2014 CLTA International Symposium on Chinese Language Teaching and Learning Chinese L2 Instruction in a Global Context

Organizer: Chinese Language Teacher Association, U.S.A.

Co-sponsors: Indiana University School of Global International Studies, Department of East Asian Languages and Cultures, East Asian Studies Center, Chinese Flagship Center, Confucius Institute at IUPUI and Confucius Institute at Purdue University

Date: October 24-26

Venue: IMU Biddle Hotel, Indiana University, Bloomington, Indiana, U.S.A.

Conference Organizing Committee

- Yea-Fen Chen (Committee Chair, Indiana University)
- Der-lin Chao (Hunter College)
- Chengzhi Chu (University of California, Davis)
- Wei Hong (Purdue University)
- Helen Shen (The University of Iowa)
- Hongyin Tao (University of California, LA)
- Mindy Zhang (Indiana Academy for Science, Mathematics, & Humanities)

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- Jing Wang (Indiana University-Purdue University at Indianapolis)
- Yun Xiao (Bryant University)
- Fangyuan Yuan (US Naval Academy)
- Phyllis Zhang (The George Washington University)

Symposium Keynote Speakers

Paul Sandrock, Director of Education at the American Council on the Teaching of Foreign Languages (ACTFL), directs this national organization's professional development and initiatives around standards, curriculum, instruction, and performance assessment. Previously, Paul was Assistant Director of Content and Learning at the Wisconsin Department of Public Instruction (DPI) , beginning that state's implementation of Common Core State Standards, coordinating the areas of English language arts, mathematics, international education, and world languages. He earlier served as the DPI state-wide consultant for world languages. Paul taught Spanish for 16 years in middle school and high school and authored *The Keys to Assessing Language Performance* and *Planning Curriculum for Learning World Languages.*

Prof. Shou-hsin Teng, Chunyuan Christian University, Taiwan. A native of Taiwan, received his doctoral degree in linguistics at the University of California, Berkeley, in 1973 and taught Chinese language and linguistics at the University of Massachusetts, Amherst, from 1973 till 1995, when he accepted an appointment at the National Taiwan Normal University, Taipei, to undertake the establishment of the first ever graduate degree program in teaching Chinese as a second/foreign language. He retired from the latter in 2009, and is currently a Chair Professor of Chinese Linguistics at Chungyuan Christian University in Taiwan. Prof. Teng had been an active member of CLTA, serving as the editor of its JCLTA for many years and the founder of its Newsletter. He was also the 2nd recipient of the Walton Lifetime Achievement Award, CLTA. His recent publications include A Pedagogical Grammar of Chinese as a Second Language, Beijing Language University Press, 2010 and Studies on Modern Chinese Syntax, Beijing Language University Press, 2012.

Conference Program

Friday, October 24
On-site registration: 1:00pm-6:00pm Location: Frangpiani

9:00am-11:00am Conference Organizing Committee Meeting
Location: **Frangpiani**

12:00pm-1:15pm IU East Asian Studies Center Invited Speech (co-sponsored by CLTA) **Ballantine Hall 004**

Dr. Shuhan Wang (President, ELE Consulting International, Former Deputy Director, National Foreign Language Center, University of Maryland)

Going Global: Development, Challenges and Opportunities for Chinese as a World Language in the United States

3:00pm-5:00pm IU Campus Tour

5:30pm-7:00pm
Invited International Representatives of Chinese Organizations Forum and Welcome Dinner
OC, SC, and available board members will join the dinner
Host: Yea-Fen Chen, Conference Organizing Chair
Welcome speech: Hongyin Tao, CLTA President
Presentation: Shuhang Wang (President, ELE Consulting International, Director, CELIN at Asia Society)

Friday, October 24 **7:30pm-8:30pm**
Pre-conference workshops

Workshop 1: Essentials for a Successful Job Interview; Wei Hong (Purdue University), Chengzhi Chu (University of California, Davis), & Jinhua Li (University of North Carolina at Ashville)
Location: BH 005
Primarily for graduate students and pre-service teachers who are or will be on job market for university positions in Chinese, this workshop provides practical strategies in understanding job descriptions, institutional needs and one's own potentials in matching up such needs, and job application. Preparatory procedures in entering job market will be provided, including exploring job posts and preparing resumes, teaching statements, phone and campus interviews. If time permits, we will do a short mock interview and discuss its success (or failures).
Participant limit to 30. Registration fee: $10 per person.

Workshop 2: Action Research; Helen Shen (The University of Iowa)
Location: BH 006
The workshop will address the characteristics and procedures of teacher action research in a Chinese L2 classroom setting. Concrete samples of conducting teacher action research in the second language classroom will be given. Participants will learn how to identify a research topic, write a research proposal, and carry out the study by following guidelines typically used in teacher action research.
Participant limit to 30. Registration fee: $10 per person.

Performances on campus (tickets required):
M. Butterfly: 7:30pm Location: IU Wells-Metz Theatre, 275 North Jordan Ave.
La Boheme: 8:00pm Location: IU Musical Arts Center, 101 North Jordan Ave.

Saturday, October 25
Onsite Registration: 7:00am-6:00pm Tree Suite Lounge
Book Exhibition: 9:00am-5:00pm Frangpiani

Saturday, October 25   8:00am-9:00am
Opening Ceremony & Forum Whittenberger Auditorium

Forum: Teaching Foreign Languages in a Global Context
Chair: Hongyin Tao (President, CLTA)
Keith Cothrun (Executive Director, AATG), Motoko Tabuse (President, AATJ), Antonia Schleicher(Executive Director, NCOLCTL), Shuhan Wang (President, ELE Consulting International, Director, CELIN at Asia Society)

Saturday, October 25 9:10am-10:10am

Panel 1 Dogwood Room
Studies on Reading and Writing in Advanced Chinese L2 Classrooms
This panel consists of four empirical studies exploring the important aspects of advanced-level reading comprehension, assessment, and technology-based writing instruction. The first and second studies answer the questions of what are advanced students' attitude and performance by using a computer to write and by using media materials during writing in comparison with traditional paper-pencil writing. The third study investigates effects of how inserted questions during the reading on reading comprehension. The fourth study reports how to develop and administer an Informal Reading Assessment (IRA) to be conveniently used by classroom teachers to assess students' reading performance and the readability of textbook lessons.

Chair: *Helen H. Shen, The University of Iowa*
Presenters:
Bo Sun, University of North Carolina, Chapel Hill
Comparative study of Chinese writing by hand and by computer among advanced L2 Chinese Learners
Ting Huang, University of Rochester
Media in Writing Essays in Advanced Chinese L2 Class
Shuyi Yang, The University of Iowa
Inserted Adjunct Questions and L2 Reading with Chinese Advanced Learners
Li Su, The University of Iowa
Informal Reading Assessment of advanced CFL Learners

Panel 2 Persimmon
Phonetics Lab and Beyond: Bringing Phonetics to the Teaching and Assessment of Chinese Pronunciation
Rooted in the study of acoustic phonetics, this study aims to build teaching and assessment models for Chinese pronunciation that could be adopted in the classroom and further incorporated into an e-learning teaching platform. The first presentation reports the development of Chinese spoken corpus and its applications, the second presentation reports interlanguage analysis from pedagogical perspectives, and the third presentation reports on using CAPL with automatic speech recognition to assess learners' pronunciation of Chinese.

Chair: *Yuwen Hsiung, National Taiwan Normal University*
Presenters:
Peichun Liu, National Taiwan Normal University
Development of Chinese Spoken Corpus and Its Applications
Yuwen Hsiung, National Taiwan Normal University
Interlanguage Analysis in Pedagogical Perspective for Chinese L2
Jheng-Yu Yang & Hsiao-tsung Hung, National Taiwan Normal University
More Than Scores: Using CAPL with Automatic Speech Recognition to Assess Learners' Pronunciation of Chinese

Panel 3 Maple
Integrating Language and Culture into Curriculum Development for Chinese Heritage Language Learners
This panel focuses on how to integrate culture learning and language learning into CHL curriculum development. The first presentation will share with the audience the design and practice of a third-year CHL course, the second will focus

on some curricular activities designed for CHL learners, and the third will introduce some extracurricular activities to promote culture and language learning among CHL learners. The fourth presentation examines how American high school students learned to talk about food when staying with host families in China.

