FRIDAY, November 16, 2018
8:30am - 10:00am - Opening General Session
10:00am – 11:00am – Welcome Coffee/Exhibit Hall Opening
10:00am – 5:00am – CLTA Booth #1838

11:00am – 11:45pm – Concurrent Sessions at Ernest Morial Convention Center

Room 220
Learning Chinese tones
   1114 Tonal Challenge: An App Game-Mediated L2 Mandarin Tone Perception Study
      Xiaoshi Li, Michigan State University
      Jie Liu, Michigan State University
      Qian Luo, Michigan State University
      Catherine Ryu, Michigan State University
   1271 Patterns of Difficulty: A Web-based L2 Mandarin Tone Perception Study
      Aline Godfroid, Michigan State University
      Chin-Hsi Lin, University of California, Irvine
      Catherine Ryu, Michigan State University
   2250 Reconsidering Mandarin Tone Sandhi Teaching: Evidence from Production
      Jie Liu, Michigan State University
      Mingzhe Zheng, Earlham College

Room 221
1249 Enriching language teacher licensing programs: A STARTALK online approach
   This session will provide details for a STARTALK teacher licensing enrichment program in collaboration with the nation's teacher licensing/master degree programs. It can be a demonstration model for all STARTALK languages to improve teacher quality with no need for the teacher licensing/master degree programs to hire additional language faculty.
      Stella Kwoh University of California, Berkeley
      Henny Chen Moreau Catholic High School
Room 222
Language learning and Chinese culture

2282 Intention as a Pedagogical Tool: Being a Guest in Chinese Cultural Contexts
Bing Mu, the Ohio State University

809 How Culture Fosters Chinese Language Learning for First-Year Students?
Chuanmei Sun, Yale University

2221 Slang and Youth Culture: Student Perception in Chinese Language Learning
Li Jin, Depaul University

11:45am – 1:00pm – Lunch Break

1:00pm – 1:45pm – Concurrent Sessions

Room 220
1309 Effective Approaches to Teaching Advanced Chinese Reading and Writing
This panel will discuss a variety of effective approaches to the teaching of advanced Chinese reading and writing. The three panelists will demonstrate and discuss the integration of reading and writing activities, translation exercises in phrasal learning, and written language/formal expression training in teaching reading and writing.
Zhijun Wang University of Massachusetts Amherst
Ying Wang Mount Holyoke College
Lisha Xu Mount Holyoke College

Room 221
2510 Teaching Chinese in Authentic Cultural Context: In the U.S. and in China
This session presents four papers on the subject of teaching Chinese in authentic cultural context. Two authors share how they use Chinese media and Chinese students on campus in the U.S. to create an authentic context for language learning. The other two authors study how international students in Shanghai learn Chinese by experiencing the culture.
Chi-ying Wang Purdue University
Lei Jin Charleston College
Liandong Guo Shanghai Jiaotong University
Mo Duan Shanghai Jiaotong University

Room 222
New approaches in language assessment

884 Supporting L2 development using computerized dynamic assessment
Jie Zhang, University of Oklahoma

734 The Application of Documentaries in the Project-based Assignment Design
Fang Yan, Princeton University
Assessing Vocabulary Depth among Higher-Proficiency CFL Learners
Tingting Chen, University of Iowa

1:30 PM - 1:45 PM

Room 240

Chinese-American Online Intercultural Exchange: An Action Research Study
Han Luo, Lafayette College

2:00pm – 2:45pm – Concurrent Sessions

Room 220

How to proactively meet the challenge of AI technology in CFL teaching?

This session discusses three questions: 1. What is the purpose and role of the Chinese CURRICULUM under the condition of the increasing development and popularization of artificial intelligence (AI)? 2. What are the challenges facing Chinese CLASSROOM TEACHING? 3. How should the INSTRUCTORS adjust their role in facilitating the learning process?

Liwei Jiao University of Pennsylvania
Lung-Hua Hu Brown University
Wei Liu The Hotchkiss School

Room 221

Teaching Pinyin with Online Applications

This panel explores how to employ online applications to help Chinese learners efficiently learn pinyin. Speaker One discusses ways of incorporating online applications into the curriculum in pinyin instruction. Speaker Two discusses the effects of incorporating online applications on students' learning of pinyin.

