



ACTFL 2018
NEW ORLEANS
NOVEMBER 16-18



ACTFL 2018 Schedule of Events CLTA Sponsored Sessions

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 Kwok 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

2123 Assessing Vocabulary Depth among Higher-Proficiency CFL Learners
Tingting Chen, University of Iowa

1:30 PM - 1:45 PM

Room 240

1026 Chinese-American Online Intercultural Exchange: An Action Research Study
Han Luo, Lafayette College

2:00pm – 2:45pm – Concurrent Sessions

Room 220

2272 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

1450 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

1993 L2 Acquisition of relative clauses and prepositional phrases in Chinese
Chen Chen, The University of Arizona

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

2393 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.

Lening Liu Columbia University
Chih-p'ing Chou Princeton University
Kai Li Oberlin College

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
Chihung 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
Weihuan 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