Chair: *Yan Liu, Duke University*
Presenters:
Yan Liu, Duke University
Designing and Implementing a Language-Culture-Integrated Curriculum for A Third-year Chinese Heritage Language Course
Tianshu He, Duke University
Curricular Activities for CHL Learners, Curricular Activities to Promote CHL learners' Language Learning and Culture Learning
Dan Wang, Duke University
Extracurricular Activities for CHL Learners, Promoting Culture and Language Learning Through Community-based Activity for CHL Learners
Qian Wu & Sheng-Hsun Lee, Pennsylvania State University
A Taste of Language Socialization: Talking about Food in Short-Term Chinese Homestays

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Panel 4 Walnut
Developing Intermediate Blended Chinese Course
This panel will show how to adopt different technology in developing teaching materials for college level intermediate Chinese course at two U.S. institutions. The first presentation focuses on the use of visual aids in the development of a blended Chinese course. The second presentation introduces how to use Smart Board to enhance blended teaching, including development of effective in-class activities and on-line grammar videos. The third presentation shares how our language center supports the development and implementation of fully online and blended language courses.

Chair: Mingyu Sun, University of Wisconsin-Milwaukee
Presenters:
Yingfei Chen, Michigan State University
Effective Use of Visual Aids in an Online Format
Xiaorong Wang, University of Wisconsin-Milwaukee
Smart Board Enhanced Blended Learning
Mingyu Sun, University of Wisconsin-Milwaukee
Language Resource Center's Role in Developing Blended and Online Courses

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Panel 5 Oak
Chinese as a Foreign Language Curriculum Development
This panel consists of three presentations about Chinese curriculum development. The first presentation investigates how American university students' evaluated the one-year regular semester Chinese program and 2-month summer intensive program offered by Flagship Chinese Institute. The second presentation discusses needs assessments in curriculum development. The third presentation describes current Chinese curricula in US four-year colleges and universities that offer the Chinese major. The fourth presentation examines how pedagogical innovation integrating Universal Design for Learning may enhance the learning of Mandarin among the increasingly diverse student body.

Chair: Huiwei Li, Carnegie Mellon University
Presenters:
Yi-Lu Kuo, Indiana University Bloomington
Chinese Learners' Evaluation of Regular Semester Program and Summer Intensive Immersion Program
Huiwei Li, Carnegie Mellon University
Assessing Needs for a Chinese Calligraphy Course in the University Context
Yu Li, Emory University
Chinese Language Curriculum at the College Level: Scope, Sequence, and Standards
Yufen Lee Mehta, Cornell University
Universal Design for Learning and Authentic Assessment in an Innovative Chinese Curriculum

Saturday, October 25 10:10am-10:30am
Coffee Break: Frangpiani

Saturday, October 25 10:30am-11:30am

Panel 6 Dogwood Room
Chinese as a Second Language Writing Instruction

The panel consists of four studies on writing instruction for Chinese as a second language learner. The first presentation examines learning outcomes in phonology, morphology and syntax through scrutiny of writing assignments at several course levels and calls attention to the need to fuse all four linguistic skills at an early stage of learning rather than segregating and delaying their development. The second presentation investigates the over-time development of learners' writing proficiency in the Content-Based Instruction (CBI) course. The third presentation analyzes the data collected in a collaborative writing project assigned in the context of a Business Chinese course, and draws conclusions about the mediational means that best explained the process and results of the team project, such as first language, second language proficiency, task features, and group interaction. The fourth presentation introduces the Intellectual Engagement and Linguistic Achievement model in which online materials are selected and content-based instruction is adopted.

Chair: *Yun Xiao, Bryant University*
Presenters:
Jue Wang, USAF Academy
Writing Assignments Raise Literacy in Chinese Language Learning
Yun Xiao, Bryant University
Learners' Writing Proficiency Development in Chinese Content-Based Instruction
Chao-mei Tu, National Taiwan Normal University
Collaborative writing and its mediational means: A case study of a Business Chinese project
Shu-Chuan Chen, University of California, Santa Barbara
以內容及案例為導向的閱讀及寫作教學

Panel 7 Persimmon
CRIE-CFL: A tool for Chinese textual analysis and its application

The first presentation focuses on vocabulary. According the analysis of CRIE-CFL, the number of each level of vocabulary increased with the CEFR level increased, and the results of trend analysis individually achieved statistical significance. These demonstrated that each of feature have a clear relationship with CEFR levels. The second presentation studies Chinese special sentence patterns in CSL/CFL such as Ba construction. The third presentation aims to investigate the textual readability for Chinese as a second language with a particular concern on the discourse connectives.

Chair: *Chin-Chuan Cheng, National Taiwan Normal University*
Presenters:
Wei-Chun Lin & Yao-Ting Sung, National Taiwan Normal University
Application of CRIE-CFL in Vocabulary
Jung-yueh Tu, National Taiwan Normal University
Chinese Special Sentence Patterns in CSL/CFL
Jia-Fei Hong, National Taiwan Normal University
Textual Readability Using CRIE-CFL

Panel 8 Maple
Strategizing Materials and Methods in Advanced Chinese Classes

The panel discusses material development and teaching methods for advanced Chinese classes. The first presentation investigates how Literature Circles framework be implemented to Chinese L2 advanced learners as a way of developing learner's meaningful interactions with literary texts. The second presentation focuses on the effectiveness of student-led reading activities on the development of reading, listening, speaking and critical thinking skills. The third presentation presents comprehensive step-by-step collaborative writing assignments for advanced Chinese learners as well as the students' evaluation on the individual tasks they completed and their reaction to the assignments. The fourth presentation discusses the pedagogical model of word meaning network in advanced Chinese multi-meaning

vocabulary instruction.

Chair: *Ping Qiu, Valparaiso University*
Presenters:
Ping Qiu, Valparaiso University
Integrating Literature Circles to Advanced Chinese Classroom
Ying Wu, Lake Forest College
Strategies and Approaches in Teaching Advanced Mass Media Chinese Course
Bailu Li, Purdue University
Collaborative Writing in Advance Chinese Classroom
Yuhong Li, Zhejiang University of Technology
高级阶段汉语多义词教学——义项网络教学模式

Panel 9 Walnut
Issues on Chinese Classroom Instruction
The panel deals with several issues about Chinese classroom instruction. The first presentation focuses on how intermediate Chinese learners' self-correction helps improve their writing compared to simply giving teacher's feedback alone without the requirement of self-correction. The second presentation mainly focuses on improving the L2 performance through step-by-step Collins Writing tasks. The third presentation uses TV advertisement, TV program and TV dramas to design for intermediate and advanced Chinese course. The fourth presentation proposes to restructure "top-to-bottom" approach with dialogues, sentences, and words in order and to teach from prosody to segments.

Chair: *Ik-sang Eom, Hanyang University*
Presenters:
Lu Cao, Ohio University
The effect of students' self-correction on intermediate Chinese learners' writing: Some implications on Chinese teaching
Ye Sun, Lafayette School Corporation & Jinye Zhao, High School Affiliated to Shanghai Jiaotong University
Improve Beginners' Chinese language performance through Collins writing tasks
Jinai Sun, North Central College
美国大学中高级汉语课《中国流行文化》教学探讨
Ik-sang Eom, Hanyang University
Discrepancies between Theory and Realty: L2 Textbooks of Mandarin

Panel 10 Oak
Motivation, Learner Agency and Technology in Chinese Learning
This panel mainly discusses the motivation, learner agency and technology application in Chinese class. The first presentation uses socio-educational model and the framework of the internal structure of language learning motivation to investigate Chinese language learning attitudes and motivation across three proficiency levels. The second presentation introduces the concept of Flip Teaching with enhancing students' autonomy and motivation as the underlying motif. The third presentation reports findings on how animated materials affect L2 acquisition by investigating the acquisition of the perfective particle LE in Mandarin Chinese.

