ACTFL 2019 Schedule of Events
CLTA Sponsored Sessions

November 21–24, 2019
Walter E. Washington Convention Center, Washington D.C.

CLTA Booth (#438) 美国中文教师学会欢迎你
Come visit the CLTA Booth to meet and network with your CLTA new and old colleagues and friends, learn more about CLTA news, and more…

CLTA Booth (#438): Book Exhibition and Meet the Authors Events

The CLTA Book Exhibition 会员书展
Friday, November 22: 10:00 am – 12:00 pm; 1:30 pm – 5:00 pm
Saturday, November 23: 9:00 am – 12:00 pm; 1:30 pm – 5:00 pm

Meet the Authors 与作者见面
Friday, November 22: 1:30 pm – 4:30 pm
Saturday, November 23: 1:30 pm – 4:30 pm

Book Raffle Hour 图书抽奖
Sunday, November 24: 9:30 am – 10:30 am
THURSDAY, November 21, 2019

9:00 a.m. – 4:00 p.m. Pre-convention Workshops
7:00 p.m. – 9:00 p.m. CLTA Steering Committee Meeting (American University Room)

FRIDAY, November 22, 2019

7:15 a.m. – 8:15 a.m. Orientation and Welcome
8:30 a.m. – 10:00 a.m. Opening General Session
10:00 a.m. – 11:00 a.m. Welcome Coffee/Exhibit Hall Opening

11:00 a.m. – 11:45 p.m. Concurrent Sessions and Featured Session on Advocacy

Room 204A
Motivational profiles in CFL classrooms
What motivates heritage learners to learn Mandarin in U.S. colleges
  Chuan Lin    Georgia State University
The impact of flip teaching on students’ motivation in intermediate Chinese
  Jin Dong    University of Hawaii
Online Classroom Motivational Strategies and Students' Motivated Behaviors
  Xin Zhang    Oberlin College

Room 204B
Creating Authentic Chinese Learning Environment with VR: An Experiment
  The session provides a demonstration and interactive discussion of incorporating Virtual Reality (VR) in Chinese language classrooms. We illustrate and discuss the benefit of the VR-based instructional design through 'Unity' in the teaching of Chinese language functions. Issues and challenges of VR design and implementation will also be discussed.
  Ziyi Geng    University of Virginia
  Lizeng Huang    University of Virginia
  Ying Gao    University of Virginia

Room 204C
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
FRIDAY, November 22, 2019

12:00 p.m. – 12:45 p.m.  Concurrent Sessions

Room 204A
Technological innovations in CFL learning
   Maximize the use of target language literature through a podcasting project
      Zhini Zeng  University of Mississippi
   Using ScreenFlow to track online language learning
      Tianyu Qin  Indiana University
   A learning process from multimedia listening to L2 Chinese writing
      Jianling Liao  Arizona State University

Room 204B
Help CFL Learners Think Critically, Read Strategically & Write Confidently
   This session discusses how to help intermediate CFL learners think critically, read strategically and write confidently using a systematic process with guided reading of contemporary social and cultural topics, focused critical-thinking and mini-writing workshops to approach advanced proficiency. Lesson plans and empirical research will be shared.
      Ke Peng  Western Kentucky University
      Chiu-Hung Chen  University of Toronto
      Ying Feng  Penn State University

Room 204C
Moving Towards and Beyond Advanced Level Using Debates
   How can debate tasks optimize advanced Chinese learners' oral competence? The presenters will share the instructional design and its rationale, innovative pedagogical implementations, and multidimensional assessment methods. Findings suggest that students can produce more elaborated output with increased accuracy, clarity, and precision.
      Xiaoying Liles  Indiana University Bloomington
      Yingling Bao  Indiana University Bloomington
      Chuan-Hui Weng  Indiana University Bloomington

12:45 a.m. – 1:30 p.m.   Lunch Break
FRIDAY, November 22, 2019

1:30 p.m. – 2:15 p.m. Concurrent Sessions

Room 204A
Teaching and learning linguistic structures
   Stylistic Characteristics of Four Character Idiomatic Expressions
       Zhengsheng Zhang  San Diego State University
   Learning Chinese Internet Slang: A Survey Study
       Li Jin  Depaul University
   The Effectiveness of Two Pedagogical Accounts on the Acquisition of “le”
       Yue Pan  University of Kansas

