico

2:30pm – 3:30pm

Pennsylvania Convention Center 122A

Session 3.2 A Study of Student Evaluation of College Chinese Language Instructors

This study investigates the special learning needs of Chinese learners of beginner, intermediate and advanced level respectively in Chinese language instruction through the tool of student evaluation. The components of effective teaching valued by students across levels are identified and applications of evaluation to teacher training are discussed.

- Chair: Qiuyu Wang, Harvard University
- Presenters:
 - Kening Li, Inter-University Program for Chinese Language Studies
 - Rongzhen Li, Yale University
 - Qiuyu Wang, Harvard University

2:30pm – 3:30pm

Pennsylvania Convention Center 123

Session 3.3 Content-based Chinese Courses: Issues, Challenges and Solutions

The three presentations of this panel will discuss several issues, challenges and solutions related to Chinese content-based courses with the goal of enabling instructors to improve students' literature, culture, and language learning outcomes. Examples of how to balance teaching of content with attention to language proficiency will be provided.

- Chair: Sue-mei Wu, Carnegie Mellon University
- Presentations:
 - A Content-based Course on Chinese Folk Performance, Sue-mei Wu, Carnegie Mellon University
 - The Effect of Content-based Instruction on Advanced Chinese Language Acquisition, Zhuo Jing-Schmidt, University of Oregon
 - A Content-based Course on Chinese Ghost Literature and Culture, Gang Liu, Carnegie Mellon University

2:30pm – 3:30pm

Pennsylvania Convention Center 124

Session 3.4 Incorporating Effective Formative and Alternative Assessments in Chinese Language Pedagogy

This panel focuses on the paradigm, methodology, practice and implication of formative and alternative assessments, which have been increasingly acknowledged by Chinese pedagogues and incorporated into their student-centered curricula. Specifically, self and peer assessment, portfolio assessment, relevant rubrics and checklists, together with students' own perspectives will be discussed.

- Chair: Christopher Magroney; University of Southern California
- Presenters:
 - Ka Wong, University of Southern California
 - Christopher Magroney, University of Southern California
 - Ying Zhou, Defense Language Institute, Monterey

2:30pm – 3:30pm

Pennsylvania Convention Center 125

Session 3.5 Building An Engaging and Research-based Chinese Program in K-6 Classrooms

This program will present the curriculum, teaching materials, instructional strategies, student activities and assessment tasks appropriate for Chinese language learners in k-6 classrooms. We will also report the results of our pilot study in a second-grade classroom, including video clips and student work samples.

- Chair: Belinda Louie, University of Washington, Tacoma
- Presenters:
 - Belinda Louie, University of Washington, Tacoma
 - Wenling Li, Trident University International
 - Qizhi Yang, Evergreen Chinese Academy

3:45pm – 4:45pm

Pennsylvania Convention Center 121C

Session 4.1 Bridging Gap Between Knowledge and Practice in Character Learning & Teaching

This panel consists of three studies. (1) A survey of research studies on CFL character teaching and learning; (2) A cross-institutional study of character learning strategies and their relationship to textbook use and instructors' teaching; (3) The story of stone, bronze and bamboo tablets: Etymology harnessed for Chinese character acquisition.

- Chair: Chunsheng Yang, Northwestern University
- Presenters:
 - Chunsheng Yang, Northwestern University
 - Lijuan Ye, Messiah College
 - Donghui He, Whitman College

3:45pm – 4:45pm

Pennsylvania Convention Center 122A

Session 4.2 Pedagogical Grammar for New Teachers: Research and Classroom Instructions

This panel addresses issues of Chinese pedagogical grammar, focusing on classroom instructions to show new teachers how to teach grammar that is both pedagogically and theoretically sound. The presentations, supported by research, address modifying particle “de,” existential sentence and the notion of definiteness at all levels of Chinese syntax.

- Chair: Baozhang He, College of the Holy Cross
- Presenters:
 - Baozhang He, College of the Holy Cross
 - Nansong Huang, University of Southern California
 - Wenze Hu, US Naval Academy

3:45pm – 4:45pm

Pennsylvania Convention Center 123

Session 4.3 Error Analysis, Metacognition and Identity in CFL

This session addresses improving Chinese instruction through specific approaches, such as error analysis and attention to the metacognitive strategies used by learners, and through an understanding of the teacher's role in the transformation of students' identities.

- Chair: Marilyn Chakwin, Defense Language Institute
- Presentations:
 - Improve Chinese Language Acquisition Through Error Analysis Method, Tingting Wang & Youngjoo Yi, Georgia State University
 - Enhancing L2 Listening Competence with a Metacognitive Approach to Instruction, Marilyn Chakwin, Defense Language Institute

- Chinese in the South: Road of Identity Travelled, Xiang Zhang, University of Alabama

3:45pm – 4:45pm

Pennsylvania Convention Center 124

Session 4.4 Developing Syllabus and Instrument on Teaching Chinese for Academic Purposes

More and more students learning Chinese is for pursuing formal degrees in the Chinese universities, that enhances the needs for teaching Chinese for academic purposes. The presentation will address the issues on syllabus design, error analysis on academic writing and speaking, and show an e-platform for learning academic Chinese.

