

Dear CLTA Members:

As you know, the process for submitting presentations and panels this year was new and it presented challenges to us all. Please note that not all panels listed below or online have titles of individual presentations. Also the names of the panel chairs for some sessions may need to be updated. PLEASE NOTE: The time and place of the CLTA membership meeting will be announced online and also sent to members via email. Be sure to refer to the final version of the program online at the ACTFL site (<http://www.actfl.org>). Thanks so much for your cooperation.

Looking forward to seeing you in San Antonio.

--Madeline K. Spring, Conference Chair

Thursday November 15, 2007

Pre-conference workshops (participants must register for these workshops in advance; number of participants may be limited. Please check on-line)

9:00am to 4:00pm

StarTalk Institute for Arabic and Chinese Teacher Educators

Building: Convention Center, **Room:** 006B

9:00am to 4:30pm

Advanced Placement (AP) Chinese Language and Culture Workshop

Building: Convention Center, **Room:** 212B

Discover Chinese Professional Development Workshop

Building: Convention Center, **Room:** 214

6:00pm to 10:00pm

Convention Center, 102A

CLTA Board meeting (Convention Center, room 102A),

Jennifer Liu, President, Academic Director, Oregon

Chinese K-16 Language Flagship, University of Oregon (on leave from Indiana University)

Building: Convention Center, **Room:** 102A

Friday November 16, 2007

10:45am to 12:00pm

Assessment Plus: Testing As Part of the Learning Process

Building: Convention Center, **Room:** 213A

Through practical examples from our own classes, this panel wishes to examine how well our test materials work as learning opportunities for our students, and explore ways in which testing might better serve them as a learning tool. While much

discussion of testing focuses on accuracy of assessment, testing in our language classes has other important roles to play: regular testing acts as an incentive for students to prepare and practice what they've learned, and, ideally, testing itself should help them build their language skills. Apart from learning from their corrected mistakes on exams and quizzes, there are other ways students can make progress through testing itself.

Stephanie Divo, Cornell University
Peng Wang, Georgetown University
Haiwen Wang, Yale University
Vivian Ling, Goleta
Panel Chair: Stephanie Divo, Cornell University

Building Higher Level Chinese Language Skills

Building: Convention Center, **Room:** 213B

This panel focuses on building higher level reading, writing, and discourse skills in Chinese.

Integrating Classical and Modern Language in an Advanced Chinese Course

Zu-yan Chen, Binghamton University

Advanced Chinese: Engaging the High-Level Learner

Yu-lin Wang, Yale University

Helping Advanced Learners to Become Proficient in the Use of Discourse Devices in Task-Based Discussion Classes

Yang Wang, Brown University

The Impact of Interactive Discussions on L2 Chinese Essay Writing

Jianling Liao, CIEE

Panel Chair: Chengzhi Chu, University of California, Davis

Beyond the Language Classroom: What do CSL Learners Need to Know

Building: Convention Center, **Room:** 214A

This panel focuses on non-language courses that strengthen the foundation of Chinese language learners.

What Kind of Culture Course do We Need?

Patrick Lin, Defense Language Institute

An Undergraduate Linguistics Course for Chinese-Language Learners

Marjorie Chan, Ohio State University

Preparing Future Teachers of Chinese in American Schools

Kylie Hsu, CSU Los Angeles

Chinese Business Culture Curriculum Design

Yan Zhang, ; Jinhuei Dai, Monterey Institute of International Studies

Panel Chair: Jennifer Liu, Indiana University

(Inter)Action! Using Interactive Technologies to Support Chinese Language Learning

Building: Convention Center, **Room:** 214B

Panel showing four different ways educators can use new technologies as an extension of face-to-face communicative language practice, with a strong emphasis on maintaining a task-based focus. Of interest to high school and college educators seeking to weave technology into their curriculum. This panel, featuring examples from high school through college level, shows four different ways in which educators can use new technologies as an extension of face-to-face

communicative language practice, with a strong emphasis on maintaining a task-based focus.

Stephen Tschudi, University of Hawaii
Chunman Gissing, University Preparatory Academy, Seattle
Lo Sun Perry, University of Puget Sound
Adam Ross, Lakeside School
Jillian Tsai, Lakeside School
Panel Chair: Stephen Tschudi, University of Hawaii

1:45pm to 3:00pm

Chinese Literacy and Reading

Building: Convention Center, **Room:** 213A

This panel focuses on issues in reading Chinese, including the teaching of Chinese characters, the teaching and learning of formal written texts, and the development of reading strategies appropriate for Chinese.