Chair: *Xiaohong Wen, University of Houston*
Presenters:
Xiaohong Wen, University of Houston
Why do students start and continue to learn Chinese?
Raymond Pai, Defense Language Institute
Enhancing Learner Autonomy and Motivation by Flip Teaching with Web 2.0 Applications in Chinese classrooms
Tzu-I Chiang, University of Wisconsin-Milwaukee
Animation and L2 Acquisition of the Perfective Particle LE in Mandarin Chinese

Saturday, October 25 11:40am-12:40pm

Panel 11 Dogwood Room

華語為外語之寫作自動評估與教學

本研究藉由建置一個以華語為外語之寫作語料庫，透過大量外語學習者之寫作文本偏誤特徵的分析，發展出一套以華語為外語的寫作自動評估與教學回饋系統，進而作為華語寫作教學之輔助工具，以增進教學成效。第一個研究面向是「華語寫作語料庫建置與分析」，針對以ACTFL為架構的華語寫作能力建立單一題目不同等級華語為外語之寫作者的寫作語料庫。第二個研究面向是「華語作為外語之寫作自動評估與回饋」，發展了一個能偵測句法類特徵及錯誤的文法剖析器來擷取華語為外語的寫作特徵。第三個研究面向是「基於華語寫作自動評估的教學策略」，從句本位的角度出發，利用外語寫作語料庫蒐集常見的偏誤，並給予具體的寫作技巧建議，讓華語學習者具備基本的寫作能力。

Chair: Jia-Fei Hong, National Taiwan Normal University
Presenters:
Jen-I Chang, National Taiwan Normal University
華語寫作語料庫建置與分析
Tao-Hsing Chang & Yao-Tun Lee, National Kaohsiung University of Applied Science
華語作為外語之寫作自動評估與回饋
Yao-Ting Sung, National Taiwan Normal University
基於華語寫作自動評估的教學策略

Panel 12 Persimmon

Task-based language teaching and oral proficiency in L2 Chinese

This panel explains theoretical foundation of task-based instruction and its role in facilitating the development of L2 Chinese learners' oral proficiency followed by concrete teaching samples of task design at different proficiency level. The first presenter addresses the theoretical issues on designing oral tasks. The second presenter discusses how to design oral tasks for a First-year Chinese speaking class. The third presenter discusses how to design oral tasks for a second-year Chinese speaking class.. The fourth presenter discusses how to design oral tasks for a third-year Chinese speaking class.

Chair: *Yuan Lu, University of Iowa*
Presenters:
Yuan Lu, University of Iowa
Introduction to task-based instruction in L2 Chinese speaking course
Task-based instruction and tasks in Third-year Chinese speaking course
Tianlu Zhang, University of Iowa
Task-based instruction and tasks in First-year Chinese speaking course
Wenwen Fu, University of Iowa
Task-based instruction and tasks in Second-year Chinese speaking course

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Panel 13 Maple

Live Chinatown Project: Constructing Meaningful Curriculum Based on Stevick's Language Teaching and Learning

The panel introduces a collaborative curriculum project "Live Chinatown" by a group of K-16 Chinese language educators in East and West Coasts of U.S. The first presentation reports on a day trip for middle school students using resources in SF Chinatown for culture, history and language enrichment. The second presentation introduces the San Jose field trip designed to match the curriculum goals at Stevenson school. The third presentation focuses on how to integrate Washington DC's Chinatown neighborhood and its local museums into language learning. The fourth presentation discusses "Confucius" to different level students. The fifth presentation discusses a Chinatown visiting project that requires learners to research on how to carry out daily life activities using Google Map, Yelp and other resources.

Chair: *Jinhuei Enya Dai, Monterey Institute of International Studies*
Presenters:
Sinwen Hsu, Bentley School
Chinese Immigrants' "now and then" in SF Chinatown
Sisi Wu, Stevenson School
The Meaningfulness behind San Jose Field Trip
Elizabeth Tredeau, Landon School

Washington DC Chinatown and Museums
Yaching Kelkis, Chinese American International School
Confucian Circles in U.S. and Asia
Shunyao Chang, Middlebury College
Boston Chinatown as a Pedagogical Resource for Chinese Learning

Panel 14 Walnut
Design Chinese L2 learning activities that foster student engagement
This panel explores the relationship between student engagement and successful Chinese L2 language learning at secondary school level. The first presenter focuses on 3 design qualities "A safe environment", "Affiliation", and "Choice" and discusses the application of Free tech tools' in Chinese classrooms. The second presentation shows how to use some design qualities such as "Affiliation," "Choice," and "Authenticity," to create real-life, meaningful, engaging, and student-based tasks that can make Chinese L2 learning more effective and interesting. The third presentation demonstrates how to use web-based applications to create students' own games that enhance Chinese L2 instruction.

Chair: *Mindy Zhang, Indiana Academy for Science, Mathematics, & Humanities*
Presenters:
Tung Fen Lee, Carmel High School
Classroom learning strategies and activities to increase student engagement
Mindy Zhang, Indiana Academy for Science, Mathematics, & Humanities
Creation of Authentic, Meaningful, Engaging, and Student-based Language Activities
Hui-Ching Hsu, Purdue University
Technology-enhanced learning activities for the digital natives

Panel 15 Oak
A New Paradigm for Advanced Chinese Language Education
This panel presents various curriculum models of Flagship which has great impact upon the current state of the advanced language instruction in the United States. The first presentation demonstrates how the URI Chinese Language Flagship Program uses assessment and testing as a means to help inform the curriculum and the educational process. The second presentation discusses four CBI models adopted in the UO Chinese Flagship Program, designed to address the non-linear and uneven development of accuracy and fluency in advanced Chinese language acquisition. The third presentation explains the Novice Starter Model at a Chinese Flagship Center from pre-freshman domestic summer training to content course teaching in the sophomore year. The fourth presentation will focus on language training in students' professional domains including tutoring in professional language usage, direct enrollment courses in students' major, and internships during the Capstone year.

Chair: *Yea-Fen Chen, Indiana University*
Presenters:
Wenchao He, University of Rhode Island
Proficiency Assessment and Testing in the Curriculum of URI Chinese Language Flagship Program
Zhuo Jing-Schmidt, University of Oregon
Content-based instruction in the (UO) Chinese Language Flagship Program
Henrietta Yang, University of Mississippi
Training Novice Starters to High Linguistic Proficiencies: Challenges and Successes
Der-lin Chao, Hunter College, City University of New York
Professional Language Instruction and Training in Chinese Flagship Programs

Saturday, October 25 1:40pm-2:40pm

Panel 16 Dogwood Room
CSL Teacher Education: Pedagogical Content Knowledge, Teaching Materials, and Multidimensional Assessment
This panel aims to address the issue of effective CSL teacher preparation and professional development by means of a theoretical framework TPACK, which refers to Technological, Pedagogical, and Content Knowledge. The first presentation aims to construct a model in terms of the expertise in teaching Chinese as the foreign language at Kindergarten level through an investigation of CSL teachers' perceptions and need for professional development. The

second presentation explores in details the role of communicative competence from a variety of general business Chinese teaching materials. The third presentation attempts to capture the essential qualities of TPACK by teacher educators for technology integration into pre-service teaching practice, while addressing the complex, multifaceted and situated nature of teacher evaluation through multidimensional assessment.

Chair: *Chin-Chin Tseng, National Taiwan Normal University*
Presenters:
Li-Na Fang, National Kaohsiung Normal University
An Investigation of Professional Development of Chinese Language Teachers with Kindergarten Programs
Li-Yu Chen, National Taiwan Normal University
Analysis of Teaching Materials for Business Chinese and Teacher Education
Chin-Chin Tseng, National Taiwan Normal University
Enhancing Language Teaching Quality through Online Practice and Multidimensional Assessments

Panel 17 Persimmon
Classroom-Based Research Studies, Assessment, and Goal Setting in Chinese Instruction
The panel adopts a macro-level perspective into Chinese as a second or foreign language teaching. The first presenter reviews classroom-based research studies that have been published both in China and North America in the field of teaching/learning Chinese as a second language. The second presentation investigates the Master's theses and Doctoral dissertations in the field of Teaching Chinese as a second or foreign language (TCSL/TCFL) in China in the past ten years. The third presentation analyzes the weaknesses in the current Chinese assessment standard and proposes some suggestions. The fourth presentation uses a mixed method approach to investigate effects of goal-setting on L2 Chinese learners' development of linguistic knowledge.