Yan Li University of Kansas
Hongying Xu University of Wisconsin-La Crosse

Room 222

Learning Chinese Grammar

L2 Acquisition of relative clauses and prepositional phrases in Chinese
Chen Chen, The University of Arizona

Effects of Task Repetition on Learning Chinese Grammatical Marker LE
Yuan Fangyuan, Naval Academy

Syntactic Attrition in L2 Mandarin Speakers
ShuPei Wang, Brigham Young University
3:00pm – 3:45pm – Concurrent Sessions

Room 220

Vocabulary learning

775 A Multi-Dimensional Perspective on Classical Chinese Element
Zhengsheng Zhang, San Diego State University

2259 Gestures and Pictures: Do They Really Help Students Learn Vocabulary?
Hsiao-Hsuan Hung, University of Oregon

1593 Lexical Chunks and Writing Competence of Chinese Language Learners
Shiqing Gong, Harvard University

Room 221

1936 Language Learning Strategies and CFL Learning Achievement

The investigations of Chinese as a foreign language (CFL) learning strategy shed light on learners' cognitive and metacognitive processes as well as their difficulties in language learning. This session reports three studies that examine the nature of language learning strategy and its relationship with language learning achievement.

Jia Lin, University of North Carolina
Yi-Tzu Huang, Foreign Service Institute
Wen-Hua Du, Worcester Polytechnic Institute

Room 222

1086 Enhancing the Learning of Connective Devices in CFL Classrooms

This session reports three empirical studies that a) examine how innovative pedagogical interventions possibly facilitate the learning of connective devices of Chinese L2 learners, and b) explore the development of the awareness, knowledge, and production of connective devices of learners at various proficiency levels.

Lini Ge, University of North Carolina At Chapel Hill
Li Yang, Kansas State University
Chunmeng Wang, Durham Academy

4:00pm – 4:45pm – Concurrent Sessions

Room 220

Learning Chinese pragmatics

2519 Teaching Implicatures in Chinese as a Second Language at a Beginning Level
Jianling Yue, Rensselaer Polytechnic Institute

1912 Japanese speakers' pragmatics awareness and the teaching of Chinese refusal
Bo Zhan

1630 Classroom dynamic assessment and the development of pragmatic competence
Tianyu Qin, Carnegie Mellon University
Room 221
2004 Deciphering Linguistic and Cultural Messages in Teaching Classical Chinese

This session discusses two related strategies in teaching Classical Chinese, close reading and in-class discussion, to demonstrate their effectiveness in enhancing students' proficiency in deciphering the linguistic messages and the cultural underpinnings of some canonical texts that have impacted Chinese culture all the way up to the modern time.

Chaofen Sun     Stanford University
Xia Liang       Washington University in St Louis
Zhiqiang Li     University of San Francisco

Room 222
2125 Rethinking Advanced Level Chinese: Materials and Methods

The panel revisits challenges in teaching advanced level Chinese from three perspectives: selection of materials, strategies for classroom instruction and vocabulary building, and incorporation of video materials. It also addresses such fundamental issues as censorship, political correctness, and the freedom of expression in language teaching.

Yongtao Zhang,  Yale University
Chih-p'ing Chou, Princeton University
Xin Zou        Princeton University

4:00pm – 5:00pm - Electronic Poster Session

5:00pm – 5:45pm – Concurrent Sessions

Room 220
1995 Re-introducing Translation in CFL Teaching and Learning

This panel aims to explore the strategies in using translation in CFL teaching and learning and to discuss why and how to incorporate translation approach in regular CFL teaching and learning curriculum in light of insights from the three presenters' experience of CFL teaching practice at the college level.

Tong Chen       Massachusetts Institute of Technology
Aimin Li        Dartmouth College
Min Wan         Tufts University

Room 221
2338 A Semantically Motivated, Theme-Based Approach to Teaching Classical Chinese

A semantically motivated, theme-based approach to teaching Classical Chinese will be presented and discussed with a focus on the thematically arranged, instead of chronologically arranged, content of course materials and pedagogical strategies to deal with the semantic complexity of the verb-object constructions in Classical Chinese.
Room 222

Technology application in learning and teaching

1427 “To see or not to see”: Online chatting and foreign language anxiety
   Yanlin Wang, Texas Tech University
   Kai-Ying Hsu, Texas Tech University
   Stefanie Borst, Texas Tech University
   Wanli Xing, Texas Tech University

1825 Applying Chinese Grammar Digital Platform in CSL teaching and learning
   Jia-Fei Hong, National Taiwan Normal University
   Yen-Ju Chen, National Taiwan Normal University
   Shu-Ping Chou, National Taiwan Normal University
   Yu-Ying Jiang, National Taiwan Normal University