Room 204B
Facilitating Culture Preparation for Chinese Language Learners
   With the increasing number of students studying abroad, the training on cross-cultural communication is even more important now than before. The presenters will share the instructional materials and teaching strategies on cross-cultural communicative competence they developed based upon results from interviewing alumni who studied abroad in China.
       Yea-Fen Chen  Indiana University Bloomington
       Pengtong Qu  Indiana University Bloomington
       Tianyu Qin  Indiana University Bloomington

Room 204C
Providing Effective Oral Corrective Feedback to Improve Learner Performance
   This session investigates the effects of oral corrective feedback and learners' processing of CF in CSL classes. Results from questionnaires, transcribed classroom interaction, and interviews will show: (1) teachers' perceptions and practices of providing CF, (2) students' attitudes and perceptions towards CF, and (3) ways to maximize CF effects.
       Yu Wu  University of Rhode Island
       Yusheng Yang  Georgetown University
       Hsin-Hung Yeh  Stanford University
       Hsin-Fu Chiu  California State University Los Angeles

2:30 p.m. – 3:15 p.m. Concurrent Sessions

Room 204A
Advanced level curriculum/pedagogical design
   Developments in Business Chinese Teaching and Research: An Overview
       Zhongqi Shi  Columbia University
   An Authentic Service-learning Project in A Chinese Advanced-level Course
       Hsiang-Ning Wang  University of British Columbia
   What do advanced Chinese students want? Insights from a five-year survey
       Yuan-Yuan Meng  Columbia University
Room 204B

Backward Design and Standards-Based Instruction for Advanced-Level Chinese
Focusing on the 'how' of applying Backward Design (Wiggins & McTighe, 1998, 2011) in the instruction of advanced Chinese using the ACTFL OPI standards as a frame of reference for proficiency levels, this session will cover setting curricular goals, planning out methods of assessments, and making lesson plans optimal for classroom implementation.

Li Zhu  
CET Academic Program
Jianhua Bai  
Kenyon College/Middlebury College
Le Singleton  
Stanford University
Jin Zhang  
American Councils for International Education

Room 204C

Films, Speeches and Essays: Preparing Materials for Advanced Level Chinese
This panel discusses three approaches of developing materials for advanced level Chinese: instructor-writing essays, selecting from existing sources, and adapting visual materials, such as movies, speeches and documentaries. It also provides solutions to balance the tension between sensitive topics, political correctness, and freedom of speech.

Xin Zou  
Princeton University
Chih-P'ing Chou  
Princeton University
Jing Wang  
Princeton University
Yongtao Zhang  
Yale University

FRIDAY, November 22, 2019

3:30 p.m. – 4:15 p.m.  Concurrent Sessions

Room 204A

Learning abroad and country specific materials
Topics in Everyday Discourse: American Students with Their Chinese Peers
Yi Wang  
University of Arizona
Wenhao Diao  
University of Arizona

Developing a Short-Term Internship Program for TCFL Students
Michaela Zahradnikova  
Palacky University
Liang-Ting Juan  
Palacky University

Global Language Teachers with Anthropologists' Perspectives
Chen-Chun E  
National United University
Room 204B
CFL classroom processes and practices
- Giving is Better than Receiving: Peer Feedback in the CFL Classroom
  Sicheng Wang  The University of Iowa
- Planning for Feedback on Errors: Practice in Lower-Level Chinese Classes
  Andie Wang  Colby College
- Integrating interactive teaching materials into lower level Chinese classes
  Ding Wang-Bramlett  Princeton University
  Adam Bramlett  University of Hawaii at Manoa

Room 204C
Content-based instruction: curriculum design of a sociolinguistics course
- This session presents a curriculum design of a sociolinguistics course taught to students at the intermediate level of language proficiency. We will discuss the topics and lesson plans that aim to develop students' language proficiency, content knowledge, and analytical skills in two content areas, multilingualism and intercultural communication.
  Yunjuan He  University of North Georgia
  Jiang Liu  University of South Carolina

FRIDAY, November 22, 2019

4:30 p.m. – 5:15 p.m.  Concurrent Sessions and Electronic Poster Session I

Room 204A
Pedagogical and technological affordances and learner readiness
- Using mobile apps and online tools to facilitate Chinese learning
  Dan Wang  University of Tennessee
- Readiness for Flipped Learning among college learners of Chinese
  Jia Yang  University of Dayton
- Perceptions towards the Use of ICTs in Chinese BL Environment
  Qingyu Yang  University of Rhode Island