Chair: *Fangyuan Yuan, US Naval Academy*
Presenters:
Fangyuan Yuan, US Naval Academy
A Review of Classroom-based Research in L2 Chinese
Siyan Hou, Purdue University
Master's and Doctoral thesis in Teaching Chinese as Second/Foreign Language in China: A Research Synthesis
Feng Chen, Confucius Institute at University of Alaska at Anchorage
汉语国际传播标准的不足之处
Kun Nie, Carnegie Mellon University & Lei Chen, University of San Diego
Goal-Setting, Individual Variation and L2 Chinese Development at an Instructional Context

Panel 18 Maple
Structural Sensitivity and Learning of Chinese Characters among L2 Learners
This panel examines structural sensitivity and second language (L2) learners' learning of Chinese characters. The first presentation traces the history of the debate on the nature of Chinese characters and discusses the significance of phonetics and semantic radicals in L2 pedagogy. The second presentation reports on a study that measured different aspects of radical awareness and addressed how they were differentiated by learners' general reading proficiency. The third presentation found that direct teaching of word structures, including radicals, facilitated learners' recognition of printed words. The three presentations provide compelling evidence that building learners' structural sensitivity of characters should be an integral component of L2 Chinese pedagogy.

Chair: *Guohe Zheng, Ball State University*
Presenters:
Guohe Zheng, Ball State University
Radicals in Chinese Character Teaching
Liu Li, Ball State University
Radical Awareness and Reading Proficiency in Chinese Learners
Dongbo Zhang, Michigan State University
The Instruction of Word Structure

Panel 19 Walnut

臺灣電影與華語教學: 從跨文化角度談起

本小組將使用跨文化理論中的比較分析法，藉由幾部議題相同的中西電影，比較出不同文化對同一議題所呈現出價值觀與文化思維的差異。第一個研究以台灣的《父後七日》與美國的《想愛趁現在》為「死亡」議題的代表，進行跨文化比較教學。第二個研究篩選出《盛夏光年》、《一頁台北》、《那些年，我們一起追的女孩》、《男朋友女朋友》四部電影，期許以本文為基礎，發展未來臺灣華語文教學之素材與教材。第三個研究試以近年的族裔電影為題材，透過台灣電影《賽德克巴萊》的原民意象，從歷史地位、種族人文、文化藝術的層面討論並延伸至教學面的應用。並透過美國經典原住民文化電影《與狼共舞》，以兩地的原民文化與殖民歷程做延伸教學，進行相關跨文化的比較分析及討論。

Chair: *Yingying Chien, National Taiwan Normal University*
Presenters:
羅翊芳, National Taiwan Normal University
跨文化比較與電影華語教學：以「死亡」為探討議題
郭育蓉, National Taiwan Normal University
鏡頭下的臺灣地景: 從《一頁台北》到《那些年，我們一起追的女孩》
陳思妤, National Taiwan Normal University
台美族裔電影的文化意象與教學: 《賽德克巴萊》與《與狼共舞》之比較應用

Panel 20 Oak
High School Chinese Instruction

The panel focuses on high school Chinese instruction. The first presentation investigates the beliefs of English-speaking beginner learners of Chinese, about difficulties of Chinese learning and effective strategies of overcome the difficulties they encounter. The second presentation analyzes the relationship between language acquisition and culture project designing. The third presentation analyzes the differences between Chinese teachers and American teachers in their attributions of students' misbehaviors and coping strategies, and proposes a qualitative study to better understand Chinese immigrant teachers' classroom management practices in U.S. K-12 schools.

Chair: *Linyu Yu, University of South Florida*
Presenters:
Juan Yang & Fang Xiao, University of Warwick, UK
Beginner learners' beliefs about difficulties and effective strategies of learning Chinese: A Case study in secondary schools in England
Zheng Gu, Wynne High School
Language-Objective-Relevant Culture Project Design for American High Schools' Chinese Class
Linyu Yu, University of South Florida
Understanding Chinese Immigrant Teachers' Classroom Management in U.S K-12 schools

Saturday, October 25 2:40pm-3:10pm
Poster Sessions Frangpiani   (Coffee will be served.)

Poster Sessions A-C
Technology and Service Learning

The first poster presents theoretical framework, techniques of pedagogical design for gamely vocabulary instruction, process of implementing, and assessment methods. The second poster recounts the experiences of students in an undergraduate course in advanced Chinese language and culture. The third poster introduces the tutor blog developed to complement the course "General Mandarin Chinese" for beginner Russian learners.

Presenters:
Yalun Zhou, Rensselaer Polytechnic Institute
Learning Vocabulary as a Multiplayer Game: A Pedagogy to Teach the Digital Natives
Carl Polley, University of Hawaii Kapiolani Community College
Building Chinese L2 Skills and Cultural Competency through Service Learning
Anna Antonova, National Research University "Higher School of Economics"
The application of blog Technology to Teaching Chinese for Undergraduate Students

Poster Session D
Empowering Writing Practice with Online Collaborative Writing Tools-A Tentative Study
The use of social technologies brought a renewed attention to L2 collaborative writing. Yet, how to effectively apply such tools remains a question (Elola, 2010). Collaborated by three authors, this qualitative study examines the application of Web 2.0 collaborative writing tool in the teaching and learning of writing in intermediate CFL class. We will present the overview of the study, the design of the writing tasks, the analysis of students' collaborative works in writing and the pedagogical implication of this study.

Chair: *Xiaoyuan Zhao, The University of Iowa*
Presenters:
Xiaoyuan Zhao, The University of Iowa
Xi Ma, The University of Iowa
Xiaofei Pan, The University of Iowa

Saturday, October 25 3:10pm-4:10pm

Panel 21 Dogwood Room
Teaching L2 Chinese from an Empirically-Based Discourse-Pragmatic Perspective
This plenary session includes three investigations. The first study investigates word-order constraints on Chinese "Zai+NP" prepositional phrase. The second study examines the discourse-pragmatic functions of Chinese adverb "Zhi", particularly when "zhiyou" and "zhiyao" constructions occur before or after associated clause. Additionally, text type is investigated.. The third study examines the pragmatic functions of Chinese adverbs "Ke" and "Dao" as a procedural encoder.

Chair: *Fred Jyun-Gwang Chen, National Taiwan University*
Presenters:
Fred Jyun-Gwang Chen, National Taiwan University
A Semantic, Discourse, and Pragmatic Analysis of the Chinese Adverb Ke
Xiqi Lee, Feng Chia University
A Study on the Procedural Encoding of Modern Chinese Adverbs "Ke" and "Dao"
Yu-fang Wang, National Kaohsiung Normal University
The Discourse-pragmatic Functions of Zhiyao and Zhiyao Constructions in Different Clause Positions and Text Types

Panel 22 Persimmon
Teaching Chinese Through Culture
The panel explores ways through which culturally viable activities are incorporated in and outside of class, making them an important part in both the students' learning experience and their social life. The first presenter illustrates how Chinese social network websites help students retain linguistic skills learned in a classroom setting better and longer. The second presenter takes New Practical Chinese Reader as case study to provide several approaches the Chinese instructor can adopt in order to integrate language and culture in classroom. The last presenter intends to explore methods of implementing traditional zhiguai xiaoshuo 志怪小說 (short supernatural narratives) into intermediate level Chinese course.

Chair: *Jinhua Li, University of North Carolina, Asheville*
Presenters:
Jinhua Li, University of North Carolina, Asheville
Integrating Social Network in Beginning Chinese Classroom
Sijia Yao, Purdue University
Effective Use of New Practical Chinese Reader
Meng Wang, Purdue University
The Use of Traditional Zhiguai Xiaoshuo in Intermediate Chinese Course

Panel 23 Maple
Chinese Study Abroad Program
In this panel, we will share experiences and thoughts on different Chinese Study Abroad Projects. The first

presentation gives a comprehensive description of UMass Boston's Fulbright-Hays Group Project Abroad Chinese Language Immersion Program. The second presentation introduces American Ambassador Project (AAP) and China In-depth Project (CIP) for the spring term, and Business Culture Difference (BCD) during the summer internship, designed to promote understanding between Chinese and Americans. The third presentation investigates the written and oral tests to assess students' language gain. The fourth presentation discusses the role of dinner table talk in offering "opportunity spaces" for challenge, revision, and defense of moral stances.