- Chair: Shih-chang Hsin, National Taiwan Normal University
- Presenters:
 - Mingyi Li, National Central University
 - Chao min Shu, National United University
 - Wei-Chang Shann, Language Center, National Central University

3:45pm – 4:45pm

Pennsylvania Convention Center 125

Session 4.5 When Theory Informs Practice: Chinese Linguistics in L2 Language Instruction

This panel aims to raise language instructors' awareness of the roles that linguistic knowledge plays in effective language teaching by exploring the solutions to prominent issues in the teaching of Chinese, through the discussion of fundamental phonological and syntactical rules, psycholinguistic data, and pedagogical implications in a context-based classroom.

- Chair: Hongming Zhang, University of Wisconsin - Madison
- Presenters:
 - Chenqing Song, SUNY-Binghamton University
 - Tianlin Wang, University of Wisconsin - Madison
 - Henghua Su, University of Wisconsin - Madison

5:00pm – 6:00pm

Pennsylvania Convention Center 121C

Session 5.1 Content-based Teaching of Business Chinese and Its Assessment

This panel focuses on content-based teaching of business Chinese at beginning, intermediate and advanced levels in a university setting. Theoretical background, adoption of materials, employment of technology, assessment of teaching effectiveness, linguistic features of business terminology will be discussed.

- Chair: Liwei Jiao, University of Pennsylvania
- Presenters:
 - Qi Wang, University of Pennsylvania
 - Ya-chuan Yu, University of Pennsylvania
 - Mien-hwa Chiang, University of Pennsylvania

5:00pm – 6:00pm

Pennsylvania Convention Center 122A

Session 5.2 Using Online Tools to Empower Chinese Teaching and Learning

This session investigates two online tools, one for assessing character and vocabulary knowledge and one for creating and grading listening and oral assignments. Also discussed will be methods of developing online multimedia materials and implementing them into the curriculum.

- Chair: Jun Da, Middle Tennessee State University

- Presentations:
 - ZiCiCheck: An Online Tool to Assess CFL Learners' Character Knowledge, Jun Da, Middle Tennessee State University
 - Using Online Tools to develop Students' Listening and Oral Proficiency, Tong Chen, MIT
 - Online Mandarin Multimedia Materials: Curriculum Development and Implementation, Yufen Lee Mehta, Cornell University

5:00pm – 6:00pm

Pennsylvania Convention Center 123

Session 5.3 Bridging the Language-Culture Divide: Teaching Chinese Scripts and Calligraphy

This panel focuses on integrating language and culture instruction in teaching Chinese scripts and calligraphy. Presentations include: “Chinese culture in the written scripts: why teach it and how,” “Integrating cultural perspectives, practices, and products in teaching Chinese calligraphy,” and “Shi-shu-hua: teaching Chinese calligraphy as an interartistic bridge.”

- Chair: Yu Li, Emory University
- Presenters:
 - Yu Li, Emory University
 - Madeline Chu, Kalamazoo College
 - Da'an Pan, California State Polytechnic University, Pomona

5:00pm – 6:00pm

Pennsylvania Convention Center 124

Session 5.4 Teaching Chinese Tones

This session addresses teaching and learning of Chinese tones through various methods including the use of rhythmic verse, micro-listening tasks, and imitation and self-repair.

- Chair: John Jing-hua Yin, University of Vermont
- Presentations:
 - Chinese Tonal Training with Rhythmic Verses, John Jing-hua Yin, University of Vermont
 - Exploring an Effective Approach to Teaching Chinese Tones, Jian Kang Loar, Defense Language Institute
 - Imitation and Self-Repairs in Tonal Drills of L2 Mandarin Classrooms, Chun-Mei Chen, National Chung Hsing University

5:00pm – 6:00pm

Pennsylvania Convention Center 125

Session 5.5 Pushing Beyond the Basics to Transition to Advanced Language Learning

This session addresses the challenges for language learners when they move from the lower-intermediate to the upper-intermediate/advanced level and proposes some pedagogical solutions to make this transition more smoothly. Recommendations for curriculum design, pedagogical cycle and task types will be provided.

- Chair: Jia Yang, University of Notre Dame
- Presenters:
 - Jia Yang, University of Notre Dame
 - Kun-shan Lee, Duke University
 - Chengxu Yin, University of Notre Dame



6:15pm-7:45pm

CLTA Presidential Forum

Pennsylvania Convention Center 122A

Presentations and reflections on the past, present, and future of the CSL/CFL field by over a dozen former Presidents of the Association. Light refreshments will be provided.

8:00pm-9:00pm

CLTA-CLASS Joint Forum

Pennsylvania Convention Center 122A

Title: CLTA-CLASS Joint Forum: Integrating the 21st Century Skills in the K-16

The panel of presenters will explain how the 21st century skills and common core of State standards have been integrated into the newly revised K-16 Chinese standards. Examples of progress indicators at various grades will be used to illustrate the standards before and after the revision, and will be used to demonstrate their application in assessment and instructional planning for grades K-16.

