Dear CLTA Members:

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

Looking forward to seeing you in San Antonio.

--Madeline K. Spring, Conference Chair

Thursday November 15, 2007

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

9:00am to 4:00pm (pre-conference workshops)

StarTalk Institute for Arabic and Chinese Teacher Educators
Building: Convention Center, Room: 006B

9:00am to 4:30pm

Advanced Placement (AP) Chinese Language and Culture Workshop
Building: Convention Center, Room: 212B

Discover Chinese Professional Development Workshop
Building: Convention Center, Room: 214

6:00pm to 10:00pm

CLTA Board meeting (Convention Center, room 102A), Jennifer Liu, President, Academic Director, Oregon Chinese K-16 Language Flagship, University of Oregon (on leave from Indiana University)
Building: Convention Center, Room: 102A

Friday November 16, 2007

10:45am to 12:00pm

Assessment Plus: Testing As Part of the Learning Process
Building: Convention Center, Room: 213A

Through practical examples from our own classes, this panel wishes to examine how well our test materials work as learning opportunities for our students, and explore ways in which testing might better serve them as a learning tool. While much
discussion of testing focuses on accuracy of assessment, testing in our language classes has other important roles to play: regular testing acts as an incentive for students to prepare and practice what they’ve learned, and, ideally, testing itself should help them build their language skills. Apart from learning from their corrected mistakes on exams and quizzes, there are other ways students can make progress through testing itself.

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

Building Higher Level Chinese Language Skills
Building: Convention Center, Room: 213B

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

Integrating Classical and Modern Language in an Advanced Chinese Course
   Zu-yan Chen, Binghamton University
Advanced Chinese: Engaging the High-Level Learner
   Yu-lin Wang, Yale University
Helping Advanced Learners to Become Proficient in the Use of Discourse Devices in Task-Based Discussion Classes
   Yang Wang, Brown University
The Impact of Interactive Discussions on L2 Chinese Essay Writing
   Jianling Liao, CIEE
Panel Chair: Chengzhi Chu, University of California, Davis

Beyond the Language Classroom: What do CSL Learners Need to Know
Building: Convention Center, Room: 214A

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

What Kind of Culture Course do We Need?
   Patrick Lin, Defense Language Institute
An Undergraduate Linguistics Course for Chinese-Language Learners
   Marjorie Chan, Ohio State University
Preparing Future Teachers of Chinese in American Schools
   Kylie Hsu, CSU Los Angeles
Chinese Business Culture Curriculum Design
   Yan Zhang, ; Jinhui Dai, Monterey Institute of International Studies
Panel Chair: Jennifer Liu, Indiana University

(Inter)Action! Using Interactive Technologies to Support Chinese Language Learning
Building: Convention Center, Room: 214B

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

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

1:45pm to 3:00pm

**Chinese Literacy and Reading**
**Building:** Convention Center, **Room:** 213A

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

Revaluing L2 Chinese Readers
Shaomei Wang, Tufts University
Written Chinese (*shumianyu*): A Sequential Approach to Build Learners' Comprehension
Yongfang Zhang, Ohio State University
Relevant Contextual Factors and Reading Comprehension
Shuhui Su, Defense Language Institute
Building the Automaticity of Word Recognition in both Aural and Visual through Web-based Chinese Vocabulary Builder
Song Jiang, University of Hawaii at Manoa
Panel Chair: Shuhan Wang, Asia Society

**Issues in Chinese Syntax**
**Building:** Convention Center, **Room:** 213B

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

Re-examination of *shi*...de sentences: evidence from corpora
Yi Xu, University of Arizona
Some Remarks on the Three Types of “Object-Retaining Constructions”
Chao Li, Yale University
The Syntactic Structure and Pedagogical Grammar of Middle Voice Construction in Mandarin Chinese
Chuchen Wang, TCSL
Can a Chinese Double-syllable Verb-object Structure be Followed by Another?
Xinhua Zha, Monterey Language Institute
Panel Chair: Sharon Wen, University of Houston

