2004 CLTA Annual Meeting Program

11/19-21, 2004,
Hilton, Chicago, IL

Thursday | Friday | Saturday | Sunday

THURSDAY, November 18, 2004

6:00 - 10:00 pm

Room 5H, Hilton Chicago

*CLTA Board of Directors Meeting*

- Chair: Bai Jianhua, CLTA President

FRIDAY, November 19, 2004

9:30 - 10:45 am

Room 4A Room 4C

*The Discourse Aspect of Chinese Language Teaching* *On-line Chinese Placement Test: Assessing All Four Skills*

Chair: Wendan Li Chair: Meng Yeh

- **Instruction and Acquisition of Discourse Structures**, Janet Zhiqun Xing, Western Washington University
- **Delaying and Repair Strategies in Conversation and Spoken Language Teaching**, Hongyin Tao, UC Los Angeles
- **L2 Acquisition of Chinese Topic Chains: Developmental Sequence and Contributing Factors**, Yun Xiao, University of Massachusetts at Amherst
- **Teaching Topic Chains to Reflect the Coding Strategy of the Chinese Language**, Wendan Li, UNC at Chapel Hill
- **The Development of the Rice Online Chinese Placement Test**, Meng Yeh, Rice University
- **The Implementation of the Rice Online Chinese Placement Test**, Chaomei Shen, Rice University
- **Online Proficiency Test in ExTemplate**, Claire Bartlett, Rice University
- **Towards Collaborative Learning: The Implementation of Peer Response in Online Courses**, Haidan Wang, University of Hawaii
### 1:30 - 2:45 pm

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<th>Room 4A</th>
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<td><strong>Empirical Studies on CFL Acquisition: Orthography and Syntax</strong></td>
<td><strong>How to Integrate Classical and Modern Chinese in Instruction</strong></td>
<td><strong>Standards-Based Teaching Units for K-12 Chinese Classes</strong></td>
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<td>Chair: Helen H. Shen</td>
<td>Chair: Chih-Ping Chou</td>
<td>Chair: Lucy Lee</td>
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<tr>
<td>- The Development of Radical Knowledge and Its Impact on Character Acquisition among Beginning CFL Learners, Helen H. Shen, University of Iowa</td>
<td>- An Analysis of the Current Status of Classical Chinese Instruction in the USA, Chih-Ping Chou, Princeton University</td>
<td>- Performance-based Activities for Elementary School Students, April Song, George Jackson Elementary School, Jericho, NY</td>
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<td>- Orthography and Reading Competence Development Among Intermediate Learners of Chinese as a Foreign Language, Chuanren Ke, University of Iowa</td>
<td>- Teaching Grammar in Traditional Chinese Literature Reading, Xia Liang, Washington University at St. Louis</td>
<td>- Learning Chinese Through TPR Storytelling – A Model Lesson for Middle-school Students, Yuancho Meng, Oak Hill Middle School, Newton, MA</td>
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<tr>
<td>- Discourse Functions of <em>le</em> and its Acquisition by American Learners, Lixia Ma, University of Iowa</td>
<td>- Understanding and Teaching Classical Chinese Function Words, Yongping Zhu, University of Wisconsin-Madison</td>
<td>- Standards-based Module Lesson for High School Students, Jeannie Subisak, Columbus Academy, Gahanna, OH</td>
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<tr>
<td>- A New Research Perspective on Traditional vs. Simplified Character Learning for CFL Students, Chia-hui Ch’iu, University of Iowa</td>
<td>- The Combination of Classical and Modern Chinese in Language Teaching, Wei Wang, Princeton University</td>
<td>- Discussant: Chih-Wen Su, Amherst Regional High School, Amherst, MA</td>
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### 4:30 - 5:45 pm

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<td><strong>Integrating technology into Chinese Material Design</strong></td>
<td><strong>Field Building and Creative Language Teaching:</strong></td>
<td><strong>Studies on Classroom Input and Second Language Acquisition</strong></td>
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<td>Chair: Fang-yi Chao</td>
<td>Chair: Claudia Ross</td>
<td>Chair: Xiao Hong Wen</td>
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<td>- Activity Types for</td>
<td>- The Chinese Language</td>
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Learning Chinese on the Web, Tao-chung Yao, University of Hawaii

Creating Web-based Activities for Chinese Language Instruction: Principles and Applications, Fang-yi Chao, University of Colorado

Zhuyin Right in MS-Word: Introducing the Design and Functions of a Zhuyin Software Program, Cheng-zhi Chu, Stanford University

Building Chinese Vocabulary on the Flash, Song Jiang, University of Hawaii


Chinese Language Studies: The State of the Field, Claudia Ross, College of the Holy Cross

Establishing a “Global Chinese Language and Culture Center” with Standards of SCORM and LOM, Fengzhu Luo, Taiwan Yuanzhi University

Teaching Chinese in Context - Balancing Power and Politeness, Huey H. Lin, University of California, Los Angeles

Instructors’ and Learners’ Beliefs about Target Language Use, First Language Use, and Learner Anxiety in Chinese Language Classes: A Questionnaire Study, Li-Chun Lee-Thompson, Butler University