- Chair: Janet Xing, CLTA President; Haiyan Fu, CLASS President
- Presenters:
 - Yu-lan Lin, Boston Public Schools
 - Lucy Lee, Livingston High School in New Jersey
 - Telee Richard Chi, University of Utah
 - Jennifer Liu, Harvard University

7:00pm-10pm

CLTA Empirical Research Workshop

Title: Survey Research Design for Chinese L2 Learning and Teaching

Presenter: Helen Shen, University of Iowa

SATURDAY, November 17, 2012

11:00am – 1:00pm

ACTFL Exhibition Hall: CLTA Booth 1326-1328

ASSCE (American Society of Shufa Calligraphy Education) Calligraphy DEMO

- Chair: Carl Robertson, Calligraphy Demo Director of ASSCE, Southwestern University
Calligrapher: Harrison Tu, President of ASSCE, Naropa University

1:00pm-5:00pm

CLTA Book Exhibition & Meet the Authors

ACTFL Exhibition Hall: CLTA Booth #1326-1328

8:00am – 9:00am

Pennsylvania Convention Center 121C

Session 6.1 Effective Strategies for Building a Sustainable Proficiency-oriented Chinese Program

This panel attempts to answer some common challenges in building a sustainable Chinese program. We approach this issue from three different angles: to improve students' motivation with innovative use of

social-media technology, to establish performance-oriented curriculum goals and proficiency-based assessments, and to promote dynamic outreach programs with external resources.

- Chair: Ke Peng, Western Kentucky University
- Presenters:
 - Ke Peng, Western Kentucky University
 - Jinai Sun, North Central College
 - Chunyuan Di, Penn State University

8:00am – 9:00am

Pennsylvania Convention Center 122A

Session 6.2 Grammatical Issues in Teaching and Learning Chinese

This session introduces a Chinese aspect model for better understanding the meanings and use of aspect particles, a categorization of 155 adjective-predicate structure errors along with pedagogical suggestions for dealing with the errors, and an analysis of how Mandarin learners differ from native speakers in resolving classifier ambiguity.

- Chair: Jing Zhang, Ohio University
- Presentations:
 - Aspect Model Construction in Chinese Grammar Starting from Particle *le*, Yanmei Liu
 - Error Analysis on Adjective-Predicate Structure: Based On HSK Writing Corpus, Jing Zhang, Ohio University
 - Processing Classifier Attachment Ambiguity in Native and Nonnative Mandarin Speakers, Yun Yao, University of Illinois

8:00am – 9:00am

Pennsylvania Convention Center 123

Session 6.3 Glocalization of Chinese as a Second Language: Varieties and Differences

This session emphasizes Global Chinese is more likely to succeed when the service is adapted specifically to each locality or culture. “Teaching Chinese language as a second language”, encompasses both the linguistic values of a world language and the succession of global cultural heritage. Glocalization is the key.

- Chair: Chin-chin Tseng, National Taiwan Normal University
- Presenters:
 - Chin-chin Tseng, National Taiwan Normal University
 - Li Yu Chen, National Taiwan Normal University
 - Li-na Fang, National Kaohsiung Normal University

8:00am – 9:00am

Pennsylvania Convention Center 124

Session 6.4 Interactive Learning Strategies and Anxiety in CSL

This session addresses interactive learning strategies including tandem learning through language exchange, and online chatting. Also addressed in this session are factors that affect students’ language anxiety and willingness to communicate.

- Chair: Chiuhung Chen, University of Miami
- Presentations:
 - Anxiety and Willingness to Communicate: Learning Mandarin in Hong Kong, Jackie Xiu Yan & Jun Pan, City University of Hong Kong
 - Developing Intercultural Communicative Competence through Tandem Learning, Chiuhung Chen, University of Miami
 - The Characteristics of On-line Chatting Texts From CSL Learners Yanlin Wang and Jinglan Feng Texas Tech University

8:00am – 9:00am

Pennsylvania Convention Center 125

Session 6.5 Design and Practice of Online and Mobile Learning in CFL

This session investigates the use of online and mobile learning tools for Chinese language learning. High school students' perceptions of and use of online tools will be discussed, as will mobile tools for learning Chinese vocabulary and exploring Tang poetry.

- Chair: David Porter, University of Michigan
- Presentations:
 - On-line Chinese Learning: Perspective, Practice and Design, Yi-Chen Lee, University of Wisconsin
 - Chinese Poetry for a Smartphone Age, David Porter, University of Michigan
 - An Experiment in a Web-based Audio-text Reader for Intermediate Learners, Qiuli Zhao, University of Michigan

10:00am – 11:00am

Pennsylvania Convention Center 121C

Session 7.1 Chinese for Specific Purposes: Context, Curriculum Design, and Material Development

Chinese courses for general purposes can no longer satisfy an increasingly diverse body of advanced learners, whose interests are better served by specialized language training. This session addresses several important issues related to the development of Chinese courses for specific purposes in the American and study-abroad contexts.

- Chair: Yuan-Yuan Meng, Columbia University
- Presenters:
 - Yuan-Yuan Meng, Columbia University
 - Zhongqi Shi, Columbia University
 - Xiaodan Wang, Columbia University

10:00am – 11:00am

Pennsylvania Convention Center 122A

Session 7.2 Syntactic, Textual, and Pragmatic Functions of Chinese Discourse with Pedagogy

To develop linguistic competence, learners must have direct access to authentic data. To address that need, this proposal examines Chinese discourse at the syntactic, discourse, and pragmatic levels, ranging from written corpus data, causal conversation, to dialogue. With enriched language use, Chinese learners are better equipped to develop their L2 skills.