**Approaches to Instruction and Program Design**
**Building:** Convention Center, **Room:** 214A

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

Key Elements in a Successful Chinese Program
Liuxi Meng, Kennesaw State University
Create Interesting Language Instruction Using Thematic Units
Jane Liedtke, OCDF
Cognitive Approaches and Learner-centered Designs for Chinese as a Second Language
Li-li Teng, University of Connecticut  
The Effects of Inductive and Deductive Instruction on Learning Mandarin as a Foreign Language  
Ying Zhou, University of Hawaii  
Panel Chair: Cynthia Ning, University of Hawaii

Towards a Backward Design Practice for Chinese Language Instruction  
**Building:** Convention Center, **Room:** 214B

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

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

3:15pm to 4:30pm

Computer-based analysis of frequent Mandarin tonal errors in continuous speech.  
**Building:** Convention Center, **Room:** 213A

The panel will discuss how an Automated Speech Recognition (ASR) software designed specifically to analyze pitch changes in continuous speech can be combined with quantitative study of frequent tonal errors of beginning American learners of Chinese. The relevant theory and pedagogical implications and applications will be also discussed.

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

Can Character Learning be Less Painful?—Studies on Character Acquisition, Literacy, and Its Effect on Language Production  
**Building:** Convention Center, **Room:** 213B

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

Maiheng Dietrich, University of Pennsylvania  
Shu-Ting Lai, University of Pennsylvania  
Grace Wu, University of Pennsylvania  
Panel Chair: Maiheng Dietrich, University of Pennsylvania
Developing Effective Grammar Pedagogy
Building: Convention Center, Room: 214A

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

Jianhua Bai, Kenyon College
Fred Chen, Taiwan National Normal University
Juyu Sung, Chung Yuan Christian University
Shou-hsin Teng, Taiwan National Normal University
Panel Chair: Jianhua Bai, Kenyon College

Noticing Hypothesis, Vocabulary and Reading Proficiency
Building: Convention Center, Room: 214B

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

Noticing Hypothesis Vocabulary and Reading Proficiency
Hsiu-huei Lin Domizio, San Francisco State University
Learning of Chinese Chinese Characters and Reading Comprehension
Yih-fen Sun, Taiwan National Normal University
Chia-Chien Li, Southern Methodist University
A Great Leap Forward in Chinese Reading Proficiency within 10 Months

Maximizing roles of Chinese language program at the college-level
Building: Convention Center, Room: 213A

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

Shu-chen Chen, University of Virginia
Ran Zhao, University of Virginia
Miao-Fen Tseng, University of Virginia
Hsin-hsin Liang, University of Virginia
Panel Chair: Shu-chen Chen, University of Virginia

Intensive CFL/CSL Programs: Challenges and Strategies
Building: Convention Center, Room: 213B

Within the same level at intensive Chinese-as-a-Foreign/Second-language (CFL/CSL) programs, students’ initial linguistic skills tend to differ, in some cases, widely, even after placement tests. This panel will discuss challenges
and strategies in tackling such discrepancies. The presentations will cover teacher training, learning strategies and curriculum design.

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

Teaching Culture and Cultural Differences
Building: Convention Center, Room: 214A

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

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

U.S./China University Partnerships: Developing "TCFL" Licensure Programs
Building: Convention Center, Room: 214B

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

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

6:15pm to 7:30pm

Changing the Perspective: Applying Sociocultural Theory to CFL Research
Building: Convention Center, Room: 213A

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

Michael Aaron Paul, University of Arizona
Rong Liu, University of Arizona
Xiaomei Qiao, University of Arizona
Weaving Culture into Language Learning: Curriculum Considerations for Online Courseware  
**Building:** Convention Center, **Room:** 213B

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

Promoting Socio-Cultural Proficiency through Task-Based Online Autonomous Learning  
Kuei-Lan Chen, DLI; Maria Ortenberg, Defense Language Institute

