2014 ACTFL/CLTA Annual Convention Schedule of Events
San Antonio, TX
November 20-23, 2014

Colleagues who kindly reviewed the submitted proposals are:

Mien-Hwa Chiang, University of Pennsylvania; Chengzhi Chu, UC-Davis; Baozhang He, College of the Holy Cross; Wenze Hu, Naval Academy; Nansong Huang, University of Southern California; Song Jiang, University of Hawaii; Chuanren Ke, University of Iowa; Clairanne Kotenbeutel, Wisconsin Department of Public Instruction; Kun Shan Lee, Duke University; Chao Li, College of Staten Island, CUNY; Duanduan Li, University of British Columbia; Patrick Lin, Defense Language Institute; Feng-his Liu, University of Arizona; Lening Liu, Columbia University; Yanmei Liu, Defense Language Institute; Scott McGinnis, Defense Language Institute; Lin Mu, Yale University; Chaofen Sun, Stanford University; Yanfang Tang, College of William and Mary; Hongyin Tao, UCLA; Liang Tao, Ohio University; Le Tang, Stanford University; Sue-Mei Wu, Carnegie Mellon University; Miao-Fen Tseng, University of Virginia; Xiaohong Wen, University of Houston; Xianhua Wu, UC-Berkeley; Yun Xiao, Bryant University; Heping Xu, Defense Language Institute; Mindy Zhang, the Indiana Academy; Phyllis Zhang, George Washington University; Youping Zhang, Stanford University; Yongping Zhu, University of Notre Dame; Jing Zhuo, University of Oregon.

**THURSDAY, November 20, 2014**
9:00am – 4:30pm - Pre-Convention Workshops

3:00pm to 5:45pm  CLTA Steering Committee Meeting: Grand Hyatt Room: Travis C-D

6:00pm to 10:00pm  CLTA Board Meeting: Grand Hyatt Room: Travis C-D
FRIDAY, November 21, 2014

8:30am - 10:00am – ACTFL Opening General Session:  Henry B. Gonzalez Convention Center
Grand Ballroom C

10:00am – 11:00am – Exhibit Hall Opening/Welcome Coffee

10:00am – 5:00am – CLTA Book Exhibition (CLTA Booth #6059)

11:00am – 12:00am– Learning Sessions

**Travis A-B  Chinese Character Instruction: Effects of Learning Order and New Strategies**

1653 Focusing on the issue of learning Chinese characters, this panel aims to provide revised character learning materials and nuanced instruction methods. These efficient pedagogical implementations will be discussed based on recent linguistic and psycholinguistic data that include corpus-analyses, statistical learning paradigm, and case-study reports. (in English)
Hongming Zhang  University of Wisconsin at Madison
Chenqing Song  State University of New York at Binghamton
Tianlin Wang  University of Wisconsin at Madison
Yu-lin Chiu  University of Wisconsin at Madison

**Travis C-D  Challenges and Solutions Revisited in Advanced Chinese Classes**

622 This session focuses on current challenges which Chinese teachers and learners both face in teaching and learning at advanced or higher levels. An audio-lingual pedagogy for formal materials is proposed based on the demands of advanced learners, results of current curriculum design revised, as well as analyses of learning errors origins. (In Chinese)
Shucheng Zhang  Yale University
Yan Li  University of Kansas
Hsin-Hung Yeh  Harvard University
Lei Yan  Harvard University

**Presidio A  Learning Strategies I (in English)**

1821 Mobile Learning: Towards Individualized learning & Learner Autonomy
Rong Yuan  Defense Language Institute

2141 Content-Based Online Course Development Review and Demonstration
Deborah Cooke  University of Oregon

2399 TPRS and Project-Based Instruction for Mandarin Chinese
Reed Riggs  University of Hawaii at Manoa
Presidio C   Learning Technology
1082  Developing Linguistic and Cultural Proficiency with Authentic Multimedia
      Lini Ge  University of North Carolina at Chapel Hill (in English)
705   An Example of Chinese Extra-Curriculum Activity Design on Moodle
      Sophia Chen  California Polytechnic State University (in Chinese)
991   Developing Chinese Speaking Activities with Mobile Speech Technology
      Jun Da  Middle Tennessee State University

12:00pm – 1:15pm – Lunch Break/Tweet-Up

1:00pm – 4:00pm – CLTA Meet the Authors Event (CLTA Booth #6059)