Chair: *Yu Wu, University of Massachusetts, Boston*
Presenters:
Yu Wu, University of Massachusetts, Boston
A Description of the Fulbright-Hays Group Project Abroad Chinese Immersion Program
Wanli Hu, University of Massachusetts, Boston
Team Projects to Promote Cross-cultural Understanding
Kaitlyn Lee, University of Massachusetts, Boston
Assessment and Successful Learning Stories
Sheng-hsun Lee & Qian Wu, Pennsylvania State University
Narrating Moral Stances in Home Stays Abroad

Panel 24 Walnut
Chinese as a Second Language Vocabulary Acquisition and Instruction
The panel discusses the Chinese vocabulary acquisition and instruction. The first presentation attempts to investigate how Chinese L2 learners acquire Chinese colloquial idioms under two different learning conditions. The second presentation shows how fun and easy learning Chinese can be and shares some creative methods of developing vocabulary materials. The third presentation demonstrates the important role that subject plays in Chinese vocabulary instruction.

Chair: *Yu Li, The University of Iowa*
Presenters:
Yu Li, The University of Iowa
An Investigation of Acquisition of Five Pairs of Chinese Colloquial Idiom under Enhanced and Instructed Conditions
Carl Chang, Lucia Mar Unified School District
Fun and enjoyable in teaching/learning Chinese vocabulary
Haiyong Liu, Wayne State University
The importance of subject in Chinese vocabulary teaching
Marion Krames, Institut National des Langues, Luxembourg
The development of word recognition skills among CFL learners

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Panel 25 Oak
Issues on High School Chinese Instruction
The panel discusses the Chinese instruction for high school students. The first presentation starts with an update on the AP Chinese Language and Culture Course and Exam and then deals with teaching strategies that help students achieve excellence in AP Chinese. The second presenter introduces three effective activities to attendees including modeling clay to make characters. The third presentation analyzes the local factors and essential conditions to support effective integration of technology; provides strategies for indicated content and foci best-paired with technology; and offers some technology resources with concrete examples and live demonstration. The forth presentation demonstrates how teachers create text scrolls and text feature posters in the target language to reinforce Common Core Anchor Standards and meet proficiency standards for students in grades K-8.

Chair: *Jianhua Bai, Kenyon College*
Presenters:
Jianhua Bai, Kenyon College
Achieving Excellence in AP Chinese
Yunghung Sandra Hsiao, Indian Trail High School & Academy
Three Effective Activities for K-12 Chinese Teachers & Students
Ping Peng, Minnetonka Public Schools

Technologies in Chinese Immersion Education
Jennifer Eddy, Secondary Education and Queens College & Luyi Lien, Yinghua Academy & Helen Yung, Better Chinese LLC
Using Authentic Texts to Teach Anchor Standards in K-8 Mandarin Language Classrooms

Saturday, October 25 4:20pm-5:20pm

Panel 26 Dogwood Room
Writing and Speaking development of Heritage Learners
The Panel includes four studies about heritage learners' writing and speaking development. The first presentation analyzes 40 writing samples of intermediate level heritage learners and concludes the errors and difficulties in Chinese characters, vocabulary, and grammar during their writing. The second presentation compares the writing samples of heritage and non-heritage learners and proposes the differences as well as the improvement of instruction. The third presentation focuses on three aspects of advanced-level Chinese as a heritage language including the characteristics of their linguistic competence, the selection, and the editing of learning materials, and learning tasks and exercises. The fourth presentation investigates the motivation of learning Mandarin Chinese by young adolescent Chinese heritage speakers at community-based programs and at public/private schools in the United States.

Chair: Jin Zhang, Massachusetts Institute of Technology
Presenters:
Jia Xu, Columbia University
From the "Colloquial Article" to "Brilliant essay": An Investigation of Students' Writing Issues and an Analysis of Various Teaching Strategies Conducted through the Intermediate Chinese Class for Heritage Learners at Columbia University
Fang Pan, Harvard University
Error Analysis of Formal Writing: Advanced Heritage and Non-heritage Chinese Learners Compared
Jin Zhang, Massachusetts Institute of Technology
Material Development for Advanced-Level Chinese as a Heritage Language
An Chung Cheng & Mingyang Liu, University of Toledo
Language learning motivation of Chinese heritage teenagers in different sectors

Panel 27 Persimmon
Chinese Vocabulary Acquisition for Beginning and Advanced Learners
The panel focuses on Chinese vocabulary acquisition among beginning and advanced level Learners. The first presentation examines vocabulary acquisition and retention in a beginning Chinese course by comparing competitive activities (e.g., races, games, point earning contests) with cooperative activities (e.g., surveys, role plays, information gap activities). The second presentation investigates the impact of compound awareness training on L2 Chinese vocabulary learning among advanced learners. The third presentation collects 100 high frequency colloquial idioms from China TV dramas and analyzes the contexts to help advanced level students to fully understand the meaning and application of these idioms.

Chair: *阮黄英, 越南河内国家大学下属外国语大学*
Presenters:
Stayc DuBravac & Wei Jiang, University of Kentucky
Competition and Cooperation in Vocabulary Acquisition
Sihui Ke & Yueming Yu, Carnegie Mellon University
Does Compound Awareness training Matter? An Investigation into Deductive versus Inductive Approach to L2 Chinese Vocabulary Learning
阮黄英, 越南河内国家大学下属外国语大学
汉语惯用语教学中的语境分析和汉外语言文化对比——以越南汉语教学为例

Panel 28 Maple
Developing Community-Oriented Pedagogical Materials for Chinese Study-Abroad
This panel introduces a field-tested pedagogical material "Performance Log", designed to direct student participation in culturally-situated performances in a Chinese study abroad context. The first presentation explains the crucial role of culturally-situated performance in Chinese language learning in the study-abroad context and introduces a

pedagogical material "Performance Log. The second presentation explores how Field Performance, one of the core components of Performance Log, extends classroom learning into live practice in the local community. The third presentation demonstrates how Performance Watch Reports, another core component of Performance Log, equip language learners to analyze communicative acts as culturally situated performances defined by place, time, audience, roles, and script. The fourth presentation provides guidance on how to best incorporate field learning into classroom-based communicative development in a study abroad context.

Chair: *Donglin Chai, The Ohio State University*
Presenters:
Donglin Chai, The Ohio State University
The Role of Cultural Performance under Chinese Study-abroad Context and General Introduction of *Performance Log* and the CLS program
Bing Mu, The Ohio State University
Field Performance----Extend Classroom Learning into Live Practice in the Local Community
Crista Cornelius, The Ohio State University
Performance Watch----Facilitates Deeper Understanding of the Target Culture
Donglin Chai & Bing Mu & Crista Cornelius，The Ohio State University
Guidance for Instructors in Using *Tiyan rizhi*

Panel 29 Walnut
Chinese L2 Phonetics Acquisition and Instruction
The panel includes three presentations about Chinese phonetics acquisition and instruction. The first presentation introduces four principles in beginning level phonetic instruction. The second presentation examines the second language (L2) tonal productions of Chinese mono-syllabic narrow focus made by 20 American English-speaking learners and 20 Tokyo Japanese-speaking learners. The third presentation aims to document the self-initiated "de-fossilize" process of a college CFL student who has been using alveolar stop [t] consistently to replace [tɕ], [tɕʰ] and [ɕ] in Mandarin Chinese. The fourth presentation investigates the effects of two types of teaching methods (Tonal-direction focused teaching method vs. Tonal-height focused teaching method) on the production of Tone 3 by English-speaking learners.