Revaluing L2 Chinese Readers

Shaomei Wang, Tufts University

Written Chinese (*shumianyu*): A Sequential Approach to Build Learners' Comprehension

Yongfang Zhang, Ohio State University

Relevant Contextual Factors and Reading Comprehension

Shuhui Su, Defense Language Institute

Building the Automaticity of Word Recognition in both Aural and Visual through Web-based Chinese Vocabulary Builder

Song Jiang, University of Hawaii at Manoa

Panel Chair: Shuhan Wang, Asia Society

Issues in Chinese Syntax

Building: Convention Center, **Room:** 213B

This panel explores issues in Chinese syntax, including transitivity, topicalization, and focusing.

Re-examination of shi...de sentences: evidence from corpora

Yi Xu, University of Arizona

Some Remarks on the Three Types of “Object-Retaining Constructions”

Chao Li, Yale University

The Syntactic Structure and Pedagogical Grammar of Middle Voice Constructure in Mandarin Chinese

Chuchen Wang, TCSL

Can a Chinese Double-syllable Verb-object Structure be Followed by Another?

Xinhua Zha, Monterey Language Institute

Panel Chair: Sharon Wen, University of Houston

Approaches to Instruction and Program Design

Building: Convention Center, **Room:** 214A

An examination of issues in Chinese program design and instructional approaches teaching and learning Chinese as a second language

Key Elements in a Successful Chinese Program

Liuxi Meng, Kennesaw State University

Create Interesting Language Instruction Using Thematic Units

Jane Liedtke, OCDF

Cognitive Approaches and Learner-centered Designs for Chinese as a Second Language

Li-li Teng, University of Connecticut
The Effects of Inductive and Deductive Instruction on Learning
Mandarin as a Foreign Language

Ying Zhou, University of Hawaii
Panel Chair: Cynthia Ning, University of Hawaii

Towards a Backward Design Practice for Chinese Language Instruction

Building: Convention Center, **Room:** 214B

This panel introduces Wiggins and McTighe's theory of backward design, a model that the State of New Jersey is focusing on in the development of standard-based curriculum, lesson plans, and assessments; and demonstrate how the model can be applied to the Chinese language instruction.

Dongdong Chen, Seton Hall University
Mali Ou, Watchung Hills Regional High School, N.J.
Jenny Lu, Montgomery High School
Woach Liu, Murray Hills Chinese School, NJ
Panel Chair: Dongdong Chen, Seton Hall University

3:15pm to 4:30pm

Computer-based analysis of frequent Mandarin tonal errors in continuous speech.

Building: Convention Center, **Room:** 213A

The panel will discuss how an Automated Speech Recognition (ASR) software designed specifically to analyze pitch changes in continuous speech can be combined with quantitative study

of frequent tonal errors of beginning American learners of Chinese. The relevant theory and pedagogical implications and applications will be also discussed.

Kun An, Randolph College
John Morgan, United States Military Academy
William Burke, Student
Mary Chiara Wang, Our Lady of Corpus Christi College
Martha Gallagher, United States Military Academy
Panel Chair: Kun An, Randolph College

Can Character Learning be Less Painful?—Studies on Character Acquisition, Literacy, and Its Effect on Language Production

Building: Convention Center, **Room:** 213B

Chinese language is difficult largely because of its writing system. How to make this learning process less painful is the focus of the three empirical studies of this panel. How language acquisition being affected by utilizing typing, pinyin, voice synthesis software and reinforced classroom instruction is examined.

Maiheng Dietrich, University of Pennsylvania
Shu-Ting Lai, University of Pennsylvania
Grace Wu, University of Pennsylvania
Panel Chair: Maiheng Dietrich, University of Pennsylvania

Developing Effective Grammar Pedagogy

Building: Convention Center, **Room:** 214A

This session explores important questions of Chinese grammar pedagogy. The presenters show how linguistic analysis is applied to effective grammar pedagogy, how action research is designed to inform us about grammar pedagogy and how relevant theories are utilized in designing learning activities that facilitate students' learning of grammar in meaningful communicative context.

Jianhua Bai, Kenyon College

Fred Chen, Taiwan National Normal University

Juyu Sung, Chung Yuan Christian University

Shou-hsin Teng, Taiwan National Normal University

Panel Chair: Jianhua Bai, Kenyon College

Noticing Hypothesis, Vocabulary and Reading Proficiency

Building: Convention Center, **Room:** 214B

This paper explores the extent to which Mandarin Chinese learners' noticing of vocabulary components affect their reading comprehension performance.