- Chair: Fred Chen, National Taiwan Normal University
- Presenters:
 - Fred Chen, National Taiwan Normal University
 - Hsi-chi Lee, Feng Chia University
 - Yu-Fang Wang, National Kaohsiung Normal University

10:00am – 11:00am

Pennsylvania Convention Center 123

Session 7.3 How Unique are Chinese Heritage Learners: A Multi-perspective Study

The panel aims to characterize the intermediate-level Chinese heritage learners in terms of linguistic abilities as compared to their non-heritage counterparts. Researching on these two groups of learners from the same institute, the panel reports on the similarities and differences between their competence and skills in grammar, pragmatics, and writing.

- Chair: Binnan Gao, Harvard University

- Presenters:
 - Li Yang, The University of Iowa
 - Binnan Gao, Harvard University
 - Jia Zhu, University of Central Arkansas

10:00am – 11:00am

Pennsylvania Convention Center 124

Session 7.4 Corrective Feedback and Implicit/Explicit Form-focused Instruction in L2 Chinese

This panel will discuss the roles of corrective feedback in developing L2 Chinese grammaticability and overall proficiency. Presentations include 1. Effects of explicit/implicit feedback in CFL development (Jin); 2. Computer-mediated feedback in promoting interlanguage development of 'LE' (Yuan); and 3. Relative effects of explicit/implicit instruction in an immersion context (Liu).

- Chair: Fangyuan Yuan, U.S. Naval Academy
- Presenters:
 - Hong Gang Jin, Hamilton College
 - Fangyuan Yuan, U.S. Naval Academy
 - Jennifer Liu, Harvard University

10:00am – 11:00am

Pennsylvania Convention Center 125

Session 7.5 Cloud Computing in Teaching Chinese: Applications at a Close Look

This panel presentation explores the theory of Cloud Computing (CC) and its applications in teaching Chinese as a foreign language (CFL). An overview of the concept is presented. Specific topics, CC and task-based learning, advantages and caveats in using CC, classrooms examples with CC, and assessments are also discussed.

- Chair: Daliang Wang, Mercyhurst College
- Presenters:
 - Daliang Wang, Mercyhurst College
 - Yunong Zhou, University of Pennsylvania
 - Juan Yu, Saint Joseph University

11:15am – 12:15pm

Pennsylvania Convention Center 121C

Session 8.1 Issues in Chinese Learning Environments

This session investigates issues related to Chinese learning environments, such as whether or not Chinese should be used exclusively in the beginning Chinese classroom, ideas on creating total immersion environments outside of Chinese-speaking geographical areas, and a discussion of challenges faced by Chinese teachers as they adapt to the American classroom.

- Chair: Patrick Pakchong Lin, Defense Language Institute
- Presentations:
 - Should Chinese Be Used Exclusively in the Beginning Chinese Classroom? Yi Zhou, University of North Carolina, Chapel Hill
 - Creating Total Immersion Environments for Chinese Language Acquisition, Patrick Pakchong Lin, Defense Language Institute
 - A Discussion on Chinese Teachers' Adaption to American Classroom, Alex Yuan, Utah Valley University

11:15am – 12:15pm

Pennsylvania Convention Center 122A

Session 8.2 Pragmatics in CFL: Awareness and Instruction

This session includes studies of Chinese learning from the pragmatics point of view. The effects of input-based and output-based instructions are investigated, as are elicitation tasks for modal auxiliaries, and turn-taking behavior and its relation to various sociolinguistic variables.

- Chair: Shuai Li, Georgia State University
- Presentations:
 - The Pragmatic Functions and Learning of Chinese Modal Auxiliaries, Wen Xiong, University of Rhode Island
 - Turn-taking in Mandarin: Pragmatic Implications for Teaching CFL, Weihua Zhu, University of Florida
 - Teaching Pragmatics in L2 Chinese: The Effects of Instruction Type, Shuai Li, Georgia State University

11:15am – 12:15pm

Pennsylvania Convention Center 123

Session 8.3 Communicating in Cultural Contexts---From L1 and L2 Perspectives

This session examines the L1 and L2 linguistic strategies of Chinese in cultural contexts. While language choices by L1 Chinese speakers depend much on linguistic attitudes and cultural contexts, those by L2 CFL learners reflect much cultural deficit. Pedagogical implications will be provided for possible L2 pragmatic competence.

- Chair: Wei Hong, Purdue University
- Presenters:
 - Yan Zhang, University of Wyoming
 - Ying Wu, Purdue University
 - Bailu Li, Purdue University

11:15am – 12:15pm

Pennsylvania Convention Center 124

Session 8.4 Investigation of Orthographic and Morphological Awareness Among Chinese L2 Learners

This panel reports three studies: 1) The relationship between Chinese L2 learners' character writing errors and orthographic skill development (Zhao); 2) The development on comprehension of noun-noun compounds among Chinese L2 learners (Jiang); 3) The development of morphological awareness on separable verbs among Chinese L2 learners (Shen)

- Chair: Helen Shen, The University of Iowa
- Presenters:
 - Zenan Zhao, The University of Iowa
 - Xin Jiang, Beijing Language and Culture University
 - Helen Shen, The University of Iowa

11:15am – 12:15pm

Pennsylvania Convention Center 125

Session 8.5 Social Media and Collaborative Learning in Chinese

In this session the use of online social media will be explored, including the use of social media for task-based learning, collaborative learning through peer and expert coaching of writing skills in a wiki, and video-creation projects within the online community of a hybrid course.