Chair: *孟柱亿, 韩国外国语大学*
Presenters:
孟柱亿, 韩国外国语大学
入门阶段汉语语音教学的重点与技巧
Hang Zhang, George Washington University
The Acquisition of Chinese Narrow Focus Marking
Wen-Hua Du, Penn State University
A Case Study of "De-fossilization" in Mandarin Chinese Pronunciation [tɕ], [tɕʰ] and [ɕ]
Yunjuan He, University of North Georgia & Qian Wang, University of British Columbia
The Effects of Two Teaching Methods on English Speaking Learners' Production of Mandarin Dipping Tone

Swap Shop for K-12 Chinese L2 Teachers Oak

This swap shop aims to provide a platform for K-12 Chinese language teachers to share, demonstrate, exchange, and learn from each other's valuable teaching experience. The topics will cover various areas, such as assessment tools, storytelling, fun and useful computer games, effective ways to teach characters, teach Chinese through songs, innovative teaching techniques, and etc. It is also a great opportunity to network and receive many excellent teaching tips in 50 minutes. Each presenter will have up to 5 minutes to present. There will be a brief discussion/question & answer session at the end.

Chair: Mindy Zhang, Indiana Academy
Presenters:
1. *Yun-Chu Chen, St. Andrew's Episcopal School*
   Innovative Ways of Teaching Chinese as a Foreign Language: IPad Projects

2. *Shin-Shin Lin, Fremd High School*
   Web tools for formative assessments
3. *Lu Lu, Shorewood Elementary School/University of Wisconsin-Madison*
   Effective Strategy of teaching Chinese through songs for beginner level learners
4. *Wenjia Ma. University of Illinois at Urbana-Champaign*
   Using Computer Games in Teaching 3-5 Grade Chinese
5. *Frances Yufen Lee Mehta, Cornell University*
   Innovative Techniques of Teaching Chinese Characters
6. *Guijuan Niu, Bishop Noll Institute*
   Encourage Students to Participate in Competition and HSK/YCT Tests
7. *Na Pan, West Des Moines Community School District*
   Classroom Teaching into Real Life
8. *Yichuan Yan, Broad Ripple Magnet High School*
   Crisis: Find Your Students Back
9. *Ling-Yu Pauline Yang, Westlane Middle School*
   Continue the Story - A way to Make Writing Fun
10. *Jinye Zhao, Lafayette School Corporation*
    Words to Sentences---Flexible Uses of Flash Cards/Puzzles/Step Charts

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Saturday, October 25 5:30pm-7:00pm
Reception and Keynote Speeches Tudor Room

Facilitator: Hongyin Tao, CLTA President

Keynote speaker: Paul Sandrock, Director of Education at the American Council on the Teaching of Foreign Languages
Using Standards to Focus Chinese Language Learning K-16: Standards identify what students should know and be able to do as they progress in their language learning from their first experience through professional applications of their skills. Emphasizing the three modes of communication (interpersonal, interpretive, and presentational), language teachers can develop students' essential 21st century skills of communication, literacy, collaboration, critical thinking, and a global competence. Assessment of language performance makes the standards real in the classroom, focusing instruction for teachers and learning for students. Explore how to assess learners' performance in a standards-based program, engaging and motivating students at all levels.

Keynote speaker: Shou-hsin Teng, Professor, Chunyuan Christian University, Taiwan
Globalization of the Chinese Language: Facts and Fantasies: The recent surge in the number of learners of Chinese as a second/foreign language world-wide has prompted various responses from different quarters in the homelands of the language, viz. Mainland China and Taiwan. Some of these responses touch on the very nature and properties of the Chinese language that can lead to an erroneous representation of the Chinese language to most learners of the language worldwide. It is imperative that we in the field must face the reality, linguistic or otherwise, squarely and not indulge in what I call fantasies about the Chinese language. This presentation will also examine the various aspects of a call, on Mainland China, for the globalization of the Chinese language as well as a number of possible implications for our field outside the homelands of the language. In particular, I shall speak harshly against our past, current and future reliance on the supply of Chinese language instructors from Taiwan and Mainland China. (PPT in English, spoken in Mandarin)

Performances on campus (tickets required):
M. Butterfly: 7:30pm Location: IU Wells-Metz Theatre, 275 North Jordan Ave.
La Boheme: 8:00pm Location: IU Musical Arts Center, 101 North Jordan Ave.

Sunday, October 26

Sunday, October 26 Book Exhibition
Onsite Registration: 7:00am-10:00pm Tree Suite Lounge
Book Exhibition: 7:30am-12:00pm Frangpiani
Sunday, October 26 8:00am-9:00am

Panel 30 Georgian

Extensive Reading, Reading Materials, and Reading Strategies

The panel mainly focuses on extensive reading, reading material development, and reading strategies. The first presentation adopts a multiple case study approach to examine whether ER can boost students' reading motivation and reading comprehension in CFL context, and possible contributing factors of the shift. The second presentation investigates the impact of explicit strategy instruction on CFL learners' reading proficiency competence. The third presentation focuses on integrating online authentic reading materials into an advanced business Chinese class. The fourth presentation aims to compare the cognitive and metacognitive reading strategies of Korean-speaking beginning and intermediate level learners.

Chair: *Song Jiang, University of Hawaii at Manoa*
Presenters:
Jing Zhou, University of Hawaii at Manoa
Extensive Reading, Motivation, and Reading Comprehension: A Case Study in CFL Context
Song Jiang, University of Hawaii at Manoa
Building Chinese Reading Proficiency through Explicit Teaching of Comprehension Strategies
Zhijun Wang, University of Massachusetts Amherst
Integrating Online News Reading into a Business Chinese Class

Panel 31 Persimmon

Perception, Production, and Assessment of Chinese Phonetics

The panel addresses perception, production and assessment of Chinese phonetics acquisition. The first presentation talks about how dictation can also be used as a tool to assess and improve pronunciation with dictation data collected from elementary Chinese language learners. The second presentation explores prosodic factors in foreign accents of L1 English learners of Chinese.

Chair: *Meng Liu, University of Illinois at Urbana-Champaign*
Presenters:
Xia Li, Ohio University
To Assess Learners' Pronunciation through Dictation
Meng Liu, University of Illinois at Urbana-Champaign
Prosodic Factors in Perceiving Foreign Accents

Panel 32 Maple

Intercultural Competence and Awareness in Chinese Teaching

The panel proposes that teaching Chinese language should be a simultaneously process of teaching culture, in the sense that culture serves both as a means and a goal. The first presentation explores the ways to help students foster positive attitudes towards cultural learning in beginning Chinese classroom, featuring Beijing Opera and student dormitory as sample cases. The second presentation conducts a pedagogical survey on using culture in teaching Chinese characters. The third presentation discusses how to make culture more relevant in teaching Chinese reading to intermediate level Chinese learners. The fourth presentation uses action research to explore the scope of possibilities and limitations in implementing intercultural communication theory into an Internet-based Chinese L2 course for beginners at the university level by investigating how it could enhance learners' intercultural communication competence.

Chair: *Yuhan Huang, Purdue University*
Presenters:
Yingying Huang, Purdue University

Referencing Students' Cultures: Chinese Cultural Materials in a Global Context for First Year Language Teaching
Yuhan Huang, Purdue University
The Art of Teaching Chinese Characters: Using Culture as a Pedagogical Approach
Alice Wang, Purdue University
Relating Culture with Second Year Chinese Reading
Wei Hing Ip, Hong Kong Polytechnic University
Enhancing Intercultural Communicative Competence in Chinese L2 Education – An Action Research

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Panel 33 Walnut

Chinese Teacher Development

The panel discusses issues on Chinese teacher development. The first presentation examines that institutional promotion mechanism shapes the challenges perceived by CFL teachers in U.S. higher education through the lens of dynamic systems theories (DST). The second presentation analyzes 52 teaching plans and concludes 9 major problems faced by new Chinese teachers. The third presentation identifies the TL and L1 use in instructors' speech and what difficulties they perceive in terms of using TL in class. The fourth presentation explores the challenges that Chinese as foreign language teachers face in their first year teaching.