Noticing Hypothesis Vocabulary and Reading Proficiency

Hsiu-huei Lin Domizio, San Francisco State University

Learning of Chinese Chinese Characters and Reading

Comprehension

Yih-fen Sun, Taiwan National Normal University

Chia-Chien Li, Southern Methodist University

A Great Leap Forward in Chinese Reading Proficiency within 10 Months

Junren Wang, National Taiwan Normal University

Discussant: Chuanren Ke, University of Iowa

Panel Chair: Hsiu-huei Lin Domizio, San Francisco State University

4:45pm to 6:00pm

Maximizing roles of Chinese language program at the college-level

Building: Convention Center, **Room:** 213A

The presentations in this panel demonstrate how a Chinese language program at the college level can maximize its roles in promoting Chinese language and culture in local communities. These innovative projects will hopefully inspire other Chinese language programs to meet the urgent needs in the fields of K-16 Chinese curriculum and TCFL teacher training.

Shu-chen Chen, University of Virginia

Ran Zhao, University of Virginia

Miao-Fen Tseng, University of Virginia

Hsin-hsin Liang, University of Virginia

Panel Chair: Shu-chen Chen, University of Virginia

Intensive CFL/CSL Programs: Challenges and Strategies

Building: Convention Center, **Room:** 213B

Within the same level at intensive Chinese-as-a- Foreign/Second-language (CFL/CSL) programs, students' initial linguistic skills tend to differ, in some cases, widely, even after placement tests. This panel will discuss challenges

and strategies in tackling such discrepancies. The presentations will cover teacher training, learning strategies and curriculum design.

Cecilia Chang, Williams College
Fang Liu, Oberlin College
Rong Li, University of California, Berkeley
Jin Zhang, Massachusetts Institute of Technology
Panel Chair: Cecilia Chang, Williams College

Teaching Culture and Cultural Differences

Building: Convention Center, **Room:** 214A

This panel demonstrates ways that Chinese culture can be integrated into the language classroom in the K-12 and college curriculum.

'Cultural Evolution' in Lijiang, China: Classroom Applications
Meng Yeh, Rice University
Cultural Evolution: A Student-produced Cultural Documentary in Lijiang, Claire Bartlett, Rice University
Conceptualizing and Teaching Chinese Culture in K-8 Second Language Programs
Sharon Carstens, Portland State University
Teaching Chinese through Culture-a theme based curriculum
David Hakam, DLI; Ling Robben, DLI
Panel Chair: Meng Yeh, Rice University

U.S./China University Partnerships: Developing "TCFL" Licensure Programs

Building: Convention Center, **Room:** 214B

St. Cloud State University, Minnesota and Beijing Normal University, China, recently developed a pilot Dual MA Degree in TCFL. During this presentation, participants will learn the process of developing an NCATE accredited licensing program and strategies for maximizing international partnerships to meet the need for licensed teachers of Chinese.

Kathy Johnson, St. Cloud State University
Chengwen Hong, Beijing Normal University
Ming Chi Own, St. Cloud State University
Panel Chair: Kathy Johnson, St. Cloud State University

6:15pm to 7:30pm

Changing the Perspective: Applying Sociocultural Theory to CFL Research

Building: Convention Center, **Room:** 213A

This panel applies the Sociocultural Theory to CFL learning in four different ways: a meta-study of current CFL research, discovering the rationale behind learner code-switching, factors affecting heritage learners' language maintenance, issues facing life-long learners of Chinese. This panel calls for more CFL research from the Sociocultural perspective.

Michael Aaron Paul, University of Arizona
Rong Liu, University of Arizona
Xiaomei Qiao, University of Arizona

Scott W. Galer, Brigham Young University, Idaho
Panel Chair: Michael Aaron Paul, University of Arizona

Weaving Culture into Language Learning: Curriculum Considerations for Online Courseware

Building: Convention Center, **Room:** 213B

This panel aims to share 350+ Global Language Online Support System (GLOSS) Chinese lessons and discuss some important findings regarding GLOSS from the perspectives of both developers and the teachers. The presenters will discuss how this web-based courseware can serve as an effective tool to improve learners' proficiency levels, as well as promote their awareness of the target culture.