Chair: Jianling Liao, CIEE Study Center

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- Presentations:
 - Peer Coaching and Teacher/Expert Coaching in Wiki Writing Tasks, Jianling Liao, CIEE Study Center

- Social Software for Task-based Learning and the 5Cs, Lili Foti, University of Connecticut
- Using Student-created Video Clips in CFL Hybrid Courses, Jennifer Ching-hui Hsiao, Texas State University-San Marcos

2:00pm – 3:00pm

Pennsylvania Convention Center 121C

Session 9.1 Developing Learners' Writing Proficiency: Pedagogical Design and Empirical Research

This presentation aims to discuss how to effectively enhance learners' writing skills through curricular design, writing assignments, and empirical research findings. Three empirical studies were conducted across different levels. Findings of these three empirical studies attempt to provide pedagogical implications for curriculum developers and Chinese language instructors.

- Chair: Yi-Tzu Huang, The University of Iowa
- Presenters:
 - Yi-Tzu Huang, The University of Iowa
 - Wen-Hua Du, The Pennsylvania State University
 - Jia Lin, University of North Carolina

2:00pm – 3:00pm

Pennsylvania Convention Center 122A

Session 9.2 Tradition and Innovation: Linguistic Analysis, Textbook and Instruction

This panel proposes some innovations from traditional pedagogy for grammar explanation, textbook compilation and language instruction in teaching Chinese as a second language in order to meet current needs by reassessing linguist Y.R. Chao's contributions in Chinese linguistics, language pedagogy, and Chinese language textbooks.

- Chair: Chih-P'ing Chou, Princeton University
- Presenters:
 - Yongping Zhu, University of Mississippi
 - Chao Fen Sun, Stanford University
 - Lening Liu, Columbia University
 - Xuan Chen, New York University

2:00pm – 3:00pm

Pennsylvania Convention Center 123

Session 9.3 Teaching Practices and Strategies: Instructor Feedback and Students' Learning

This session introduces a feedback tool and its implications for the teaching and learning process, provides an empirical investigation of the effect of tasks on language learning, and investigates discrepancies between teachers' pedagogical beliefs and their students' needs in a high school setting.

- Chair: Miao Fen Tseng, University of Virginia
- Presentations:
 - A Self-Regulating Approach to Provide Feedback to Students' Homework Assignments, Michelle Smith, UCLA
 - A Comparison of Language Output With and Without Tasks, Miao Fen Tseng, University of Virginia
 - Perceived Effectiveness of Chinese Instruction Between Teachers and Students, I-Chun Liu, University of Texas, San Antonio

2:00pm – 3:00pm

Pennsylvania Convention Center 124

Session 9.4 Character Literacy Research to Support Best Practices in CFL Instruction

This session presents research on character perception, processing, and retention to guide language teachers and textbook developers. Presentation 1: Character Study vs. Character Retention; Presentation 2: Pinyin vs. Characters: Where do the eyes look? Presentation 3: Sequence Enhances Retention: Visual Glueing in non-native readers of Chinese.

- Chair: Claudia Ross, College of the Holy Cross
- Presenters:
 - Claudia Ross, College of the Holy Cross
 - Pei-chia Chen, University of California, San Diego
 - Meng Yeh, Rice University

2:00pm – 3:00pm

Pennsylvania Convention Center 125

Session 9.5 New Tools for the Chinese E-Learning Environment

This session investigates specific tools for Chinese E-learning. Tools discussed include a web-based audio text reader and a tool for creating texts with controlled vocabulary, automatic audio, and characters that are clickable as flashcards. Awesome highlighter, Smart pen, Adobe ConnectNow, and Screenr will also be showcased.

- Chair: Ling Mu, Yale University
- Presentations:
 - Cloud Technologies for Chinese E-Learn, Tina Wu, Central Connecticut State University
 - Quickly Create and Manage Graded Multimedia Chinese Texts Online, Ling Mu, Yale University
 - Effects of Intentional Mobile-assisted Annotation on Incidental Chinese Vocabulary Learning, Yongfang Zhang, Wofford College

4:30pm – 5:30pm

Pennsylvania Convention Center 121C

Session 10.1 Curriculum at the Advanced Level

This session investigates issues related to the advanced level curriculum, including the integration of professional content, the combination of using movie materials and assessment of the outcomes of the instruction.

- Chair: Song Jiang, University of Hawaii At Manoa
- Presentations:
 - Content Based Curriculum and Instruction in Advanced Chinese Language Classroom, Song Jiang, University of Hawaii At Manoa
 - Bridging “Textbook Language” and “Live Language”: Teaching Chinese through Movies, Yan Li, University of Kansas
 - Combining Language with Content in Upper-level Courses in Chinese Programs, Wendan Li, University of North Carolina, Chapel Hill

4:30pm – 5:30pm

Pennsylvania Convention Center 122A

Session 10.2 Integrating Language and Culture in Chinese L2 Instructional Material Design

Instructional materials are an essential component in any language program. This session discusses the pedagogical issues concerning integrating language and culture in Chinese L2 instructional material design.

- Chair: Fang-Yi Chao, University of Maryland
- Presenters:

- Fang-Yi Chao, University of Maryland
- Wo-hsin Chu, National Taiwan Normal University
- Chao-Hua Wang, National Taichung University of Science and Technology

4:30pm – 5:30pm

Pennsylvania Convention Center 123

Session 10.3 What Can Confucius Institutes Do in Promoting Chinese Language Education?