1:15pm – 2:15pm – Learning Sessions
Travis A-B   Technology Enhanced Writing Activities: Design, Practice, & Assessment
460   Discussing Internet and mobile technology, such as web-based platforms, mobile
      applications, learner corpus, and blogs, this panel explores how technology can enhance
      writing instruction and interactivity for different pedagogical goals as well as ensure efficient
      practice, collaboration, assessment, and feedback in the learning process. (in English)
      Ka Wong  St. Olaf College
      Yang Xiao  University of South Carolina
      Ying Zhou  St. Olaf College
      Christopher Magriney  University of Southern California

Travis C-D   StarTalk Program on Chinese Literacy Development: Reading and Writing
871   This session presents the design, implementation and outcomes of the 2012 & 2013 StarTalk
      program 'Read On: Training Modules for Literacy in Chinese.' It presents research-
      supported approaches to text literacy, reading and writing activities that target 3 modes of
      communication, and results of participant surveys about program impact on teaching.
      Presenters: (in English)
      Claudia Ross  College of the Holy Cross
      Meng Yeh  Rice University
      Ke Peng  Western Kentucky University

Presidio B   A Study on Chinese Proficiency Gains for High School and College Students
1045  In order to set reasonable language learning goals in curriculum design for beginning level
      students and to assess language program efficiency, there is a need to examine how much
      high school and college students can actually learn given the amount of and types of
      instruction provided to increase instructional efficiency. (in Chinese)
      Der-lin Chao  Hunter College
      Bing Ying Hu  Hunter College
      Bo Hao  Hunter College
Presidio C  Teaching Strategies I (in Chinese)
2441  Maximize L2 Efficiency at the Advanced Level with a Flipped Course
       Yingling Bao and Henghua Su  Indiana University-Bloomington
374  Teaching Techniques of Novice Chinese Language Teachers: An Empirical Study
       Yingling Bao  Massachusetts Institute of Technology
1943  Exploration in Phonetic Training & Testing on Chinese as Second Language
       Qian Liu  East China Normal University

2:30pm – 3:30pm – Learning Sessions

Travis A-B  A Theme-based Advanced Chinese Curriculum
459  This panel addresses issues and solutions related to a theme-based advanced Chinese
       curriculum. Presenters will discuss what texts to use, how to deliver them successfully, and
       how to measure student outcomes. Demonstrations will be provided of selected class
       exercises, activities, assignments and technologies that contribute to robust learning. (in
       Chinese)
       Sue-Mei Wu  Carnegie Mellon University
       Yueming Yu  Carnegie Mellon University
       Yi-ching Liu  University of Iowa

Travis C-D  Examine Study Abroad Program Closely: What happens and how that happens?
618  This session investigates the relationship between L2 language learner improvements and
       study abroad program factors. Study 1 depicts linguistic gains and identifies factors
       predicting success. Study 2 measures and analyzes development of pragmatic
       comprehension. Study 3 focuses on understanding of vague expressions and its predictive
       factors. (in Chinese)
       Zhongqi Shi  Columbia University
       Feng Xiao  Carnegie Mellon University
       Shuai Li  Georgia State University

Presidio B  Prototype, Corpus Data, and Stratified Grammar Instruction in Chinese
792  A researcher and two language instructors will present in detail the application of prototype
       theory and corpus linguistics in analyzing core grammatical constructions and in designing a
       prototype- and usage-based approach to stratified instruction of grammar in Chinese. The
       stratification strategies can be applied in vocabulary teaching. (in English)
       Zhuo Jing-Schmidt  University of Oregon
       Jing-yun Chen  University of Oregon
       Xinjia Peng  University of Oregon
Presidio A  
Skills in Oral Proficiency  (in English)
1493  
The Use of Multimedia Tools in Chinese Tones Instruction and Acquisition  
Hongying Xu  
University of Wisconsin-La Crosse
952  
An Automated Spoken Chinese Test: Description, Development and Validation  
Xiaoqiu Xu, Masonori Suzuki, and Xiaoqi Li  
Pearson and Peking University

Presidio C  
Chinese Characters
1051  
The Learning of Chinese Characters by Beginning L2 Chinese Learners  
Wei Lai  
Queensborough Community College (in Chinese)
484  
Challenges of Written Corrective Feedback  
ZhaoHong Han and Shaoyan Qi  
Columbia University (in English)
2005  
L1 Orthographic Influence on L2 Chinese Character Recognition  
Yun Yao  
University of Illinois at Urbana-Champaign (in English)