Online Interactional Feedback: Pathways to Awareness of the Target Culture  
Shuhui Berndt, Defense Language Institute

GLOSS in Real and Virtual Classrooms: Assessment and Curriculum  
Hang Zhang, Defense Language Institute

Integrating GLOSS into a Classroom: a Teacher’s Perspective  
Suchun Liu, Defense Language Institute

Panel Chair: Kuei-Lan Chen, Defense Language Institute

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Chinese Language and Calligraphy Education

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

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

Jasmine Tang, Foreign Language & Literature Dept., SUNY Geneseo
Zheng Liu, Foreign Languages College, Shanghai Normal University
Li-Hua Ying, Bard College
Carl Robertson, Southwestern University

Panel Chair: Jasmine Tang, SUNY Geneseo

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Empowering Chinese Teaching with Technology-- A Yale Practice

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

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

Ling Mu, Yale University
Rongzhen Li, Yale University
Jianhua Shen, Yale University
Saturday November 17, 2007

8:00am to 9:15am
Teaching Theories and Methods Popular in Current Chinese Language Pedagogy
Building: Convention Center, Room: 213A

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

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

8:00pm to 10:00pm
CLASS Chinese Language Teaching Materials Swap Shop
Building: Convention Center / 101

Session # 1 for K-5 Teachers
Yuanchao Meng, Oak Hill Middle School, (MA)
Session # 2 for 6-12 Teachers
Dali Tan, Landon School, (MD)
Building: Convention Center, Room: 102A

Enhancing Current CFL Teacher Preparation Process Through Beginning Teachers’ Perspectives
Building: Convention Center, Room: 213B

This panel examines the current teacher preparation structure through perspectives of beginning CFL teachers and teacher trainers. For CFL teacher trainers and educators, the panel offers illuminations and broad guidance on how to effectively prepare CFL professionals. This panel also aims to help CFL
teachers to gain deep understanding of themselves and then use the understanding to develop their teaching expertise.

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

Building: Convention Center, Room: 214A

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

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

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

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

Applying Chinese Word Processing Software to Learning: A Cognitive Follow-up  
Jiawen Wang, Michigan State University

Guidelines and Strategies on Using Textbooks and CALL Applications for Advanced Language Courses  
Linda Chang, CALICO

Using Itool to Aid Chinese Learning  
Tianwei Xie, California State University, Long Beach

Incorporating Internet lexis into advanced-class curriculum to improve students’ speaking  
Liwei Gao, Defense Language Institute  
Panel Chair: Tianwei Xie, California State University, Long Beach
**10:00am to 11:15am**

**SLA Research for Empirically-driven Innovations in CSL Studies**  
**Building:** Convention Center, **Room:** 213A

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

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

**Bridging between Classical and Modern Chinese**  
**Building:** Convention Center, **Room:** 213B

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

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

**Issues in Chinese Pedagogy**  
**Building:** Convention Center, **Room:** 214A

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

Parts of Speech in Modern Chinese and its Pedagogical Extensions  
Shou-hsin Teng, Taiwan Normal University  
Form, meaning, and function: An interactive way of teaching grammar  
Sharon Wen, University of Houston  
A Study of Translation Differences Across the Taiwan Straits  
Chia-ning Chu, National Cheng Chi University, Taiwan  
Research on TCSL syllabi: focus on formulaic sequences  
Ming-yi Li, National Central University, National Taiwan Normal University; Yu-chun Hwang, National Taiwan Normal University  
Panel Chair: Shou-hsin Teng, Taiwan Normal University
Discourse in Chinese Linguistic and Cultural Terms
Building: Convention Center, Room: 214B

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

Xiaobin Jian, College of William and Mary
Xiao Wang, College of William and Mary
Minru Li, Ohio State University
Galal Walker, Ohio State University
Panel Chair: Xiaobin Jian, College of William and Mary