This panel discusses the role of Confucius Institute in teacher training, teaching material development, teaching method in higher education and K5-12 schools. CI Directors who are experts in TCSOL will share their success stories, first hand experience and best practice of the CIs in their pivotal role in the 3Ts.

- Chair: Chair: Meiru Liu, Portland State University
- Presenters:
 - Chair: Meiru Liu, Portland State University
 - Dela Jiao, New York University
 - Wayne He, University of Rhode Island

4:30pm – 5:30pm

Pennsylvania Convention Center 124

Session 10.4 Performing Another Culture by Students from Beginning to Advanced Levels

This panel explores the “Performed Culture” approach and its classroom applications. The discussions focus on how to coach K-5 learners to perform in Chinese, challenges in creating target cultural environments for beginning students, and how to assist advanced learners in narrating stories in written/spoken with non-pedagogically designed authentic multimedia materials.

- Chair: Galal Walker, The Ohio State University
- Presenters:
 - Minru Li, The Ohio State University
 - Zhini Zeng, The Ohio State University
 - Patrick McAloon, The Ohio State University

4:30pm – 5:30pm

Pennsylvania Convention Center 125

Session 10.5 Learning Chinese Through Socialization Processes

This session addresses the role of social interaction in learning Chinese. Interactions with native speakers during study abroad experiences are investigated, as is the transformative process experienced by the learner who becomes an active participant in Chinese culture.

- Chair: Wenhao Diao, Carnegie Mellon University
- Presentations:
 - Socializing Stance and Learning Mandarin During a Semester in China, Wenhao Diao, Carnegie Mellon University
 - Theory to Practice: Design and Effects of Interdisciplinary Travel-Learning Courses, Ching-Hsuan Wu, Ohio Wesleyan University
 - Sociocultural Theory and Teaching Chinese as a Second/Foreign Language, Lina Sun, Saint Louis University

5:45pm – 6:45pm

Pennsylvania Convention Center 121C

Session 11.1 Issues on Teaching Culture and Classical Chinese

This session investigates different approaches to teaching Chinese culture, including integration of cultural heritages such as Mazu belief and the Dragon boat festival in the classroom, and using WebQuest

for Chinese culture learning. The session also addresses teaching Classical Chinese to benefit modern Chinese, and identifies some flaws in common approaches to teaching Classical Chinese.

- Chair: Shao-Ying Huang, National Chengchi University
- Presentations:
 - Raising Culture-Awareness by Integrating Mazu-belief into the Chinese Language Classroom, Shao-Ying Huang, National Chengchi University
 - WebQuest Approach for Thematic Chinese Culture Learning, Wenhua Jin, Clark University
 - Teaching Shumianyu: Materials, Methods, and the Relevance of Classical Chinese, Yulin Wang, Yale University

5:45pm – 6:45pm

Pennsylvania Convention Center 122A

Session 11.2 Cognition, Chinese Pedagogical Grammar and Language Processing

This session introduces models for teaching Chinese grammar based on constructive and meta-cognitive theories, and on cognitive linguistics. Also presented will be a study of the impact of working memory capacity on L1 influence in Chinese language production and comprehension.

- Chair: Liang Tao, Ohio University
- Presentations:
 - From Cognitive Linguistics to Chinese Pedagogical Grammar, Liancheng Chief, UCLA
 - A Constructive Model on Grammar Teaching, Peiyu Roth
 - Cross-linguistic Similarities and Working Memory Capacities on Chinese Language Processing, Liang Tao, Ohio University

5:45pm – 6:45pm

Pennsylvania Convention Center 123

Session 11.3 Business Chinese Textbooks and Students' Needs

The art of teaching Business Chinese has been both benefitted and complex by the various teaching resources available. Consequently, instruction textbooks have been on the rise. The panel will address how to overcome these complexities of teaching materials abundance in maximizing student learning as guided by three specific textbooks.

- Chair: Jane Kuo, University of California, San Diego
- Presenters:
 - Jane Kuo, University of California, San Diego
 - Daoxiong Guan, University of California, Santa Barbara
 - Qinghai Chen, University of Michigan

5:45pm – 6:45pm

Pennsylvania Convention Center 124

Session 11.4 Strategies to Empower Students' Advanced Writing Skills

Included in this session are studies of various approaches to enhancing advanced-level writing skills, including effective strategies for critique and correction, improving students' ability to plan and organize their thoughts, and the exposition of writing techniques and extended sentence patterns used in example texts.

- Chair: Hsin-Hsin Liang, University of Virginia
- Presentations:
 - Pedagogical Strategies for Enhancing Students' Writing Skills at Advanced Levels, Hsin-Hsin Liang, University of Virginia
 - Self-Regulation in CFL Composition Writing, Yan Shen, UCLA

- The Importance of Composition Critique and Correction in Advanced Writing, Le Tang, Stanford University


5:45pm – 6:45pm

Pennsylvania Convention Center 125

Session 11.5 Teaching Chinese in the Culture

This session explores ways to sustain an interactive target language environment and assist learners achieve higher proficiency levels in Chinese through a contextualized performance model.


- Chair: Eric Shepherd, University of South Florida
- Presenters:
 - Eric Shepherd, University of South Florida
 - Xizhen Qin, University of South Florida
 - Qiong Wu, University of South Florida



7:15PM-8:15PM CLTA General Membership Meeting

Joy Tsin Lau Chinese Restaurant (Chinatown)
1026 Race St, Philadelphia, PA 19107, Tel: 215-592-7227

(Both the General Membership Meeting and the Annual Banquet will be held at the Joy Tsin Lau Chinese Restaurant. The restaurant is less than 10 minutes walking distance from the Convention Center.)