Learner Data and Validity in Studies of Chinese as a Second Language, Jun Yang, University of Chicago

An Application of “Structured Input” into Listening Comprehension Practice for Japanese-speaking Learners of Chinese: A Case of Bu and Mei, Aiqun Liu, Graduate School of International Media & Communication, Hokkaido University

Instructional Effects on the Acquisition of Chinese as a Foreign Language, Xiaohong Wen, University of Houston

5:30-7:00 pm

Room 4F

CLASS Board Meeting

6:00 - 7:15 pm

Room 4A
Newly Available Teaching Materials with Distinctive

Room 4B
Modified Input/Interaction in the Chinese Classroom? An

Room 4C
Form-focused Instruction and Communicative Task Design
Features
Chair: Rongrong Liao

- Wit and Humor: An Easy Chinese Reading Series to Be Published, Biao Wang, Beijing Language and Culture University Press
- NCC—An Innovative Chinese Primer Series for American College and High School, Xiaozhou Wu, Santa Monica College
- A Digitized Task-based Intermediate Chinese Course, Patrick Lin, Defense Language Institute
- Features and Practicality of 100+ Online Interactive Reading Lessons, Rongrong Liao, Defense Language Institute

Examination on Repetition, Teacher Questions, and Topic Chains
Chair: Yixiu Chen

- A Study of the Relationship between Pedagogical Repetition and Student Feedback, Xiaoyun Liang, National Taiwan Normal University
- A Study of the Relationship between Teacher Questions and Student Response: A Comparison between the Cases of Beginner and Intermediate CFL Classes, Yixiu Chen, National Taiwan Normal University.
- A Study of the Relationship between Side Sequence and Student Interaction: The Function of Triggers and Indicators, Alice Lee, National Taiwan Normal University.
- Metacognition and Chinese L2 Reading, Cecelia Chang, Williams College.

7:15 - 8:30 pm
Continental B, Hilton Chicago
CLTA General Membership Meeting
- Bai Jianhua, CLTA President

8:00 - 10:00 pm
Room 4K
CLASS Chinese Language Teaching Materials Swap Shop
8:00 - 10:30 pm

Room 5E

CLTA Workshop
Title: An Orientation to CFL Empirical Research
Presenter: Michael Everson, University of Iowa

Topics:
2. Qualitative and Quantitative Research Traditions: How They Differ
3. Terminology Frequently Encountered in Research
4. How to Read a Research Study: A Step by Step Guide
5. Examples of How Research Becomes Practice/Pedagogy

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SATURDAY, November 20

8:15 - 9:30 am

Room 4A
Beyond the Textbook: Using Digitized Texts in the Chinese Language Classroom
Chair: Frances Yufen Lee Mehta
- Printed Vs. Digitized Texts in Advanced Chinese Language Courses, Li-ling Hsiao, UNC-Chapel Hill
- Can Technology Reshape Pedagogy? Using Clavis Sinica with Digitized Texts, Lo Sun Perry, University of Puget Sound
- Have Fun Doing Homework: The Application and

Room 4B
The SAT Subject Test in Chinese
Chair: Kim Kaye
- An Overview of the SAT Chinese Test, Kim Kaye, Educational Testing Service
- Student Voices from the Field, Min Zhang, Indiana Academy & Ball State University
- The Role of Colleges in the SAT Chinese Test, Neil Kubler, Williams College

Room 4C
On Designing a Comprehensive Curriculum of Chinese as a Foreign Language
Chair: Shengli Feng
- The Vocabulary in a Comprehensive Curriculum of Chinese as a Foreign Language, Lening Liu, Columbia University
- The Speech Act in a Comprehensive Curriculum of Chinese as a Foreign Language, Jenny Wang, United States Naval Academy
- Using the Principles of a Comprehensive
Integration of a Chinese Reading Tool, Frances Yufen Mehta, Cornell University

- Computer Assisted Chinese Learning: Building a Mental Representation of the Tones, Liang Tao, Ohio University

10:00 - 11:15 am

Room 4A

Teaching Chinese as a Foreign Language Based on Network Techniques
Chair: Jianfei Ma
- Teaching Design and Technical Analysis of the “Great Wall Chinese” Pedagogical Model, Jianfei Ma, Beijing Language and Culture University
- A New Model for Chinese Pedagogy – “Great Wall Chinese” and its Design, Xuemei Zhao, Beijing Language and Culture University
- The Sino-American Network Language Pedagogy Program and its “CHENGONG” Textbook, Songhao Liu, Beijing University
- An Analysis of the Factors which Influence Language Pedagogy in the Network Environment, Fati Wu, Beijing University

Room 4B

Pedagogy and Pedagogical Grammar
Chair: Wenze Hu
- Iconicity in the Teaching of Chinese, Zhengsheng Zhang, San Diego State University
- Pedagogical Grammar and Content-based Instruction for Teaching Chinese, Sue-mei Wu, Carnegie Mellon University
- Conception, Grammar and Teaching, Wenze Hu, Harvard University
- Discussant: Mien-hwa Chiang, University of Pennsylvania

