
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.

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- Der-lin Chao (Hunter College)
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- 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**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>9:00am-11:00am</td>
<td>Conference Organizing Committee Meeting</td>
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<td>Location: Frangpiani</td>
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<tr>
<td>12:00pm-1:15pm</td>
<td>IU East Asian Studies Center Invited Speech (co-sponsored by CLTA) Ballantine Hall 004</td>
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<td>Dr. Shuhan Wang (President, ELE Consulting International, Former Deputy Director, National Foreign Language Center, University of Maryland)</td>
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<td>Going Global: Development, Challenges and Opportunities for Chinese as a World Language in the United States</td>
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<td>3:00pm-5:00pm</td>
<td>IU Campus Tour</td>
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<tr>
<td>5:30pm-7:00pm</td>
<td>Invited International Representatives of Chinese Organizations Forum and Welcome Dinner</td>
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<td>OC, SC, and available board members will join the dinner</td>
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<td></td>
<td>Host: Yea-Fen Chen, Conference Organizing Chair</td>
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<td>Welcome speech: Hongyin Tao, CLTA President</td>
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<td></td>
<td>Presentation: Shuhang Wang (President, ELE Consulting International, Director, CELIN at Asia Society)</td>
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**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  Frangipani

### Saturday, October 25  8:00am-9:00am
**Opening Ceremony & Forum** Whittenberger Auditorium  
**Forum:** Teaching Foreign Languages in a Global Context  
**Chair:** Hongyu Tao (President, CLITA)  
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**

**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**

**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**
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

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

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

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
**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*  
Tianlu Zhang, University of Iowa  
*Task-based instruction and tasks in Second-year Chinese speaking course*  
Wenwen Fu, University of Iowa  
*Task-based instruction and tasks in Third-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
### 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**

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### 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:** Wenchi 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-In Chao, Hunter College, City University of New York

**Professional Language Instruction and Training in Chinese Flagship Programs**

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### 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  
Siyun 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
郭育蓉, National Taiwan Normal University
陳思妤, National Taiwan Normal University

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
Zheng Gu, Wynne High School
Language-Objective-Related 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 "zhiaoy" 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**  
Haiyang Liu, Wayne State University  
**The importance of teaching Chinese vocabulary**  
Marion Krames, Institut National des Langues, Luxembourg  
**The development of word recognition skills among CFL learners**

**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, Yingshua 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语语言文化对比——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

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**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 [ʨ], [ʨʰ] 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

### The Acquisition of Chinese Narrow Focus Marking

*Wen-Hua Du, Penn State University*

### A Case Study of “De-fossilization” in Mandarin Chinese Pronunciation [ʨ], [ʨʰ] 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

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**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

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/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:** Yuhua 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**  

### 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**

Zyi Geng, Georgia State University

**What Challenges a Chinese Teacher in the United States? -- A Critical Discourse Analysis**

### 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.

**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**

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

**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:** Jinhua Pei, University of New Mexico  
**Presenters:**  
Jinhua 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**

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**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—Hányù pīnyīn and Zhùyīn fūhào—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

**Pīnyīn, Zhùyīn, 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**

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**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**

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#### 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  
- Tian Tian, Western Kentucky University  
- Evaluation of Online Exercises in CFL Classes  
- Peng Ke, Western Kentucky University  
- Creating Effective Online Tutoring for CFL Beginners

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#### 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

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### 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:**
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
Qin Guo, Confucius Institute, The University of Texas at Dallas
Zhongqi Shi, Columbia University

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 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
Somayeh Teymorof, California State University at Fullerton

**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-She, City University of New York

中文的象本位観

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**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
Jinghui Liu, California State University at Fullerton
Yan Cai, Beijing Foreign Studies University

**A Study of Corrective Feedback in CFL Classroom**

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**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
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
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

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

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We would also like to take this opportunity to express our appreciation to the help received from the CLTA staff and volunteers.

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Map for the conference rooms