Promoting Socio-Cultural Proficiency through Task-Based Online Autonomous Learning

Kuei-Lan Chen, DLI; Maria Ortenberg, Defense Language Institute

Online Interactional Feedback: Pathways to Awareness of the Target Culture

Shuhui Berndt, Defense Language Institute

GLOSS in Real and Virtual Classrooms: Assessment and Curriculum

Hang Zhang, Defense Language Institute

Integrating GLOSS into a Classroom: a Teacher's Perspective

Suchun Liu, Defense Language Institute

Panel Chair: Kuei-Lan Chen, Defense Language Institute

Chinese Language and Calligraphy Education

Building: Convention Center, **Room:** 214A

Calligraphy is often categorized as either an expression of artistic creativity, or as a cultural transmission of national linguistic identity. Realizing that these two approaches need not be mutually exclusive, our intention is to spark interest in the use of calligraphy for both artistic and pedagogical purposes.

Jasmine Tang, Foreign Language & Literature Dept., SUNY Geneseo

Zheng Liu, Foreign Languages College, Shanghai Normal University

Li-Hua Ying, Bard College

Carl Robertson, Southwestern University

Panel Chair: Jasmine Tang, SUNY Geneseo

Empowering Chinese Teaching with Technology-- A Yale Practice

Building: Convention Center, **Room:** 214B

This panel will present tech-web-based activities systematically employed in daily Chinese teaching at Yale University. The topics include a powerful online placement test, multimedia in classrooms, online exercise designing and homework delivery, and finally, we will show an automatic web tool we use for hundreds of tutorial session assignments every semester.

Ling Mu, Yale University

Rongzhen Li, Yale University

Jianhua Shen, Yale University

Ninghui Liang, Yale University
Panel Chair: Ling Mu, Yale University

7:45pm to 9:00pm

CLTA membership meeting
Jennifer Liu, President, Academic Director, Oregon
Chinese K-16 Language Flagship, University of Oregon (on
leave from Indiana University)
Building: Convention Center, **Room: 214A**

7:00pm to 9:00pm

CLTA New Empirical Research Workshop: Finding
Research Topics and Designing Empirical Studies on CF
Xiaohong Sharon Wen, University of Houston
Building: Hacienda I, Hilton Palacio del Rio

8:00pm to 10:00pm

CLASS Chinese Language Teaching Materials Swap Shop
Building: Convention Center / 101

Session # I for K-5 Teachers

Yuanchao Meng, Oak Hill Middle School, (MA)

Session # 2 for 6-12 Teachers

Dali Tan, Landon School, (MD)

Building: Convention Center, **Room: 102A**

Saturday November 17, 2007

8:00am to 9:15am

Teaching Theories and Methods Popular in Current **Chinese Language Pedagogy**

Building: Convention Center, **Room: 213A**

This panel discusses the advantages and disadvantages of the Proficiency Approach, the Communicative Approach and the Task-Based Approach in Chinese language pedagogy, with emphasis on evaluating the positive and negative effects of their adoption.

Chih-p'ing Chou, Princeton University
Yongping Zhu, University of Wisconsin-Madison
Shengli Feng, Harvard University
Jenny Wang, US Naval Academy
Le-ning Liu, Columbia University
Lingjun Hu, Columbia University
Panel Chair: Chih-p'ing Chou, Princeton University

Enhancing Current CFL Teacher Preparation Process **Through Beginning Teachers' Perspectives**

Building: Convention Center, **Room: 213B**

This panel examines the current teacher preparation structure through perspectives of beginning CFL teachers and teacher trainers. For CFL teacher trainers and educators, the panel offers illuminations and broad guidance on how to effectively prepare CFL professionals. This panel also aims to help CFL

teachers to gain deep understanding of themselves and then use the understanding to develop their teaching expertise.

Chih-jen Lee, University of Pennsylvania
Jiajia Wang, University of Pennsylvania
Mien-Hwa Chiang, University of Pennsylvania
Panel Chair: Chih-jen Lee, University of Pennsylvania

**Experimental and Action Studies of Task-based Instruction:
Roles and Effects of Task Nature,
Conditions, Process, and Procedures**
Building: Convention Center, **Room:** 214A

Task-based approach, according to Nunan (2005), aims at providing opportunities for learners to explore a foreign language through learning activities that encourage the authentic, practical and functional use of language for meaningful purposes. This instructional approach has been recognized and sporadically adopted by instructors in the field of teaching Chinese as a foreign (CFL). However, task-based instruction (TBI) has rarely been systematically studied in terms of task nature, task types, conditions, and procedures with regard to CFL teaching, nor has it been thoroughly reported about its pedagogical effects in CFL. Our panel proposes to discuss the critical factors in TBI which affect the learner performance and consequently acquisition. Specifically, we will focus on four factors: 1. the nature of tasks such as narrative or argumentative, with or without linguistic device, and macro-structure; 2. task conditions such as one-way or two-way communication, with or without information gap; 3. task process with corrective measures such as recasting; and 4. task design and implementing procedures.