3:45pm – 4:45pm – Learning Sessions

Travis A-B  
Diversifying Course Offerings and Learning Tasks for Advanced CFL Learners
1969  
This session focuses on how to expand pedagogical options for advanced CFL students. Through diverse course offerings, authentic task design, and collaboration with native speakers, students' cultural competencies and language skills, particularly oral proficiency, could be advanced further. Survey results and sample materials will be provided. (in Chinese)
Hsin-I Tseng  
Brown University
Dan Wang  
Duke University
Fan Liu  
Yale University

Travis C-D  
Gamification of feedback System in a Foreign Language Program
921  
The group will introduce the idea of gamification and its use within the field of foreign language pedagogy. An innovative, web-based, gamification feedback system for use in a foreign language program will also be presented. The goal is to increase student motivation through assessing and rewarding students' performances by point accumulation. (in English)
Junqing Jia  
The Ohio State University
Cong Li  
The Ohio State University
Rachel Wayne  
The Ohio State University
Galal Walker  
The Language Flagship

Presidio B  
Grammar Instruction: Learner Error Analysis, Thinking Habit, Learning Task
543  
Through learner error analysis, literature reviews, and learning tasks, this panel investigates the mismatch between Chinese and English information structuring strategies, examines hai, haishi, A bi B ? de duo, A bi B ? duo le, zhen, tai, and tai ? le, and explores ways to explain these items to learners at different stages of Chinese learning. (in Chinese)
Aimin Li  
Dartmouth College
Fang Liu  
Oberlin College
Jin Zhang  
Massachusetts Institute of Technology
Presidio A  Classroom Activities (in Chinese)
1449  The Effects of Task Repetition on L2 Chinese Oral Production
      Jianling Liao  CIEE Study Center
2148  Implementing the Design of individual sessions in Study Abroad Programs
      Tianshu He  Duke University
1686  A Study of Recitation on the effect of Improving Oral Competence
      Meng Wu  Institute for Global Chinese Language Teacher Education

Presidio C  Walton Presentation Prize Session (in English)
2296  Differential Effects of Corrective Feedback on wh-questions and classifiers
      Yu Wu  Boston University
370   American CFL Learners' language learning in China: A sociocultural analysis
      Li Miao  University of Alberta

5:00pm – 6:00pm – Learning Sessions
Travis A-B  Optimizing the Study-Aboard Experience: Bridging Classroom and Community
422   This panel explores methods to promote and optimize the interaction between community participation and classroom instruction in the study-abroad context. The discussions will focus on various concrete activities which can effectively integrate students' experiences in and out of the classroom at intermediate and advanced levels. (in English)
      Zhini Zeng  The Ohio State University
      Jianfen Wang  The Ohio State University
      Donglin Chai  (not available)
      Xin Zhang  The Ohio State University

Travis C-D  Flip the First Year Chinese Classroom with Speak Everywhere and Workshop Approach
880   This session explores the use of Speak Everywhere as an effective means to ensure teaching effectiveness in a flipped classroom. Speak Everywhere exercises help CFL learners at the beginning level to enhance accuracy on pronunciation and to improve fluency, so that learners engage in active learning through problem solving in group activities. (in English)
      Jinhua Li  University of North Carolina Asheville
      Yuhan Huang  Purdue University
1046  Ruihua Liu  Houston Independent School District
Presidio B  Teaching Behavioral Culture in the CFL Classroom

1271  This session explores how to teach behavioral culture in the CFL classroom. It begins with a discussion of typical behavioral patterns of the Chinese, followed by an examination of concrete scenarios that reflect these patterns. The panel concludes with a demonstration of incorporating the teaching of behavioral culture with language instruction. (in Chinese)
Xizhen Qin  University of South Florida
Yanfang Tang  College of William & Mary
Ying Liu  (not available)

Presidio A  Assessment Approaches I

1113  Evaluation of Two Competing Approaches for Teaching Oral Chinese
Yue Liu  University of the Cordileras  (in English)
1613  Assess effectiveness of a curriculum project—skit performance
Jun Wang  SUNY Binghamton  (in English)

Presidio C  Language and Culture I (in Chinese)

1084  Age factor and Teacher’s Language in Teaching Chinese as a Foreign Language
Ming Lu  Confucius Institute
1919  Analyzing the Diversity of Spoken Chinese: A Corpus-based Study
Jia Zhu (University of Central Arkansas) and Hsiu-feng Chung (DLI)

6:30pm-8:30pm  CLTA Professional Development Workshops

Workshop 1  Empirical-based Instruction Strategies and Best Practices in CFL
Travis A-B  Presenter:  Hong Gang Jin, Hamilton College
Participants will learn:
1. Empirically-based instructional strategies in CFL;
2. Step by step classroom procedures on elaborating input, chunk learning, and corrective feedback;
3. Practical tips on incorporating them in different types of classroom activities.