8:15PM-10PM CLTA 50th Anniversary Celebration Banquet

Joy Tsin Lau Chinese Restaurant (Chinatown)
1026 Race St, Philadelphia, PA 19107, Tel: 215-592-7227

SUNDAY, November 18, 2012

8:00am – 9:00am

Pennsylvania Convention Center 121C

Session 12.1 Enhancing CFL Learners' Understanding of Language Use Through Scenarios

This panel explores the use of creative and realistic scenarios as an effective means to help CFL learners achieve in-depth understanding of how the Chinese language is used in real life. Each presenter will adopt a unique perspective to illustrate how to incorporate various types of scenarios into CFL pedagogy.

- Chair: Wen-hua Teng, University of Texas
- Presenters:
 - Wen-hua Teng, University of Texas
 - Shaohua Guo, The University of Texas at Austin
 - Fei Ren, Georgetown University

8:00am – 9:00am

Pennsylvania Convention Center 122A

Session 12.2 Promote Professional Development Through Three Dynamic Models

The panel presents three dynamic and easily adaptable professional development models, addressing the crucial needs of instructors for innovation in approaches to teaching and continued growth. The models incorporate new teaching and learning theories into localized teaching practices and will be introduced with concrete examples and through interactions with audience.

- Chair: Zhenlin Qiao, Defense Language Institute
- Presenters:
 - Zhenlin Qiao, Defense Language Institute
 - Heping Xu, Defense Language Institute
 - Yi Long, Defense Language Institute

8:00am – 9:00am

Pennsylvania Convention Center 123

Session 12.3 Teaching Materials and Strategies for Effective Chinese Learning

This session proposes materials and strategies for Chinese learning, including an approach to textbook design that advocates presenting grammatical structures in a concept-based manner, a method for integrating interactive activities in the teaching of beginning Chinese, and factors to consider when discriminating near-synonyms between Chinese and English.

- Chair: Jin Zhang, Massachusetts Institute of Technology
- Presentations:
 - Designing a Concept-based Chinese as Foreign Language Textbook, Wei Lai, Queensborough Community College
 - Integrated Approach to Teach “Integrated Chinese” at the Elementary Level, Chunhong Teng, Michigan State University
 - Discriminating Synonyms and Near-Synonyms for CSL/CFL, Jin Zhang, Massachusetts Institute of Technology

8:00am – 9:00am

Pennsylvania Convention Center 124

Session 12.4 Motivation and Learning Strategies in CFL Students

This session investigates issues related to student motivation in learning Chinese. The presentations will discuss how motivation is affected by experiences with an online learning community, teacher support, and other learning experiences.

- Chair: Shengrong Cai, University of South Florida
- Presentations:
 - CFL Students’ Motivation and Experience of a Technology Project, Shengrong Cai & Wei Zhu, University of South Florida
 - The Effects of Teacher Support on Students’ Chinese Learning, Qianqian Wang & Shan Xiang, University of California, Davis
 - Motivation in CFL: The Variance From Learning Experience, Rong Cheng & Li Zhang, Beijing Language and Culture University

8:00am – 9:00am

Pennsylvania Convention Center 125

Session 12.5 The Use of Video in Teaching and Learning Chinese

This session investigates several ways in which video and YouTube materials can be used to improve Chinese language learning, through viewing and analyzing these materials, and through student production of video skits as a tool to both practice and exhibit language proficiency.

- Chair: Wol A Kang, Swarthmore College
- Presentations:

- Task-based Video Materials Used in Chinese Teaching, Ninghui Liang, Yale University
- Using YouTube for Task-based Activities in Advanced Chinese Classes, Dan Wang, Duke University
- Assessing Student Proficiency Through the Use of Video Skit Projects, Wol A Kang & Kirsten Speidel, Swarthmore College

10:00am – 11:00pm

Pennsylvania Convention Center 121C

Session 13.1 Teaching Chinese Vocabulary in the Curriculum and Beyond

Vocabulary teaching is a key aspect of foreign language instruction. This panel discusses effective classroom practices to enlarge students' vocabulary. The titles are 1) Implications of incidental vocabulary acquisition for classroom instruction, 2) Teaching emergent Chinese words: Why, what and how, and 3) Survey of vocabulary instructions in CFL classrooms.

- Chair: Liwei Gao, Defense Language Institute Foreign Language School
- Presenters:
 - Liwei Gao, Defense Language Institute Foreign Language School
 - Weisi Cai, University of California, Berkeley
 - Qing Wei, Vanderbilt University

10:00am – 11:00pm

Pennsylvania Convention Center 122A

Session 13.2 Research on Grammar Acquisition and its Pedagogical Implications

Grammar instruction is considered difficult and ineffective in CFL classrooms. This problem is addressed through research on the acquisition of three thorny grammar points: the verb-complement construction, the aspect particle “guo” and zero anaphoric expressions. Theoretical significance and pedagogical implications are discussed in each study.