1:15pm to 2:30pm

Issues in Teaching Chinese: Syntax, Pragmatics and Oral Assessment
Building: Convention Center, Room: 213A

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

Xia Zhang, University of Iowa
Weidong Zhang, University of Iowa
Lin Gu, University of Iowa
Panel Chair: Xia Zhang, University of Iowa

Tone and Phonology
Building: Convention Center, Room: 213B

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

Tone Variation in Mandarin Chinese and Its Pedagogical Implications
Chun-Mei Chen, National Chung Hsing University
A Preliminary Survey of Tone Deafness
Liwei Jiao, University of Pennsylvania
Chinese Listening Strategies Used by the Students at the Beginner’s Level
Wei Cai, University of Calgary; Shu-ning Sciban, University of Calgary
The Effect of Phonological Information on Chinese L2 Lexical Inferencing and Retention through Reading
Chunhong Teng,
Panel Chair: Jerry Packard, University of Illinois

Curricular Models for Advanced-level Chinese in Two Flagship Programs
Building: Convention Center, Room: 214A

As more and more students start learning Chinese at earlier ages, instructors will increasingly need to address the challenge of providing instructional opportunities for students with advanced-level proficiency. How can we create materials and teaching strategies that will help them achieve superior level language usage? This is one of the explicit goals of the Chinese Flagship programs nationwide. This panel focuses on two
Flagship programs, i.e., at the University of Oregon and Brigham Young University, and examines curricular models that can be replicated by instructors nationwide who are also teaching students at this level.

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

Techniques and Technology in Chinese language learning
Building: Convention Center, Room: 214B

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

Use Wave Sound, MP3 file, and Video to Create a Dynamic Learning Environment for Chinese Language Beginners in a Small College
   Daliang Wang, Mercyhurst College
PowerPoint-Facilitated Classroom Chinese Language Teaching: Five Design Principles
   Chunxia Wang, University of California, Davis; Ping Wei, University of California, Davis
Is the Use of PowerPoint More Effective in Teaching Chinese or Is It Just Fancy?
   Nansong Huang, USC
Panel Chair: Hsin-hsin Liang, University of Virginia

3:15pm to 4:30pm

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

Developing Real Fluency, Increasing Motivations and Confidence--Introducing the Hányǔ Fēng (Chinese Breeze) Chinese Graded Reader Series
Building: Convention Center, Room: 213A

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

Chengzhi Chu, University of California, Davis
Yuehua Liu (retired)
Dehua Yang, The Writers Publishing House, Beijing
Nyan Ping Bi, University of Washington
Panel Chair: Chengzhi Chu, University of California, Davis

Re-positioning and Re-defining Intermediate- and Advanced-level Chinese Classes
Building: Convention Center, Room: 213B

In the college-level CFL field, what are better approaches for third- and fourth-year Chinese pedagogy remains an open debate. This panel proposes that it is time to re-position and re-define intermediate- and advanced-level Chinese classes. The
panelists will also provide some effective and unique teaching methods in this regard.

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

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

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

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

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

Many schools are making decisions about what to do with the new AP Chinese course and how to prepare their students for the first AP Chinese Exam. In this panel, curricular requirements, survey results, and a curricular model with sample lessons following the AP Chinese course description will be presented.

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

4:45pm to 6:00pm

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

**CLTA Banquet**  
7:00 pm  
Saturday, November 17  
Wah Kee Chinese Seafood Cuisine (18360 Blanco Rd.)
Sunday November 18, 2007

8:00am to 9:15am

A presentation of efficient L2 teaching techniques for adult learners.
**Building:** Convention Center, **Room:** 213A

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

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

**Issues and Solutions: Elementary/Intermediate Chinese Textbook Compilation and Use**
**Building:** Convention Center, **Room:** 213B

When no suitable Chinese language textbooks are available to satisfy students needs, teachers need to develop supplementary teaching materials or compile their own textbooks. The panelists offer their views and experiences in Chinese language textbook adaptation and compilation.