Workshop 2  Teaching Chinese with Technology (co-sponsored by TCLT)
Travis C-D  Presenters:  Jun Da, Middle Tennessee State University
          Tianwei Xie, California State University Long Beach
          Phyllis Zhang, The George Washington University
Participants will learn to use mobile speech technology to enhance speaking skills and web tools for preparing learning activities or assessment projects using digital audio and video tools.

6:30pm – 7:30pm  – ACTFL Awards Ceremony: Grand Hyatt, Texas Ballroom - Salon A

7:30pm – 8:30pm  – ACTFL President’s Reception: Grand Hyatt, Texas Ballroom - Salon D
Travis A-B  Three Dynamic Models to Promote Effective Grammar Teaching
1680  Aiming at going beyond the limitations of communicative grammar teaching approaches and invigorating them at the same time, the panel will present three dynamic grammar teaching models, which combine the communicative principles and insights of learning theories. The models are dynamic in nature and adaptable to different localized situations. (in Chinese)
   Heping Xu   Defense Language Institute
   Yue Ma   Defense Language Institute
   Yan Wang   Defense Language Institute

Travis C-D  Textbook Selection and Evaluation, Application and Significance
1285  This session will compare popular Chinese textbooks by evaluating their merits and demerits from both teachers' and learners' perspectives. It examines the process of choosing textbooks, and discusses the relationship between textbooks and course objectives/outcomes, so as to enhance teachers' awareness about selecting and using textbooks. (in English)
   Hua Dong   Northeastern University
   Xiaodong Zhao  Winsor School
   Xiaoyang Zhou  Boston University
   John Pasden  Praxis Language
   Amber Navarre  Boston University

Presidio B  Teacher Matters: Developing Degree/Non-Degree Graduate Credential Programs
2289  This panel discusses challenges and issues facing teacher quality, effective instruction and curriculum in Chinese language education through development of degree and non-degree graduate credential programs with a focus on teacher education, teacher training and teacher professional development programs. (in English)
   Meiru Liu   Portland State University
   Rui Feng   Troy University- Montgomery Campus
   Lina Lu   Portland State University
   Iris Hong   Troy University

Presidio A  Assessment Approaches II (in English)
1650  CSL Learners’ Oral Fluency Assessment: A Cognitive Perspective
   Weijie Hu (Zhejiang Normal) and Jianqin Wang (Beijing Language & Culture University)
1675  The Effect of Group Patterns on Passive Students
   Weihua Zhu   University of Wisconsin-Madison
Presidio C  Learning Strategies II
701  Covert Contrast: The Acquisition of Mandarin T2 and T3 in L2 Production
     Li Ya Mar  University of Wisconsin-Milwaukee  (in English)
561  Reaching Global Competence in Chinese through Mandarin Tutorial Podcasts
     Xian Lu  University of Arkansas  (in Chinese)
1286  A Case Study of Negotiation of Meaning in Learning Chinese
     Pingli Wang  Minzu University of China  (in Chinese)

9:00am – 10:00am – Exhibit Hall Visit Free Time/Electronic Posters/Tweet-Up

9:00am – 5:00am – CLTA Book Exhibition (CLTA Booth #6059)

10:00am – 11:00am – Learning Sessions
Travis A-B  Using ACTFL OPI as a Booster of Advanced Students’ Productive Skills
1475  This session focuses on analyzing the ACTFL Proficiency Guidelines-Speaking and their
      application to Chinese instruction at the advanced level. It aims to help participants use the
      Guidelines to carry out more effective teaching methods and provide strategies for improving
      advanced learners' oral proficiency and teachers' questioning quality. (in Chinese)
      Weibing Ye  Williams College
      Li Xu  The Alliance for Global Education, Shanghai Program
      Xiaoke Jia  Bowdoin College

Travis C-D  Differentiated Error Correction
1034  This session presents three error correction studies that deal with different skill areas
      (pronunciation and writing), with students of different proficiency levels and in different
      learning environments (traditional and online). Various corrective methods are compared and
      their rate of effectiveness evaluated in each given situation. (in Chinese)
      Maiheng Dietrich  University of Pennsylvania
      Grace Wu  University of Pennsylvania
      Liwei Jiao  (not available)