SATURDAY, November 17, 2018

8:00am – 8:45am – Concurrent Sessions

Room 220

Teaching Chinese characters

794 Some Innovative Ways to Make Recognition of Chinese Characters Effective
   Ling Wang, University of Minnesota

2374 Developing text awareness through a web-based peer revision
   Yili Zhang, Brigham Young University

1521 Handwriting vs Typing? The Most Effective Type of Word Recognition Practice
   Xiwen Lu, Brandeis University

Room 221

599 Classroom-Oriented Pedagogical Grammar

   This panel presents how classroom oriented linguistic research can benefit Chinese language instruction and learning; the four topics are: (1) Are hai and haishi the same?, (2) On yidiar and you yidiar, (3) Differences between hai and ye and (4) How grammar research results can be implemented in the classroom for better learning outcomes.

   Wenze Hu  US Naval Academy
   Baozhang He  College of the Holy Cross
   Lulei Su  College of the Holy Cross
   Sue-Mei Wu  Carnegie Mellon University
Room 222
828 Expand Intermediate-CFL Learners' Critical Thinking and Literacy Skills

This session discusses how to expand intermediate CFL learners' literacy development, intercultural competence and critical thinking skills using a systematic process with guided reading of authentic classical texts, WeChat discussion and high-level questionings to approach advanced proficiency. Lesson plans and empirical research will be shared.

Ke Peng  
Western Kentucky University

Chiuhung Chen  
University of Miami

Ying Feng  
Pennsylvania State University

9:00am – 9:45am – Concurrent Sessions

Room 220
1096 Transformative Business Chinese Course Model Pedagogical Applications

This panel demonstrates three potential pedagogical applications on Basic Spoken Chinese, Integrated Chinese and The Routledge Course in Modern Mandarin Chinese through a transformative business Chinese course model for Chinese language beginners to learn business Chinese.

I-ting Chao  
Chapman University

Weihsuan Lo  
National Taiwan Normal University

Room 221
Learning Chinese compound and collocation

2160 'Pear Story' Narrative: Learning V-V compounds in Chinese  
Yilan Liu, University of Arizona

1806 Use of verb-noun (V-N) collocations by advanced learners of Chinese  
Xiaolin Peng, Lauder Institute, University of Pennsylvania

2206 Acquisition of compound in Chinese: A case for input saliency and frequency  
Yu Tian, University of Arizona

Room 222
2316 Students' Language and Intercultural Development Through Digital Videos

This study examines the challenges and rewards of digital videos in Chinese classrooms. The authors focus on how language instructors can develop language-related tasks from established digital videos. They convey a learning focus for different proficiency levels. Useful videos and examples that reinforce intercultural competence will be provided.

Xiaoyan Hu  
University of Rhode Island

Wayne He  
University of Rhode Island

Qingyu Yang  
University of Rhode Island
10:00am – 11:00am – Exhibit Hall Visit Free Time and Electronic Poster Session

11:00am – 11:45am – Concurrent Sessions and ACTFL Plenary III

Room 220
660 Promoting Critical-Thinking Skills through Virtual Collaborative Learning
   Dali Tan  Northern Virginia Community College

Room 221
Strategies and skill development
   1564 Localized Materials and Props as Motivating Factors in Chinese Classroom
      Junqing (Jessie) Jia, Hamilton College
   2133 Relationship between Listening Strategies and Listening Comprehension in CFL
      Kailu Guan, University of Illinois at Urbana-Champaign
   1722 Transition from High School to College: Chinese Learning in Freshman Year
      Qian Su, College of William and Mary

Room 222
493 On Writing Instructions in Intermediate and Advanced CFL Classes
   This session proposes an integrative framework to design writing prompts, instructions, and assignments based on writing theories, error analysis, and ACTFL OPT/WPT guidelines. The three presentations lay special emphasis on the introduction of the framework, and writing instructions for learners at the intermediate and advanced level respectively.
      Cecilia Chang  Williams College
      Yu Wu  University of Rhode Island
      Hsin-hung Yeh  Stanford University

12:00pm – 1:15pm – Luncheons

1:30pm – 2:15pm – Concurrent Sessions

Room 220
Content based Chinese language teaching
   1100 Teaching Chinese through music: A song/rap production project
      Lu Lu, College of William and Mary
   518 Effects of backward curriculum design in a Business Chinese course
      Wei Lai, Queensborough Community College
   2516 Business cases and simulations: an Innovative Curriculum in Chinese
      Henghua Su, Indiana University – Bloomington
Room 221
1196 Oral Proficiency Comparison between Online and Traditional CSL students

This session compares oral proficiency of online and traditional learners in beginning Chinese classes, presenting 1) results from one-year worth of data collected through performance-based assessment; 2) in-depth analysis of oral performance in pronunciation, grammar and pragmatics; 3) types of challenges faced by the two groups of learners.