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

**Acquiring Functional Ability in Mandarin**
**Building:** Convention Center, **Room:** 214A

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

A Cross-cultural Study on the Expressions of Disagreement by English Learners of Chinese. Yu-Fang Wang, Ya-Ting Yang, National Kaohsiung Normal University
Expressions of Gratitude: A Cross-cultural Comparison between Chinese Speakers in Taiwan and English Speakers in the U.S.
Grace Yuh-Huey Lin, National Sun Yatsen University
“A Cross-cultural Study on the Refusal Strategies Used by English Learners of Chinese”
Hsi-Chi Lee, Feng Chia University
“Is it a Reality or a Counterfactual Statement?”
Shiyao Chen, National Kaohsiung Normal University; Ai-li Hsin, National Kaohsiung Normal University, Taiwan
Panel Chair: Marjorie Chan, Ohio State University
Testing and Evaluation

Building: Convention Center, Room: 214B

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

Considerations in Selecting Teaching Materials for AP Chinese Courses
   Xiaoning Wang, ChinaSprout, Inc.; Henry Ruan, Lower East Side Prep. High School
   AP Chinese Exam Pre-Visited: Analysis on Chinese Exams in North America
   Iris Xu, World Education Bureau, Canada; Rui Feng, University of Alberta
   Testing and Students' needs in Chinese Study-abroad Programs- A Case Study of IUP at Tsinghua
   Yue Cui, Inter-University Program at Tsinghua University
   Applying the ACTFL Oral Proficiency Guidelines in an Intermediate Chinese Conversation Class: Voices from the Classroom
   Youping Zhang, Stanford University

Panel Chair: Qinghai Chen, University of Michigan

9:00am to 12:00pm

Learner-friendly Grammar for Chinese Instruction
Building: Convention Center, Room: 210A

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

Claudia Ross, College of the Holy Cross, Presenter

10:00am to 11:15am

Innovated Ideas in Chinese Textbook Development
Building: Convention Center, Room: 213A

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

Wayne He, New York University
Dela Jiao, New York University
Qun Ao, Brandeis University
Weijia Huang, Boston University
Developing Real Fluency, Increasing Motivations and Confidence—Introducing the Hànyǔ Fēng (Chinese Breeze) Chinese Graded Reader Series

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

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

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

The Impact of Chinese Character Strategies Training on Chinese beginners  
Yanmei Liu, Defense Language Institute
Beyond Character Count: Setting Deep Roots for Chinese Literacy  
Carol Ann Dahlberg, ACTFL, AATG; Shuhan Wang, Asia Society
Panel Chair: Songren Cui, Bowdoin College

Unlocking the Potential of Chinese Heritage Language Learners  
Building: Convention Center, Room: 214B

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

11:30am to 12:45pm

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

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

Attitudes and Motivations of Chinese HLLs and non-HLLs: A Comparative Study  
Chunsheng Yang, Department of East Asian Languages and Literatures
Chinese Heritage and Non-Heritage Learners’ Learning Strategies  
Yunzhen Liu, University of Newcastle upon Tyne
The influence of Chinese culture in Chinese language learning  
Chu-Chao Tsai, University of St. Thomas
Chinese Heritage Language Teaching and Community Service Learning  
Jack Liu, California State University, Fullerton
Panel Chair: Baozhang He, College of the Holy Cross

Qian Gao, Defense Language Institute Foreign Center
Henrietta Yang, Defense Language Institute
Lianqing Wang, Defense Language Institute
David Y. Dai, ACTFL
Panel Chair: Qian Gao, Defense Language Institute Foreign Center
New Approaches to Curriculum and Textbook Innovation

Building: Convention Center, Room: 214A

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

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

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

Building: Convention Center, Room: 214B

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

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

Discussant: Yongping Zhu, University of Wisconsin, Madison
Panel Chair: Hongming Zhang, University of Wisconsin, Madison