Presidio B  Curriculum Development
2220  The session reports on the efforts undertaken at Florida State University and elsewhere to
      transform the graduate program in foreign language education to provide more relevant
      instruction for an influx of Chinese students who wish to pursue a career in teaching Chinese
      as a foreign language and/or English teaching in China. A third paper provides an overview of
      the model supported by the US Department of Defense. (in English)
      Wei Liu  University of Alberta International
      Rebecca Galeano  Florida State University
      Scott McGinnis  Defense Language Institute
563  A Longitudinal Study of Pushed Output on the Chinese Ba Structures
    Miaofen Tseng  University of Virginia
1025  Development of Pragmatic and Grammatical Awareness in CFL Settings
    Li Yang  Kansas State University
1120  Code-switching, Power Relationships and Language Socialization in CH Class
    Yuxiang Wang  UC-Davis

Presidio C  Research in Teaching Strategies (in English)
1880  Influence of Literacy Environment and Reading Skill Transfer: A Case Study
    Liu Li  Ball State University
2224  Beyond the Script: Intertextuality in Chinese L2 Classroom Discourse
    Lulei Su  The Ohio State University

11:15am – 12:15pm – Learning Sessions
Travis A-B  Teach Reading in Advanced Chinese Classes: Materials, Technology & Strategies
1337  The panel will discuss developing a newspaper reading textbook, using a database of
      online/digital materials and text-based CALL glossaries to teach reading and vocabulary, and
      integrating online extensive readings into a business Chinese class.
      Presenters: (in Chinese)
      Zhijun Wang  University of Massachusetts Amherst
      Ying Wang  Mount Holyoke College
      Lisha Xu  Mount Holyoke College

Travis C-D  Transition from High School to College Chinese: Challenges and Strategies
1012  Chinese programs in American colleges are facing a rapid increase in the population of
      incoming students who have had previous exposure to Chinese language instruction. This
      panel analyzes the special needs of such students in terms of teaching, learning and
      assessment and offers strategies to meet those needs. (in English)
      Jia Yang  University of Notre Dame
      Kun-shan Lee  Duke University
      Chengxu Yin  University of Notre Dame

Presidio B  Standard-based backward Design: To Enhance TPACK and Teaching Effectiveness
2313  The presenters will connect ACTFL National Standards and research in Technological,
      Pedagogical, and Content Knowledge (TPACK) with the use of Backward Design model in
      planning various levels of college Chinese language courses. (in Chinese)
      Peng Yu  College of William and Mary
      Hua Ma  College of William and Mary
      Qian Su  College of William and Mary
Presidio A  Research in Teaching Speaking (in Chinese)
1722  The L1 Typological Impact on CFLLS: Production of Mandarin Lexical Tones
       Jianqin Wang (Beijing Language and Culture) and Weijie Hu (Zhejiang Normal)
2232  Explorations/Implications of Error Analysis of Harvard Chinese Oral Project
       Min Wang  Harvard University

Presidio C  Teaching Strategies II (in Chinese)
1967  Teaching Listening Comprehension in Higher Level TCFL Class
       Le Tang  Stanford University
1642  Multiple-Strategy Instruction in CFL Reading Class
       Yi-Lu Kuo  Indiana University Bloomington
1663  How to Intrigue Advanced-level Writing by Interesting Writing Projects
       Jie Yuan  University of California at Davis

12:30pm – 1:45pm – CLTA/CLASS Joint Luncheon

2014 CLASS/CLTA Joint Luncheon
Grand Hyatt  Lone Star Ballroom- Salon A-B

1:00pm – 4:00pm – CLTA Meet the Authors Event (CLTA Booth #6059)

2:00pm – 3:00pm - Learning Sessions
Travis A-B  Operationalize “Identity Theory” for Chinese Heritage Language Curriculum
1674  This session reports a mixed-methods curriculum-development project in a Chinese Heritage
       Language classroom in the university setting. The study provides tools, resources, models and
       suggestions for Chinese heritage language curriculum development and materials design as
       guided by theory and as informed by learners. (in Chinese)
       Xuehua Xiang  University of Illinois
       Duosi Meng  University of Illinois at Chicago
       Anci Cao  University of Illinois