Yuhan Huang Purdue University
Wei Hong Purdue University
Siyan Hou Purdue University
Nan Zhang Purdue University
Zihan Wang Purdue University

Room 222
741 Curriculum Assessment for High School Level Chinese Education in the U.S.

This session focuses on curriculum assessment for high school level Chinese education in the U.S., and aims to explore effective ways of integrating assessment and instruction. It includes three presentations about the design and assessment of a state government funded summer Chinese program, textbook evaluation, and teacher development.

Sihui Ke University of Kentucky
Zheng Gu Michigan State University
Gang Liu Carnegie Mellon University
Haixia Wang University of Pittsburgh

2:30pm – 3:15pm - Concurrent Sessions and ACTFL Plenary IV

Room 220
1158 Developing Advanced Proficiency through Content-Based Instruction

This session will discuss curricular designs that promote Chinese communication with Content-Based Instruction. The focus is on integrating and scaffolding learners' linguistic competence, cultural expectations, and knowledge of the subject domain. Content areas addressed include: Theater and Acting, Business, and Cross-cultural Communication.

Hongyun Sun Boston University
Liling Huang Boston University
Amber Navarre Boston University

Room 221
1416 Technology and Advanced Chinese Instruction: A Multi-Dimensional Approach

This panel presents three innovative models for teaching advanced Chinese at college level with the use of technology. The presentations draw on the best practices in three courses: a
traditional classroom-based advanced Chinese course, a classical Chinese course, and a hybrid advanced Chinese course.

Chengxu Yin  University of Notre Dame
Hsin-Hsin Liang  The University of Virginia
Yongping Zhu  University of Notre Dame

Room 222
589 Curricula for Program Growth: Cases of Business Chinese and Business German

The panelists first highlight program growth via curricula development that incorporates certain companies as potential employers and offer customized Business Chinese and Business German courses. Subsequently, they introduce best-practice course designs that emphasize language and cultural proficiency in Chinese and German business settings.

Hsiang-Hua Chang  Oakland University
Anja Wieden  Oakland University

3:30pm – 4:30pm – Exhibit Hall Visit Free Time and Electronic Poster Session

4:30pm – 5:15pm – Concurrent Sessions

Room 207
2104 How to Take Advantage of Salient Features of Chinese in CSL Teaching

This session presents the teaching strategies that have been tried and found effective in overcoming the two major obstacles in learning Chinese: characters and tones. The rationales, procedure, and result of the teaching strategies will be shared.

John Jing-hua Yin  University of Vermont
Diana Yiqing Sun  University of Vermont
Ying Hu  University of Vermont

Room 220
604 Integrating Content and Language Teaching: Rationale, Models, and Practices

This panel discusses current practices of combining academic content with language teaching in higher education. Theory, rationale and models of content-based instruction will be introduced first, followed by two field educators showcasing their practices and strategies to achieve the linguistic and academic learning goals.

Jiajia Wang  Middlebury College
Grace Wu  University of Pennsylvania
Ye Tian  University of California, Riverside
Room 221
2000 Turning the table - developing learner agency through course projects
   Yalin Chen Smith College

Room 222
2370 Enriching CFL Learners’ Intercultural Competence in Study Abroad Context
   The session will present three different studies reflecting how the Language Partner (LP) program in a study-abroad program can enrich the intercultural competence among learners of Chinese as a foreign language (CFL). Implications for future study-abroad program design and CFL curriculum development will be discussed as well.
   Kun-shan Lee Duke University
   Fan Liu Yale University
   Tianshu He Duke University

5:30pm – 6:15pm – Concurrent Sessions

Room 220
479 Develop accuracy, fluency and cultural competence in CSL beginners
   Rooted in empirical teaching experience, this panel explores effective pedagogical methods in relation to beginners who are exposed to Chinese learning for the first time.
   Jing Xie Princeton University
   Shutan Dong Princeton University
   Yike Li Harvard University
   Qian Sun Ursinus College

Room 221
1649 Approaches to Intercultural Communicative Competence in Chinese Flagships
   Chinese Flagships collaborate to develop students' intercultural communicative competence (ICC) through 1) curricular modules that highlight frequent misunderstandings; 2) a workplace simulation in which students work as 'employees' on projects for 'clients' of a fictitious company; 3) needs analysis for ICC based on in-country student experiences.
   Madeline Spring University of Hawaii
   Stephen Tschudi University of Hawaii-Center for Lang & Tech
   Hui-Ya Chuang University of Hawaii At Manoa
   Yea-Fen Chen Indiana University

Room 222
1626 Integrated Performance Assessments (IPAs) in Advanced Chinese Course
   This session reports a study on Integrated Performance Assessments (IPAs) in an advanced Chinese class. It features the theme of 'low-end population' in Beijing. Instructional
design and assessments are presented. The results show that IPAs are effective in promoting and evaluating three-mode communications, culture awareness and critical thinking.