Fangyuan Yuan, University of Pennsylvania
Yin Zhang, Hamilton College
Jennifer Liu, University of Oregon (and Indiana University)
Songren Cui, Bowdoin College
Hong Gang Jin, Hamilton College
Panel Chair: Fangyuan Yuan, University of Pennsylvania

Using technology in Chinese language teaching and learning
Building: Convention Center, **Room:** 214B

The papers in this panel explore the integration and use of technology in Chinese language teaching and learning, including the use of word processing, software applications, and the internet.

Applying Chinese Word Processing Software to Learning: A Cognitive Follow-up
 Jiawen Wang, Michigan State University
Guidelines and Strategies on Using Textbooks and CALL Applications for Advanced Language Courses
 Linda Chang, CALICO
Using Itool to Aid Chinese Learning
 Tianwei Xie, California State University, Long Beach
Incorporating Internet lexis into advanced-class curriculum to improve students' speaking
 Liwei Gao, Defense Language Institute
Panel Chair: Tianwei Xie, California State University, Long Beach

10:00am to 11:15am

SLA Research for Empirically-driven Innovations in CSL Studies

Building: Convention Center, **Room:** 213A

This session brings together four studies, each of which focuses on a particular topic related to the acquisition of Chinese that has not been well examined in the literature, to discuss the implications of empirical evidence for improving Chinese curriculum and pedagogy in American universities.

Yanhui Zhang, Carnegie Mellon University
Xiaorong Li, Carnegie Mellon University
Dongbo Zhang, Carnegie Mellon University
Liu Li, Carnegie Mellon University
Panel Chair: Yanhui Zhang, Carnegie Mellon University

Bridging between Classical and Modern Chinese

Building: Convention Center, **Room:** 213B

The past decade has seen a growing attention to pedagogical grammar in the field of Chinese teaching. How to provide accurate, succinct, and easily-understood notional explanations of commonly encountered language phenomena to both teachers and learners has become a hot topic. Covering a spectrum from Classical to modern Chinese teaching, this panel will share some thoughts and concerns based upon our own experience gained from research and actual classroom instruction.

Wenze Hu, US Naval Academy
Sue-mei Wu, Carnegie Mellon University
Zheng-sheng Zhang, San Diego State University
Jie Cai, Duke University
Panel Chair: Wenze Hu, US Naval Academy

Issues in Chinese Pedagogy

Building: Convention Center, **Room:** 214A

This panel explores various issues in Chinese pedagogy, including the relevance of grammatical information in the language classroom, the focus on formulaic sequences in the teaching of Chinese, the use of form-focused instruction to raise students awareness of grammatical rules, and an evaluation of testing and student needs in study abroad programs.

Parts of Speech in Modern Chinese and its Pedagogical Extensions

Shou-hsin Teng, Taiwan Normal University
Form, meaning, and function: An interactive way of teaching grammar

Sharon Wen, University of Houston
A Study of Translation Differences Across the Taiwan Straits
Chia-ning Chu, National Cheng Chi University, Taiwan
Research on TCSL syllabi: focus on formulaic sequences
Ming-yi Li, National Central University, National Taiwan Normal University; Yu-chun Hwang, National Taiwan Normal University

Panel Chair: Shou-hsin Teng, Taiwan Normal University

Discourse in Chinese Linguistic and Cultural Terms

Building: Convention Center, **Room:** 214B

Focusing on advanced level discourse in Chinese, this panel explores these three key areas: a strategy-oriented discourse approach and a structure-based method to teaching spoken Chinese; discourse strategies in written texts discussing sensitive issues in Chinese civilization; and materials and methodologies in teaching classical/literary Chinese still practiced today.

Xiaobin Jian, College of William and Mary

Xiao Wang, College of William and Mary

Minru Li, Ohio State University

Galal Walker, Ohio State University

Panel Chair: Xiaobin Jian, College of William and Mary

1:15pm to 2:30pm

Issues in Teaching Chinese: Syntax, Pragmatics and Oral Assessment

Building: Convention Center, **Room:** 213A

This panel consists of three empirical studies on the acquisition of Chinese in the areas of syntax, pragmatics, and oral assessment. The common goal is to understand how effective learners are in the acquisition of Chinese in those areas and to draw pedagogical implications from the studies.