Travis C-D  On-line Beginning Chinese—Development and Assessment
551  This session reports an attempt of developing on-line Chinese language courses at elementary
       level. Over the span of three semesters, the researchers made observations of student needs,
       course design and the learning outcome. Participants will learn about activities and exercises
       designed to compensate possible losses from traditional class. (in English)
       Bailu Li  Purdue University
       Sijia Yao  Purdue University
       Wei Hong  Purdue University
Presidio B  Improving Accuracy: Speaking, Grammar and Writing  
1323  This panel will investigate problems regarding accurate classroom usage of the Chinese language by students and propose methodology to improve the accuracy of students' Chinese language skills. The session is composed of three presentations: 1) oral communication competence, 2) grammar acquisition and 3) writing competence. (in Chinese)  
Min-Min Liang  Massachusetts Institute of Technology  
Meiqing Sun  University of North Carolina at Greensboro  
Erqian Xu  Harvard University  

Presidio A  Planning for the Learners in the Chinese Classroom  
2403  How to Enhance Proficiency in Chinese Learning by Using Mini Films  
Hui Zhu  University of Mississippi  
1063  Reconsideration of Language Requirements for Chinese Heritage Learners  
Pei-Shan Yu  Indiana University Bloomington  
2378  The Application of Mobile Devices in Chinese Language Learning  
Yueguang Wu  Bucknell University  

Presidio C  Teaching Chinese Grammar  
872  China's Confucius Institute Headquarters (Hanban) has surveyed 15,000 Chinese language textbooks available worldwide and compiled the grammar that is commonly taught. This panel offers a range of suggestions on how to allow students to become thoroughly familiar with such grammar through a series of delightful rather than deadly activities, as well as strategies in teaching grammar implicitly. (in English)  
Hong Li  Emory University  
467  Jing Wang  University of Pittsburgh  
Cynthia Ning  University of Hawaii  

3:00pm – 4:00pm – Exhibit Hall Visit Free Time/Electronic Posters/ Tweet-Up  

4:00pm – 5:00pm – Learning Sessions  
Travis A-B  Developing Advanced Chinese Proficiency and Global Competence  
1365  This session deals with the design and implementation of effective instructional models and teaching methods to help CFL students develop advanced Chinese proficiency and global competence. Specific examples are used to show how teachers engage students through theme-based and task-oriented activities to develop advanced Chinese competencies. (in Chinese)  
Jianhua Bai  Kenyon College  
Yuwen Yao  UCLA  
Li Zhu  CET Academic Programs  
Bo Zhu  American Council of International Education
Travis C-D  Integrating Multimedia Tools into Chinese Language Curriculum
1941 This panel focuses on the application of multimedia tools into the Chinese classes in an intensive language program. Specific examples of effective use of multimedia tools will be demonstrated. A survey on the use of multimedia will also be done and the results will be analyzed to find out both the advantages and disadvantages of this approach. (in Chinese)
Zhou Kang Harvard University
Jie Ying Harvard University
Huijie Zhu Harvard University

Presidio B  Improving Speaking & Listening in Chinese: Curriculum, Assessment, and Analysis
2158 Using data from 90 college Chinese L2 students, this session explores the following areas of Chinese language curriculum design and assessment: 1) Why an assessment-focused curriculum is needed; 2) How to enhance learning through systematic assessment; and 3) How to analyze and interpret assessment data to make evidence-based decisions. (in English)
Fang-yi Chao United States Military Academy
Martha Gallagher United States Military Academy
Franklin Kessler United States Military Academy
Jeffrey Watson United States Military Academy-West Point

Presidio A  Chinese Teacher Development: Cognition, Mentoring, and Classroom Practice
598 Educational research has shown that much can be learned about the nature of language instruction and teacher development through the study of classroom practices and teacher perceptions. This session examines various aspects of Chinese teacher development, from cognition to mentoring to successful classroom practice. (in Chinese)
Jennifer Liu Harvard University
Hsin-Hsin Liang The University of Virginia
Hong Gang Jin Hamilton College
Fangyuan Yuan U.S. Naval Academy