Song Jiang  University of Hawaii At Manoa
Haidan Wang  University of Hawaii
Mengying Zhai  University of Hawaii at Manoa
Jin Dong  University of Hawaii at Manoa

SUNDAY, November 18, 2018

8:00am – 8:45am – Concurrent Sessions

Room 220
2277 Teacher Training and TA Training for Advanced-Level Chinese

In light of the Vygotskian approach to second language acquisition and Backward Design, this session covers training teachers/TAs in lesson plan prep, lesson plan execution in class, and correcting student work after, and capitalizing on their personal experiences, academic backgrounds and research interests, and promoting professional development.

Li Zhu  Kenyon College
Jianhua Bai  Kenyon College /Middlebury College
Le Tang  Stanford University
Jin Zhang  American Councils for International Education

Room 221
Oral proficiency assessment

307 Effective ACTFL OPI Standardized Questionnaire Design & On-site Assessment
Qinghong Cai, Northeastern University

284 Quantitative analysis of oral proficiency in Chinese L2 learners
Ke Yi, Centre College

1579 A new phase in U.S collegiate FL placement history: individualization
Miaochun Wei, George Washington University

Room 222
565 Grammar instruction and language use in different levels of CFL classes

The panel will discuss grammar instruction and language use based on learner needs in different levels of CFL classes: 1) integrating explicit grammar information into beginning CFL learners' language use; 2) noticing-production-feedback in Intermediate Chinese Conversation; 3) corrective feedback on grammar errors in advanced Chinese classes.

Youping Zhang  Stanford University
Hong Zeng  Stanford University
Huazhi Wang  Stanford University
9:00am – 10:00am – Exhibit Hall Free Time

10:00am – 10:45pm – Concurrent Sessions

Room 220 (Cancelled)

Room 221
Interaction and Chinese learning

2600 How Tutors Facilitate Development of Students’ Second Language Performance  
Zheng Wen, Carleton College

1437 Learning Chinese in Social Action----Community-Based Learning  
Dan Wang, University of Tennessee

271 Integrate Face-to-Face Tandem Language Exchange into Advanced Chinese Class  
Jun Xu, Colorado State University

Room 222
785 Developing the Writing Proficiency of Chinese Heritage Learners  
How can instructors help Chinese heritage learners (CHLs) achieve Advanced- and Superior-level proficiency in writing? To answer this question, the presenters will discuss the strengths and weaknesses of college-level CHLs whose proficiency is at Intermediate or Advanced level. They will also discuss pedagogical implications.

Ming-Ying Li  
Hunter College CUNY

Bing Ying Hu  
Hunter College

11:00am – 11:45am – Concurrent Sessions

Room 220
1780 Chinese L2 Instruction: What Has Been Done and What Needs To Be Done  
This session discusses issues concerning the development in the field of teaching Chinese as a foreign language. It examines the results of last two decades of Chinese L2 instruction, especially in material design, tonal instruction and text analysis, and proposes typological characteristics based language teaching for Chinese L2 instruction.

Fang-yi Chao  
United States Military Academy

Martha Gallagher  
United States Military Academy

Eugene Gregory  
United States Military Academy

Room 221
628 Fostering global competence through tasks in a Flagship summer program  
Do you want to know how to teach in an intensive program? Do you want to learn how to build a real-life based learning environment? How about keeping learners motivated and engaged
throughout their studies? The presentation will introduce course setting, communicative tasks across levels, and assessment methods evaluating students' performance.

Yingling Bao
Indiana University Bloomington
Chuan-Hui Weng
Indiana University Bloomington
Xiaoying Liles
Indiana University Bloomington

Room 222
Learning and Teaching as A Heritage Language

2115 Practice of Community Based Project Designing for Heritage Learners
Haiwen Wang, Yale University

2483 Analysis of Some Common Errors Made by Heritage Students in Beginning Level
Yujia Ye, Duke University

2112 Research on Essay Writing of Heritage Chinese learners of beginning level
Luanfeng Huang, Princeton University