Xia Zhang, University of Iowa

Weidong Zhang, University of Iowa

Lin Gu, University of Iowa

Panel Chair: Xia Zhang, University of Iowa

Tone and Phonology

Building: Convention Center, **Room:** 213B

An examination of the ways that CSL learners acquire Mandarin phonology and use their phonological knowledge in reading tasks

Tone Variation in Mandarin Chinese and Its Pedagogical Implications

Chun-Mei Chen, National Chung Hsing University

A Preliminary Survey of Tone Deafness

Liwei Jiao, University of Pennsylvania

Chinese Listening Strategies Used by the Students at the Beginner's Level

Wei Cai, University of Calgary; Shu-ning Sciban, University of Calgary

The Effect of Phonological Information on Chinese L2 Lexical Inferencing and Retention through Reading

Chunhong Teng,

Panel Chair: Jerry Packard, University of Illinois

Curricular Models for Advanced-level Chinese in Two Flagship Programs

Building: Convention Center, **Room:** 214A

As more and more students start learning Chinese at earlier ages, instructors will increasingly need to address the challenge of providing instructional opportunities for students with advanced-level proficiency. How can we create materials and teaching strategies that will help them achieve superior level language usage? This is one of the explicit goals of the Chinese Flagship programs nationwide. This panel focuses on two

Flagship programs, i.e., at the University of Oregon and Brigham Young University, and examines curricular models that can be replicated by instructors nationwide who are also teaching students at this level.

Madeline K. Spring, Arizona State University
Dana Bourgerie, Brigham Young University
Qian Gao, Oakland University at Michigan
Panel Chair: Madeline K. Spring, Arizona State University

Techniques and Technology in Chinese language learning

Building: Convention Center, **Room:** 214B

An exploration and evaluation of techniques and technologies used in the Chinese language classroom.

Use Wave Sound, MP3 file, and Video to Create a Dynamic Learning Environment for Chinese Language Beginners in a Small College

Daliang Wang, Mercyhurst College

PowerPoint-Facilitated Classroom Chinese Language

Teaching: Five Design Principles

Chunxia Wang, University of California, Davis; Ping Wei, University of California, Davis

Is the Use of PowerPoint More Effective in Teaching Chinese or Is It Just Fancy?

Nansong Huang, USC

Panel Chair: Hsin-hsin Liang, University of Virginia

3:15pm to 4:30pm

Coping with diverse student backgrounds: teaching heritage and non-heritage students

Panel cancelled

Developing Real Fluency, Increasing Motivations and Confidence--Introducing the Hànyǔ Fēng (Chinese Breeze) Chinese Graded Reader Series

Building: Convention Center, **Room:** 213A

Hànyǔ Fēng (Chinese Breeze) is a large and innovative series of Chinese graded readers. It is designed to not only help Chinese L2 students develop real fluency but also increase their motivations and build confidence in Chinese learning. This panel introduces the rationale, design, writing, features, and pilot using results of Hànyǔ Fēng.

Chengzhi Chu, University of California, Davis

Yuehua Liu (retired)

Dehua Yang, The Writers Publishing House, Beijing

Nyan Ping Bi, University of Washington

Panel Chair: Chengzhi Chu, University of California, Davis

Re-positioning and Re-defining Intermediate- and Advanced-level Chinese Classes

Building: Convention Center, **Room:** 213B

In the college-level CFL field, what are better approaches for third- and fourth-year Chinese pedagogy remains an open debate. This panel proposes that it is time to re-position and re-define intermediate- and advanced-level Chinese classes. The

panelists will also provide some effective and unique teaching methods in this regard.

Kai Li, Oberlin College
Yu-wen Yao, University of California, Los Angeles
Meiqing Zhang, Brown University
Fengtao Wu, Washington University
Panel Chair: Kai Li, Oberlin College

Assessment in the Oregon K-16 Chinese Flagship Program
Building: Convention Center, **Room:** 214A

Assessment will be discussed in a broad sense in this panel. Ongoing formative evaluation processes such as in class presentations and portfolios as well as the traditional summative assessments like final exams or online proficiency tests developed by the Oregon K-16 Chinese Flagship program will be introduced.

Yifang Zhang, Center for Applied Second Language Studies (CASLS), University of Oregon
Martyn Clark, Center for Applied Second Language Studies (CASLS), University of Oregon
Jessica Bucknam, Portland Public Schools
Panel Chair: Yifang Zhang, CASLS, University of Oregon

Preparing for a New Era: AP Chinese Course & Exam
Building: Convention Center, **Room:** 214B

Many schools are making decisions about what to do with the new AP Chinese course and how to prepare their students for

the first AP Chinese Exam. In this panel, curricular requirements, survey results, and a curricular model with sample lessons following the AP Chinese course description will be presented.