Presidio C  Pedagogical Grammar (in Chinese)
1692 The Underlying Mechanism in Acquiring Chinese Relative Clauses
Yue Pan University of Kansas
398 The Order Effect in Learning Chinese Classifiers
Jing Paul University of Hawaii
2327 How to Teach Chinese Comparative Structures by Using Syntactic Information
Hai Liu University of Wisconsin-Madison
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| 5:15pm – 6:15pm – Learning Sessions | **Travis A-B**  
On vocabulary Instruction and Program Development: Three SLA Studies  
819 This panel presents three empirical studies on vocabulary instruction from the perspective of how to grow a quality and organic program: i.e. improving repetition rate creatively to enhance long-term memory, identifying the difficulty index according to students' actual performance, and utilizing mobile apps to achieve higher character retention. (in Chinese)  
Yongan Wu  
University of North Florida  
Tian Tian  
Western Kentucky University  
Chiuhung Chen  
Mills College |}
|                | **Travis C-D**  
Chinese Students’ Lexical Knowledge: Strategies, Use, and Assessment  
1091 Building on classroom and corpora data, the session discusses theoretical and empirical findings from three projects on CFL students' lexical knowledge. We propose effective vocabulary learning strategies, apply global vocabulary assessment measures to Chinese, and address cross-linguistic challenges in vocabulary learning. (in English)  
Jie Zhang  
University of Oklahoma  
Yi Xu  
University of Pittsburgh  
Shuhui Su  
Grove City College |}
|                | **Presidio B**  
The Missing-Link in Teacher Training: Chinese Pedagogical Grammar  
447 This panel presents applications of Chinese linguistic research to Chinese language classroom teaching. The presentations discuss the differences and similarities between the following three pairs; ma question and V-not-V question, the two negative markers bu and mei, and hai and geng in Chinese comparative sentences. (in Chinese)  
Baozhang He  
College of the Holy Cross  
Wenze Hu  
US Naval Academy  
Nansong Huang  
University of Southern California |}
|                | **Presidio A**  
Language and Culture II (in English)  
1052 Chinese Language and Culture Learning in a Study Abroad Context  
Kaishan Kong  
University of Minnesota  
1643 Exploring Chinese Language Teachers’ Intercultural Communicative Competence  
Le Kang and Kristen Nugent  
University of Nebraska-Lincoln |
Presidio C  Teaching Strategies III (in Chinese)
1433  Strategies Used in Teaching Writing with the Aid of Online Technologies
        Tong Chen  MIT
1482  The Use of Discourse Markers in Academic Lectures
        Mingyi Li and Weichang Shann  National Central University
1929  Evaluating a Flipped Elementary Chinese Class: Design and Implementation
        Ran Zhao  University of Virginia

6:30-6:40 PM, Saturday (11/22)
**CLASS Award Reception** Grand Hyatt  Room: Lone Star Ballroom- Salon D
All CLTA members are invited to watch a recorded award acceptance speech given by Professor Ted Yao at the beginning of the award reception

6:40-8:00 PM, Saturday (11/22)
**CLTA General Membership Meeting** 會員大会/会员大会
Grand Hyatt  Room: Lone Star Ballroom- Salon C
All CLTA members are invited to participate.
This session addresses issues of communicative language teaching approach, content-based instruction, and the use of authentic materials in Chinese language teaching. The result indicated that the use of authentic materials can best help learners develop their language skills and connect to real-life of the target language speaking areas.

Presenters: (in Chinese)
Hueiyun Chen   Monterey Institute of International Studies
Yiwen Liu   National Taiwan Normal University
Yiting Tsai   National Taiwan Normal University
Wanyun Yang   National Taiwan Normal University

Second Classroom Project is an innovative grammar-teaching video podcast, produced by Defense Language Institute. It's designed to introduce Chinese grammar through interactive scenario acting, innovative multimedia showcase and most importantly, real-life repetition. Viewers will be able to self-study the usage of grammar and also self-check. (in Chinese)
Zhenshuai Liu   Defense Language Institute
Yan Wang   DLIFLC
Han Bao   Defense Language Institute
Su-ling Hsueh   DLIFLC

This teaching workshop includes a teaching demonstration, an introduction to the pedagogical approach, and a group discussion of learning outcomes. Presenters demonstrate effective techniques for constructing interactive contexts, eliciting natural target language, providing feedback, and managing the classroom to elicit optimal learning outcomes. (in English)
Eric Shepherd   University of South Florida
Tong Sun   University of South Florida
Qiong Wu   University of South Florida