- Chair: Meiqing Sun, University of Pennsylvania
- Presenters:
 - Tianshu He, Duke University
 - Meiqing Sun, University of Pennsylvania
 - Liu Li, University of Pennsylvania

10:00am – 11:00pm

Pennsylvania Convention Center 123

Session 13.3 Chinese Lexicon Variation and Change

Language varies socially over time and among communities. The panel aims at examining Chinese lexicon variation synchronically between Taiwan and Mainland China, and comparing lexicon readings between native and non-native speakers. To see how lexicon changes diachronically, a corpus is built to record neologism and the dying out words.

- Chair: Zixuan Li, Fu Jen Catholic University
- Presenters:
 - Zixuan Li, Fu Jen Catholic University
 - Yiching Wu, Ming Chuan University
 - Man-ni Chu, Shih-Hsin University

10:00am – 11:00pm

Pennsylvania Convention Center 124

Session 13.4 Improving spoken Chinese

This session addresses various approaches to improving spoken Chinese, including using pitch representations and songs to teach pronunciation, improving conversational Chinese through discourse analysis, and the effect of writing practice on spoken language fluency.

- Chair: Shu-pei Wang, Brigham Young University
- Presentations:
 - Pitch Representation and an Effective Strategy to Teach Chinese Pronunciation, Yunzhen Liu, Newcastle University
 - Using Comparative Discourse Analysis to Improve Conversational Chinese, Shenglan Zhang, Iowa State University
 - From Writing to Speaking: A Study of Chinese Fluency
Shu-pei Wang, Brigham Young University

10:00am – 11:00pm

Pennsylvania Convention Center 125

Session 13.5 Fundamentals in Business Chinese Course Design: Relevancy and Integrated Approach

This panel aims to reveal the importance of course design, particularly in the case of Business Chinese. Even to date, Business Chinese receives less attention, whereas the demand for a relevant pedagogy is on the rise. An integrated approach is proposed on theoretical bases, pedagogical applications and teaching demonstration.

- Chair: Hongyun Sun, Harvard University
- Presenters:
 - Hongyun Sun, Harvard University
 - Yin Chong, Boston University
 - Hsin-Hung Yeh, Harvard University

11:15am – 12:15pm

Pennsylvania Convention Center 121C

Session 14.1 Collaborating for Success: Creating Effective Workforce Among Chinese Immersion Schools

Three Chinese immersion administrators will share tangible techniques to work together. The panelists will share an administrative perspective on how to support teachers so that their programs provide an excellent immersion experience to students, and how these efforts will sustain the Chinese immersion programs in a long run.

- Chair: Luyi Lien, Yinghua Academy
- Presenters:
 - Luyi Lien, Yinghua Academy
 - Kevin Chang, Chinese American International School
 - Marty Chen, Utah State Office of Education

11:15am – 12:15pm

Pennsylvania Convention Center 122A

Session 14.2 Implementing task-based Pedagogy in CFL Classroom

The panel explores the ways to implement task-based language teaching (TBLT) in Chinese classrooms at the intermediate level. Specifically, it investigates how cognitively engaging and meaningful activities can be designed, adjusted, and incorporated into Chinese language teaching in normal classroom setting to enhance teaching and learning effectiveness.

- Chair: Lihong Huang, Georgetown University
- Presenters:
 - Lihong Huang, Georgetown University

- Juei-Chen Hsiao, Georgetown University
- Yu-Sheng Yang, Georgetown University

11:15am – 12:15pm

Pennsylvania Convention Center 123

Session 14.3 Learning and Assessment

This session addresses assessment issues such as oral task-based performance assessment, and the use of authentic multimedia materials in integrated performance assessment. Also addressed is the effect of reading structure revision on reading comprehension of learners at the intermediate level.

- Chair: Shuhui Su, Grove City College
- Presentations:
 - Constructing Specifications of Oral Task Performance Assessment in CFL, Shuhui Su, Grove City College
 - Applying ACTFL's Integrated Performance Assessment in High Level Chinese Classes, Shuchen Chen, The University of Virginia
 - Improvement of CFL Reading Comprehension by Systematic Structure Revision, Ting Huang, New York University & Rong Cheng, Columbia University

11:15am – 12:15pm

Pennsylvania Convention Center 124

Session 14.4 Internationalizing Students' Learning Experiences through Collaboration With Students From China

This panel explores effective approaches to internationalizing students' learning experiences with the opportunities brought by the increasing presence of Chinese students on campus. These approaches include Chinese students being a learning resource, collaboration with them to improve writing, and interview with native speakers.

- Chair: Aili Mu, Iowa State University
- Presenters:
 - Tonglu Li, Iowa State University
 - Yi Jin, Iowa State University
 - Lu Yang, Iowa State University

11:15am – 12:15pm

Pennsylvania Convention Center 125

Session 14.5 Develop Students' Proficiency Through Digital Story Telling

Storytelling can be a powerful approach to develop students' proficiency across the interpretive, interpersonal, and presentational modes. Participants will review numbers of web-based free, easy tools through student-created animation production from a variety of cultures, genres, languages, and levels and examine ways to integrate stories into existing lessons.

- Chair: Yi Ping Yao, Montville Township High School
- Presenters:
 - Yi Ping Yao, Montville Township High School
 - Tsun-Ju Lin, Red Bank School District
 - Annick Chen (Chen, Huiching), Abraham Lincoln High school

CLTA Teacher Workshop

Sunday 8:00am-11:00am

Title: Teaching Strategies to Enhance Chinese Language Learning for Beginners

Presenter: John Jing-hua Yin, University of Vermont