Yea-Fen Chen, University of Wisconsin, Milwaukee
Yufen Mehta, Cornell University
Mei-Ju Hwang, ACTFL
Tao-Chung Yao, University of Hawaii
Panel Chair: Yea-Fen Chen, University of Wisconsin, Milwaukee

4:45pm to 6:00pm

CLASS/CLTA Forum: Articulation in K-16 Chinese Language Education
Building: Convention Center, **Room:** 103

CLTA Banquet

7:00 pm
Saturday, November 17
Wah Kee Chinese Seafood Cuisine (18360 Blanco Rd.)

Sunday November 18, 2007

8:00am to 9:15am

A presentation of efficient L2 teaching techniques for adult learners.

Building: Convention Center, **Room:** 213A

With the recent trend of globalization, the presenters believe that one of the best ways to overcome the barriers of cultural differences is second language (L2) acquisition. With this in mind, this presentation aims to examine and discuss several teaching methodologies that are considered vital for effective language instruction.

Shou-hsin Teng, Taiwan Normal University
Li-Yuan Chen, International Chinese Language Program at National Taiwan University
Meei-yuan Fann, International Chinese Language Program at National Taiwan University
Jing-Jing Chai, International Chinese Language Program at National Taiwan University
Panel Chair: Yi-Jen Huang, National Taiwan University

Issues and Solutions: Elementary/Intermediate Chinese Textbook Compilation and Use

Building: Convention Center, **Room:** 213B

When no suitable Chinese language textbooks are available to satisfy students needs, teachers need to develop supplementary teaching materials or compile their own textbooks. The

panelists offer their views and experiences in Chinese language textbook adaptation and compilation.

John Jing-hua Yin, University of Vermont
Xianmin Liu, Vanderbilt University
Qian He, University of California, San Diego
De-an Swihart, Center for Teaching and Learning in China
Panel Chair: John Jing-hua Yin, University of Vermont

Acquiring Functional Ability in Mandarin

Building: Convention Center, **Room:** 214A

Successful interaction in a foreign culture requires control of complex behavior that is often culture-specific. This panel explores the linguistic behavior associated with refusals, disagreements, and expressions of gratitude in Mandarin, and discusses ways to distinguish factual and counterfactual statements.

A Cross-cultural Study on the Expressions of Disagreement by English Learners of Chinese. Yu-Fang Wang, Ya-Ting Yang, National Kaohsiung Normal University
Expressions of Gratitude: A Cross-cultural Comparison between Chinese Speakers in Taiwan and English Speakers in the U.S.

Grace Yuh-Huey Lin, National Sun Yatsen University
“A Cross-cultural Study on the Refusal Strategies Used by English Learners of Chinese”

Hsi-Chi Lee, Feng Chia University
“Is it a Reality or a Counterfactual Statement?”

Shiyao Chen, National Kaohsiung Normal University; Ai-li Hsin, National Kaohsiung Normal University, Taiwan
Panel Chair: Marjorie Chan, Ohio State University

Testing and Evaluation

Building: Convention Center, **Room:** 214B

An evaluation of testing and evaluation criteria, how they shape and are shaped by the curriculum.

Considerations in Selecting Teaching Materials for AP Chinese Courses

Xiaoning Wang, ChinaSprout, Inc.; Henry Ruan, Lower East Side Prep. High School

AP Chinese Exam Pre-Visited: Analysis on Chinese Exams in North America

Iris Xu, World Education Bureau, Canada; Rui Feng, University of Alberta

Testing and Students' needs in Chinese Study-abroad Programs- A Case Study of IUP at Tsinghua

Yue Cui, Inter-University Program at Tsinghua University
Applying the ACTFL Oral Proficiency Guidelines in an Intermediate Chinese Conversation Class: Voices from the Classroom

Youping Zhang, Stanford University

Panel Chair: Qinghai Chen, University of Michigan

9:00am to 12:00pm

Learner-friendly Grammar for Chinese Instruction

Building: Convention Center, **Room:** 210A

The “grammar” of a language is a set of generalizations about how phrases and sentences are formed. Learners who understand the rules of grammar can make the leap from reciting sentences in a textbook to expressing their own ideas.

The challenge for the language teacher (and the language textbook) is to present grammar in jargon-free terms, and to help students to use the rules of grammar to communicate. This workshop introduces a learner-friendly grammar of Mandarin Chinese, focusing on the presentation of resultative verbs, the “ba” construction, and sequence structures involving “yihou” after and “yiqian” before. It examines some “do’s” and “don’ts” in the presentation of grammar, and presents communication-based activities that support the learning of these structures.