The FSI panel will examine learning difficulties in adult students, will discuss ways in which a learning consultant can assist in overcoming these difficulties, and will describe ways in which both teacher and student can improve learning through better understanding of learning styles. (in Chinese)
Lina Hsieh   US Department of State
Yanqing Yao   US Department of State
Wei Li   US Department of State
Presidio C  Oral Proficiency Assessment: A Revised Computer-simulated Approach
1506  The presentation features: - the design of the revised Computer-Simulated OPI system, a base model for the future online oral assessment system - the comparison between the revised CS OPI and the in-person OPI in assessment - the applications of the CS OPI system on the beginning and intermediate Chinese learners - students’ feedback on CS OPI. (in Chinese)
Hsiao-Yun Liao  University of Southern California
Minnage Qin  University of Southern California
Yi-Hsien Liu  University of Southern California
Tin-Yu Tseng  University of Southern California

9:00am – 10:00am - Exhibit Hall Visit Free Time w/Coffee

9:00am – 10:00am – CLTA Booth Raffle (CLTA Booth #6059)

10:00am – 11:00am – Learning Sessions
Travis A-B  Teaching Chinese Idioms to American Students with Trinitarian Grammar
907  We will share with the audience key findings from a study based on exemplary idiomatic mistakes and internet based database. Inquiring into the root cause behind these mistakes, we deliberate upon the idiomatic expressions in English. Then we present our thoughts and illustrative examples on how Trinitarian Grammar may improve the teaching outcome. (in Chinese)
Haibo Hu  Harvard University
Panpan Gao  Harvard University
Jiani Zhang  Harvard University

Travis C-D  Text Analysis as a Pedagogical Approach to Enhance Communicative Competence
1672  The overall aim of this session is to propose a pedagogical approach based on the concept of text analysis, (also referred to as written discourse analysis,) and to elaborate on how incorporating such an approach into CFL instruction can enhance the communicative competence of learners from beginning to advanced levels. (in Chinese)
Wen-hua Teng  University of Texas
Fei Ren  Georgetown University
Shaohua Guo  (not available)
Presidio B  Strategic Issues of Character Teaching in the Era of Writing without Pen
1691 The replacement of traditional pens with electronic devices as the primary writing instrument in most settings of written communication has profound implications for Chinese character teaching. This panel groups three presentations addressing how a student-centered proficiency-oriented Chinese pedagogy shall properly respond to the change. (in Chinese)
Chengzhi Chu  University of California, Davis
Wayne W. He  University of Rhode Island
I-Ling Hsu   University of Rhode Island

Presidio A  Structure-Based Strategies at the Lexical, Syntactic and Discourse Levels
1265 Advanced CFL learners encounter difficulties in mastery of refined vocabulary, comprehension of complex syntactic structures, and production of lengthy discourses. To illustrate how to effectively implement structure-based strategies to overcome these issues, lesson plans, teaching demonstrations, and analyses of authentic cases will be presented.
Presenters: (in Chinese)
Yongtao Zhang  Princeton University
Yunjun Zhou  Princeton University
Tao Peng    Princeton University

11:15am – 12:15pm - Learning Sessions
Travis A-B  The Use of Films/TV Shows in Language Classroom
2032 Most students love films and TV shows, which can be very useful resources in language classrooms and cultural outreach activities. However, appropriate methods should be used based on students' proficiency levels and program curriculum. In this session, we will show the examples, evaluate the pros and cons, and discuss the problems and solutions. (in English)
Yinxue Zhao  Bard College at Simon’s Rock
Christopher Coggins  Bard College at Simon’s Rock

Travis C-D  Online Chinese Instruction
191 Online language instructional model has become increasingly popular because of its opportunities for learning at any time and any place. This presentation will demonstrate how the best practices in online learning and the appropriate technologies are adopted in creating an environment that addresses learners' needs through personalizing learning experiences. (in English)
Shaoyu Chi    Northern Virginia Community College
Shirley Lee   Northern Virginia Community College

1921 Chia-Ning Jenny Liu and Li-Yuan Liao  Defense Language Institute
### Presidio B  Challenges in Teaching an Advanced Chinese Language Course

1308 Three empirical studies are presented to address the challenges in teaching advanced Chinese language courses. From general principle in course planning, material selection to application of specific teaching strategies, the presentations strive to clarify pedagogical problems and propose solutions which have been tested in actual classrooms. (in Chinese)

Jianfei Chen  Princeton University  
Jincheng Liu  Princeton University  
Jing Wang  Princeton University

### Presidio C  Language and Culture III (in Chinese)

1952 A Study of Classical Chinese Textbooks in Most American Universities

Jungchih Tsai  TCSL, NTNU

534 L2 Self Heritage and Non-Heritage Post-secondary Chinese Learners

Yan Xie  Liberty University

2231 Language, Culture and Information Literacy through Chinese Cinema

Jie Zhang  Trinity University