Chair: *Miaochun Wei, The George Washington University*
Presenters:
Miaochun Wei, The George Washington University
How Institutional Promotion Mechanism Affects CFL Teachers in U.S Higher Education: In dynamic systems theories
Qiuyu Wang, Northwestern University
新手教师在备课中如何设计问题
Ai-Chu Ding, Jui-Hsin Hung, & Shuya Xu, Indiana University
Foreign Language Teacher's Amount and Perception of Target Language Use
Ziyi Geng, Georgia State University
What Challenges a Chinese Teacher in the United States? --A Critical Discourse Analysis

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Panel 34 Oak

Technology Application in Chinese Classrooms

The panel consists of four studies about the technology application in Chinese classrooms. The first presentation discusses how to build an engaging virtual Chinese language classroom that is cost effective and attains high levels of Chinese proficiency. The second presentation investigates how students' learning strategies affect their learning outcome in online language courses, and how these effects are mediated by students' individual characteristics. The third presentation applies instructional theories and strategies, pedagogy, learning theories and the online tools to extend the learning experiences beyond the classroom through the distant communication, interaction and collaboration among the teachers and the students. The fourth presentation focuses on the application of flipped teaching including the advantages and disadvantages, the suitable materials, and the effective use.
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Chair: *Ruihui Ni, Michigan State University*
Presenters:
Susan Calvin, Berks County Intermediate Unit & Esther Lee, Better Chinese LLC
Building a Successful Virtual e-Classroom for Chinese
Ruhui Ni, Binbin Zheng & Chin-Hsi Lin, Michigan State University
The Effect of Students' Learning Strategies on Learning Outcome in Online Second Language Courses
Wei-Yi Cheng, Hunter College
Task-based Learning through Online Collaboration
Ying Feng, University of Mississippi
Flipped Teaching 在美国大学中文课堂的应用

Sunday, October 26 9:00am-9:20am
Coffee Break Frangpiani

Sunday, October 26 9:20am-10:20am
Panel 35 Georgian

Reading Strategies, Classroom Instruction and Learners' Perceptions
This panel discusses several issues of CFL reading at various levels. The first presentation reports on study of three different types of collaborative reading activities and beginning-level students' perceptions. The second presentation explores the differences between heritage and non-heritage learners in reading strategies. The third presentation focuses on intermediate and advanced-level learners' reading strategies and their perceptions about strategy use. The fourth presentation discusses instructional strategies on designing a reading class for beginners.

Chair: *Jinghua Pei, University of New Mexico*
Presenters:
Jinghua Pei, University of New Mexico
A Case Study on Three Different Types of Pair Discussion in Beginning-level CFL Reading Class
Wei Wang, University of Notre Dame
Differences of Reading Strategies Use between Heritage and Non-heritage CFL Learners
Sha Huang, University of Iowa
CFL Learners' Reading Strategies and Perceptions at Intermediate and Advanced Levels: A Pilot Study
Lili Han, Foreign Service Institute
Fundamentals Prior to Skimming and Scanning

Panel 36 Persimmon
Studies on Chinese Phonetics Instruction and Acquisition
The first presentation aims to find out which one of the three methods (traditional theory-based method, newly-developed visual and musical methods) is most effective in improving students' pronunciation performances and what the students' attitudes toward the methods are. The second presentation investigates how language users' knowledge of different phonetic orthographic systems—Hànyǔ pīnyīn and Zhùyīn fúhào—may affect the processing of segmental information in Mandarin syllables. The third presentation aims to investigate the L2 Chinese learners' listening obstacles on Mandarin with accents (not dialects).

Chair: *Shih-chang Hsin, National Taiwan Normal University*
Presenters:
Jingdi Shen, Ohio University
Evaluation of the Effectiveness of Mandarin Tone Instructional Methods
Chien-Jer Charles Lin, Indiana University
Pinyin, Zhuyin, and the Perception of Mandarin Vowels
Shih-chang Hsin & Chia-Yin Tsai, National Taiwan Normal University
The Investigation of Chinese Learners' Listening Obstacles on Mandarin with Accents

Panel 37 Maple
Studies on Chinese Heritage Learners
The panel includes four studies about Chinese learning of heritage learners. The first presentation shows results on an attitude study among heritage speakers by using matched guise. The second presentation analyzes the differences between heritage language learners and traditional foreign language learners based on a thorough literature review and outlines the common practice of teaching college-level Chinese heritage learners in the U.S. The third study explores the pragmatic competence of Mandarin heritage speakers in the United States by examining their production of requests and request responses, i.e. refusals and acceptances, in comparison with native Mandarin speakers. The fourth presentation discusses the assessment of the four language skills of Chinese heritage speakers at the beginning level in a university setting.

Chair: *Han Luo, Northwestern University*
Presenters:
Huiqiang Zheng, West Kentucky University
Research on Relationship between Attitudes, Language Proficiency, and Home Use among Chinese Heritage Speakers
Han Luo, Northwestern University
Curriculum Development for Chinese Heritage Language Learners
Yunwen Su, Indiana University Bloomington

Exploring Pragmatic Competence of Mandarin Heritage Speakers: Requests and Request Responses
Wei Lai, Queensborough Community College, City University of New York
Assessment of Chinese Heritage Language Learners in a Mixed-ability Classroom

Panel 38 Walnut
Pros and Cons of Mobile Apps and Online Exercises in CFL Classes: Let Data Speak
This panel presents three empirical studies on the application of technology in CFL classes. The first study explores beginning CFL students' motivation and strategies in using mobile apps to facilitate their learning experience in class and outside of class. The second and third study investigate the effectiveness of various types of online exercises through quantitative (user records, homework grades and student surveys) and qualitative methods (student interviews).

Chair: Ke Peng, Western Kentucky University
Presenters:
Yangan Wu, University of North Florida
On Beginning Chinese Students' Motivation of Using Mobile Apps
Tian Tian, Western Kentucky University
Evaluation of Online Exercises in CFL Classes
Peng Ke, Western Kentucky University
Creating Effective Online Tutoring for CFL Beginners

Panel 39 Oak
Different Approaches for Effective Chinese Teaching
The panel introduces instructional approaches in Chinese classroom. The first presentation discusses using the guided inductive approach on the teaching of grammar, stroke writing, and cultural association to adding different inductive learning into college Chinese classroom. The second presentation investigates the effectiveness of Project-based instruction in 21st century K-12 second language setting. The third presentation shows creative ways to tackle the two challenges in L2 Chinese listening instruction: how to effectively identify individual students' difficulties in listening comprehension, and how to sensitize instruction to students' needs under time constraints in a classroom setting. The fourth presentation begins with a macro look at the alignment between Tony Wagner's "Seven Survival Skills" and US foreign language standards, and progresses to a micro look at a related Chinese language curriculum with a demonstration of what a specific lesson might look like in the classroom.

Chair: *Jie Zhang, University of Oklahoma*
Presenters:
Han-Hua Chao, University of California, Riverside
Guided Inductive Approach for Teaching College Chinese Language
Danlu Wu, International School of Beijing
21st Century Skills Informed Project-based Learning in L2 classroom
Jie Zhang, University of Oklahoma
Identifying and Sensitizing Instruction to Students' Learning Needs in L2 Chinese Listening Instruction
Cyndy Ning, University of Hawaii at Manoa
21st Century Survival Skills and Chinese Language Learning

Sunday, October 26 10:30am-11:30am

Panel 40 Persimmon
Powerful Mandarin Chinese Learning Platform of Omniform Teaching Model and Advanced Learning Technology
This panel aims to present a powerful Mandarin Chinese learning platform. It includes four studies. The first study introduces the development of e-Mandarin Platform of Words and Characters. And second one presents a research for the effect of Chinese character-based teaching material. The third study establishes a system of Chinese-character diagnostic and multiple remedial instructions. The last research aims at evaluating Differentiation of Chinese Language and Characters Instruction for CFL programs.