Claudia Ross College of the Holy Cross Presenter

10:00am to 11:15am

Innovated Ideas in Chinese Textbook Development

Building: Convention Center, **Room:** 213A

In recent years, many new Chinese language textbooks have been published. These new textbooks brought about many innovated ideas in curriculum and textbook design, which will meet the diverse needs of the field. This panel will focus on discussing the innovated ideas in the three newest Chinese language textbook series published in 2007. These new ideas fill in the gaping holes left by the traditional textbooks, meet the needs of different users and create new curriculum and teaching approach.

Wayne He, New York University

Dela Jiao, New York University

Qun Ao, Brandeis University

Weijia Huang, Boston University

Frank Tang, New York University
Panel Chair: Wayne He, New York University

Developing Real Fluency, Increasing Motivations and Confidence--Introducing the Hànyǔ Fēng (Chinese Breeze) Chinese Graded Reader Series

Panel moved to Saturday, 3:15pm -4:30 pm

Reading Chinese: Characters and Beyond
Building: Convention Center, **Room:** 214A

An exploration of strategies to strengthen character retention and build Chinese literacy.

The Impact of Chinese Character Strategies Training on Chinese beginners

Yanmei Liu, Defense Language Institute

Beyond Character Count: Setting Deep Roots for Chinese Literacy

Carol Ann Dahlberg, ACTFL, AATG; Shuhan Wang, Asia Society

Panel Chair: Songren Cui, Bowdoin College

Unlocking the Potential of Chinese Heritage Language Learners

Building: Convention Center, **Room:** 214B

An examination of the attitudes, learning strategies, and background cultural knowledge of Chinese heritage learners

Attitudes and Motivations of Chinese HLLs and non-HLLs: A Comparative Study

Chunsheng Yang, Department of East Asian Languages and Literatures

Chinese Heritage and Non-Heritage Learners' Learning Strategies

Yunzhen Liu, University of Newcastle upon Tyne

The influence of Chinese culture in Chinese language learning

Chu-Chao Tsai, University of St. Thomas

Chinese Heritage Language Teaching and Community Service Learning

Jack Liu, California State University, Fullerton

Panel Chair: Baozhang He, College of the Holy Cross

11:30am to 12:45pm

Comparative Grammar and Chinese Language Education
Building: Convention Center, **Room:** 213B

The comparative method in foreign language education is designed to make contrastive analysis of both L1 and L2, and find their differences and similarities. When teaching L2, emphasis will be given to the differences rather than the similarities and measures will be taken to prevent errors caused by L1 transfer in an early stage of language education.

Qian Gao, Defense Language Institute Foreign Center

Henrietta Yang, Defense Language Institute

Lianqing Wang, Defense Language Institute

David Y. Dai, ACTFL

Panel Chair: Qian Gao, Defense Language Institute Foreign Center

New Approaches to Curriculum and Textbook Innovation

Building: Convention Center, **Room:** 214A

This panel reports efforts enabling more successful learning through Chinese basic curriculum innovations. They will discuss the curriculum development in perspective of language contents and activities; explore the bridging of the conceptual gaps between textbook writers and instructors; demonstrate the duality of diagnostic assessment in helping students learn and evaluating curriculum; and introduce diagnostic assessment models used.

Heping Xu, Defense Language Institute
Peiyu Chen Roth, Defense Language Institute Foreign Center
Yi Long, Defense Language Institute Foreign Center
Zhenlin Qiao, Defense Language Institute Foreign Center
Panel Chair: Heping Xu, Defense Language Institute

Mandarin Tones' Acquisition among L2 Learners: Errors, Feedbacks, and the Phonology

Building: Convention Center, **Room:** 214B

This panel tackles the issue of L2 learners' acquisition of Mandarin tones. Error analyses are conducted between heritage and non-heritage students and with the consideration of intonation factors. Tonal acquisition is studied phonologically through the investigation into stress to tone mapping, and through the visual feedback effect.

Chenqing Song, University of Wisconsin, Madison
Xiaojuan Jin, University of Wisconsin, Madison
Tianlin Wang, University of Wisconsin, Madison

Xingyun Wu, University of Wisconsin, Madison
Na Yuchi, University of Wisconsin, Madison
Qiuyu Tan, University of Wisconsin, Madison
Discussant: Yongping Zhu, University of Wisconsin, Madison
Panel Chair: Hongming Zhang, University of Wisconsin, Madison