Room 4C

Same or Different—Comparative Studies of Programs Home and Abroad: Curriculum, Textbook, Language Pledge and Post-Study Abroad Placement
Chair: Judy Zhijun Mu
- Learning and Teaching Chinese in the Zone of Proximal Development (ZPD): a Study on a Curriculum Design of Intermediate Chinese in an Overseas Program and a Program on a U.S Campus, Carolyn Kunshan Lee, Duke University
- “Success with Chinese” — Evaluating a New Beginner’s Textbook for Overseas Programs, De An Wu Swihart, University of Memphis
- Enforcing the Language Pledge: A
11:00-1:00 pm

Room PDR 2
CLASS General Membership Meeting

1:30 - 2:45 am

Room 4A

**On-line Assessment and Teaching Tools: The STAMP (Standards-based Measurement of Proficiency) Project for Chinese**

Chair: Madeline K. Spring

- **An Overview of the Project**, Madeline K. Spring, University of Colorado Boulder
- **How Does STAMP Differ from Other Assessment Tools for Chinese**, Richard Chi, University of Utah
- **Why is STAMP Critical for Students and Teachers on the Secondary Level**, Yulan Lin, Boston Public Schools
- **Responding to External Mandates for Standards-based Foreign Language Teaching**, Hongming Zhang, University of

Room 4B

**From Pedagogical Grammar to Grammar Pedagogy**

Chair: Jianhua Bai

- **Sentence Patterns, “Scenarios” and Grammar Pedagogy**, Fang Liu, Oberlin College
- **Grammar Pedagogy Beyond the Beginning Level**, Li Zhu, Beijing CET
- **Discussant: Jianhua Bai**, Kenyon College

Room 4C

**The Interface of Notion and Discourse: Grammatical Patterns and Strategies in Spontaneous Spoken Chinese and their Pedagogical Applications**

Chair: Jianqi Wang

- **The Coherency and Incoherency of Spontaneous Spoken Discourse of Mandarin Chinese**, Jianqi Wang, Ohio State University
- **Using Chengyu the “Wrong” Way: Structure, Strategy and Context in Spontaneous Spoken Discourse**, Xiaobin Jian, College of William and Mary
- **Performative Grammar: Authentic Discourse as Pedagogical Unit**, Matthew B.
4:30 - 5:45 pm

Room 4A

*Jump-start CALL with Pedagogical Enhancement*

Chair: Jennifer Liu
- **Pinyin Input Error Analysis**, Tianwei Xie, California State University
- **Is It Enough to Provide Students Website Addresses?** Hsin-hsin Liang, The University of Virginia
- **Cognitive Network for Chinese Character Learning**, Jennifer Liu, Indiana University
- **Gateway to Chinese Language and Culture: a Computer Template**, Dr. Xueying Wang and Prof. Li-Chuang Chi, Johns Hopkins University

Room 4B

*Study of Chinese Syntactic Structures and Their Acquisition*

Chair: Miaofen Tseng
- **Verb-Copying Constructions and Double-Object Constructions in Chinese: Perspective in Cognitive Constraints on Information Processing**, Jyun-gwang Fred Chen, Graduate Institute of TCSL, National Taiwan Normal University
- **A Comparative Study on the Production of Conditional Sentences in Chinese and English**, Miao-Fen Tseng, University of Virginia
- **Semantic Analysis of Ye and Its Pedagogical Grammar**, Xiu-fen Jian, National Taiwan Normal University
- **Modality Adverbs and Chinese Pedagogy**, Shuhui Su, University of Hawaii

Room 4C

*Teaching Business Chinese*

Chair: Jane Kuo
- **Designing of Business Chinese Curriculum**, Qian He, University of California San Diego
- **Teaching Strategies for Elementary Level of Business Chinese**, Tian Yuan, CIEE
- **Using Internet to Facilitate a Business Chinese Course**, Peng Wang, Georgetown University
- **When Professors Listen: Using Presentation to Evaluate Students' True Comprehension**, Jane Kuo, Thunderbird, the American Graduate School of International Management

6:00 - 9:00 pm

TBA

CLTA Annual Dinner
SUNDAY, November 23

8:15 - 9:30 am

Room 4A

A New Approach in Chinese Language Teaching - Computerized Chinese

Chair: Wen Chao He

- Computerized Chinese: A Completely New Approach in Teaching Chinese, Wen Chao He, New York University
- Get Twice the Result with Half the Effort----Issues on Teaching the Computerized Course, Dela X. Jiao, New York University
- Brand New Chinese--A Fundamental Reform of Chinese Language Curriculum, Qiuxia Shao & Jianna Zhang, New York University

Room 4C

Technology and Language Teaching

Chair: Yeafen Chen

- A web-based Concordancer for Chinese Language Teaching and Research. Jun Da, Middle Tennessee State University
- Reading News Articles with Wenlin: To Use it or not to Use it? Limin Zheng, Foreign Service Institute, State Department
- Killing Two Birds with One Stone: A Chinese Film Course Which Attracts Potential Students and Helps Advanced Students. Yea-Fen Chen, University of Wisconsin-Milwaukee

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