Chair: *Yao-Ting Sung, National Taiwan Normal University*
Presenters:

Hsueh-Chih Chen, National Taiwan Normal University
The Development of e-Mandarin Platform of Words and Characters
Hsien-Sheng Hsiao, National Taiwan Normal University
Effect of Chinese Character-based Learning for CSL Learners
Yahsun Tsai, National Taiwan Normal University
The Study of Building a System of Chinese-character Diagnostic and Multiple Remedial Instructions
Zhengxing Liu, National Taiwan Normal University
Developing Differentiation of Chinese Language and Character-based Teaching

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Panel 41 Maple
Chinese Textbook Analysis and Development
本小组讨论有关汉语教材的议题。第一个研究拟用三个平面的理论，探讨现有汉语教材中词语例解的现状及不足，并尝试引入新的教学理论，改进现有模式的可能。第二个研究在对美国内的主要中文课本所存在问题的基础上，沿用以学生为中心的教学理念，与HSK和中学AP（Advanced Placement）汉语考试为导向，设计开发了一套具有趣味性、相关性的教材。第三个研究以教材生词的复现情况为对象，主要探讨三个问题：分析为何现有教材的生词复现率普遍偏低；探索提高生词复现率的可行方法；提出供教材编写者参考的生词复现次数指标及复现模式。

Chair: *Zhongqi Shi, Columbia University*
Presenters:
Wang Lei, Fudan University
对外汉语教材词语例解分析
Qin Guo, Confucius Institute, The University of Texas at Dallas
《日新月异——海外中文》
Zhongqi Shi, Columbia University
词语复现率研究及教材编写

Panel 42 Walnut
Chinese Classroom: Instructional Design
The panel discusses several creative designs for Chinese classroom instruction. The first presentation investigates whether a Chinese sociolinguistics course is also beneficial for CFL learners in U.S. universities. The second presentation demonstrates a Chinese cinema and cultural course which focuses on Chinese war and action films. The third presentation drawing on Skehan's Information Processing Model and Levelt's Speech Production Model, examines the influence of task planning (specified as no planning, pre-task planning and compound planning) on 15 Chinese L2 learners' oral performance (in terms of fluency, accuracy and lexical complexity) through a picture retelling task. The fourth presentation constructs 313 core chunk items and designs the content of chunk instruction for beginning learners.

Chair: *Feng Xie, University of California, Santa Barbara*
Presenters:
Jennifer Ching-Hui Hsiao, Texas State University
"It Just Makes Learning Chinese More Interesting!"
Wenyang Zhai, Florida State University
如何设计电影课为语言课服务
Feng Xie, University of California, Santa Barbara
Effects of Task Planning on L2 Chinese Learners' Oral Performance
Wenlong Wang, Beijing Language and Culture University
初级阶段中文语块教学内容初探

Panel 43 Oak
Chinese Character Acquisition and Reading Instruction
The panel includes four studies about the acquisition of Chinese characters as well as reading and vocabulary instruction. The first presentation highlights some blind spots from vocabulary and reading instruction, which are even greater bottlenecks than perhaps realized. The second presentation investigates the perception of Chinese hanzi by

foreigners who are naïve about Chinese learning and the way they decode hanzi. The third presentation describes mnemonic techniques and learning strategies for learning Chinese character used by first year Chinese language students. The fourth presentation proposes the theory of "象本位" for Chinese characters that the structure of Chinese characters is not arbitrary and the theory is closer to the core of Chinese culture value.

Chair: *Zhengsheng Zhang, San Diego State University*
Presenters:
Zhengsheng Zhang, San Diego State University
Some Blind Spots in CFL
Haiwei Zhang, University of York
Cross-orthographic Influence in Chinese Hanzi Handwriting among Foreigners without Experience in Chinese Learning
Michaela Zahradnikova, National Taiwan Normal University
How Chinese Characters Are Learned
Carol Chen-Shea, City University of New York
中文的象本位觀

Sunday, October 26 11:40am-12:40pm

Panel 44 Persimmon
Chinese as Foreign Language Curriculum Development
The panel consists of three studies of Chinese curriculum development. The first presentation talks about Content-Based Instruction (CBI) and describes the procedures of the CBI. The second presentation discusses the Community Service-Learning-oriented curriculum and reports the assessment of this model. The third presentation proposes a new pedagogical form of CF, synthetic feedback, and carries out a mixed design of quantitative and qualitative investigations into its efficacy in CFL classroom and how learners and teachers perceive CF.

Chair: *Yan Shen, University of California at Los Angeles*
Presenters:
Yan Shen, University of California at Los Angeles
基于 **CBI** 理念的商务汉语教学方法
Jinghui Liu, California State University at Fullerton
社区服务学习教学模式的探讨
Yan Cai, Beijing Foreign Studies University
A Study of Corrective Feedback in CFL Classroom

Panel 45 Maple
Promoting Localized Professional Development through Four Innovative Models
The panel addresses an increasingly critical need for localized professional development for language instructors by introducing four innovative and practical models, as the panel views that professional development is a continuous and dynamic process and must be situated in localized, classroom-oriented setting, in order to prepare instructors to meet the challenges at local level. The first presenter introduces a classroom-oriented reflection-based professional development model. The second presenter develops an action-research-based professional development model. The third presenter introduces a meta-cognition based professional development model. The fourth presenter introduces a put-theory-into-practice model, as in the unique importance of theories in promoting instructors' professional development and in assisting instructors to develop a principled approach to teaching.

Chair: *Heping Xu, Defense Language Institute*
Presenters:
Yan Wang, Defense Language Institute
A Classroom-oriented Reflection-based Professional Development Model
Yue Ma, Defense Language Institute
An Action-research-based Professional Development model
Su-chun Liu, Defense Language Institute
A Meta-cognition based Professional Development Model
Heping Xu, Defense Language Institute

A Put-theory-into-practice Professional Development Model

Panel 46 Walnut
Transforming a Conventional Fact/practice Curriculum with Proficiency-oriented Instruction
This panel addresses substantial efforts that faculty members in a large-sized Chinese program have made to transform their conventional fact and practice curriculum to a standards-based and proficiency-oriented one to maximize the program outcomes. The first presentation introduces the rationales for transforming a conventional fact/practice curriculum into proficiency-oriented instruction and the process of making improvements and adaptations at various levels. The second presentation introduces the improvements and adaptations made to lesson plans and activities at the novice to intermediate level. The third presentation introduces the improvements and adaptations made to lesson plans and activities at the intermediate level. The fourth presentation introduces the improvements and adaptations made to lesson plans and activities at the advanced level.

Chair: *Henghua Su, Indiana University Bloomington*
Presenters:
Henghua Su, Indiana University Bloomington
Introduction: Transforming a Conventional Fact/practice Curriculum with Proficiency-oriented Instruction
Yingling Bao, Indiana University Bloomington
Transforming Curriculum at the Novice to Intermediate Level
Hsiang-Ning Wang, Indiana University Bloomington
Transforming the Curriculum at the Intermediate Level
Jingjing Cai, Indiana University Bloomington
Transforming the Curriculum at the Advanced Level

Panel 47 Oak
Character Acquisition and Instruction

The panel discusses the acquisition and instruction of Chinese characters. The first presentation uses experimental methods and survey to examine the problems in stroke order and compare the effect of different stroke order learning on the writing and retention of Chinese characters, as well as investigates the attitudes toward stroke order learning. The second presentation examines heritage language teaching and learning in terms of characters writing skill in the college setting from both teacher and student perspectives. The third presentation conducts an empirical investigation on the relationships among logographic character recognition, production and awareness in conventional formation sequencing.

Chair: *Xin Jiang, Beijing Language and Culture University*
Presenters:
Xin Jiang & Xiaoyu Huang, Beijing Language and Culture University
汉语第二语言学习者汉字学习中笔顺作用的研究
Pei-Shan Yu, Indiana University Bloomington
Is Chinese Characters Writing Skill Important?
Chen-hui Tsai, The University of California, Berkeley
Investigating the Relationships among Logographic Character Recognition, Production and Awareness in Conventional Formation Sequencing, among CFL Non-heritage Beginning Learners

12:40pm-1:00pm Closing ceremony, conference evaluation Georgian

2:00-5:00pm Post-conference Sightseeing

Acknowledgment

The Conference Organizing Committee of the 2014 CLTA International Symposium on Chinese Language Teaching and Learning appreciates the participation of the following exhibitors:

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Map for the conference rooms