Room 204B
From Tone to Syllable Structure: Research and Pedagogical Implementations
- This session re-examines tones and syllables in pronunciation teaching and learning, especially in connected speech, through discussions on establishment of phonological representations of tones, development of motor skills, phonotactic constraints on syllable structure, and pedagogical practice adopted by successful language learners and teachers.
  Zhiqiang Li  University of San Francisco
  Xia Liang  Washington University in St. Louis
  Hang Zhang  George Washington University
Room 204C
Using Can-Do Statements to Develop and Assess Chinese Cultural Competence
The study examines the extent to which intercultural competence is impacted from language learning. College Chinese learners (N=85) self-assessed their intercultural competence by responding to a selection of 50 Intercultural Can-Do Statements. They are assessed prior to and at the end of the research. Suggestion for curricular design is provided.

Xiaoyan Hu University of Rhode Island
Wayne He University of Rhode Island
Jiangping Cai University of Rhode Island

FRIDAY, November 22, 2019
5:30 p.m. – 6:15 p.m. Concurrent Sessions

Room 204A
Classroom and self-assessment in CFL environments
Developing a Proficiency-Oriented Chinese Competency Classroom Assessment
Shan Xiang The University of Chicago
The Development of a Chinese C-test
Yiran Xu Georgetown University
Margaret Malone Georgetown University & ACTFL
Developing L2 Chinese Proficiency through Web-based Writing and Reflection
Yupeng Kou The University of Virginia

Room 204B
Pragmatics and discourse aspects in CFL classrooms
A play text: A new source of pragmatic input
Jianfei Chen George Mason University
Familiars' Telephone Closing in Mandarin: Natural Speech vs Textbooks
Shu Yu Huang Austin Peay State University
L2 discourse choice-making competence: Choosing the Chinese ba construction
Danjie Su University of Arkansas

Room 204C
Developing Distance Chinese Courses: Strategies and Lessons Learned
This session provides an overview on beginning-level distance Chinese courses. Discussions include needs analysis, course design and development, learners' perceptions, and challenges. Insights as well as lessons learned are provided on developing a distance language course with focus on learner experiences.

Siyan Hou Purdue University
Nan Zhang Purdue University
Wei Hong Purdue University
FRIDAY, November 22, 2019

6:30 p.m. – 7:30 p.m.       ACTFL Awards Ceremony

7:30 p.m. – 8:30 p.m.       President’s Reception

SATURDAY, November 23, 2019

8:00 a.m. – 8:45 a.m.       Concurrent Sessions

Room 204A
MOOCs, AI and social media applications
   Three Years, Six Courses, and Nine Myths about Chinese Language MOOCs
      Haohsiang Liao        Massachusetts Institute of Technology
   The Applications of Digital Games and AI Chatbots in CFL Instruction
      Qinghong Cai         Notheastern University
   The Application of Social Media on Language and Culture Learning-Yellowdig
      Yating Fan          Harvard University

Room 204B
On Scaffolding Linguistic Development in Advanced CFL CBI Courses
   This panel addresses the issue of linguistic development in undergraduate/graduate-level
   CFL CBI settings and proposes strategies for effective scaffolding. Special emphasis will be
   focused on the interrelationship between speaking and writing, integration of reading strategies
   and design of writing curriculum and assessment mechanism.
      Cecilia Chang          Williams College
      Jiajia Wang            University of Pennsylvania
      Jinhuei Dai            Middlebury Institute of International Studies At Monterey

Room 204C
Meaningful Language Output in the Chinese Heritage Learners' Classroom
   Increasingly, language educators are aware of the role of meaningful input in Chinese
   heritage learners' classroom. However, less attention has been paid to the elicitation of learners'
   meaningful output. This panel aims to present innovative approaches, guiding principles, and
   materials to maximize Chinese heritage learners' language production.
      Fan Liu                 Yale University
      Yan Liu                 Duke University
      Lulei Su                Brown University
SATURDAY, November 23, 2019

9:00 a.m. – 9:45 a.m. Concurrent Sessions and Featured Session on Teacher Empowerment

Room 204A
Development of CFL writing skills

Peer Feedback on Google Doc in Chinese as a Foreign Language Writing Class
Yi Xu University of Pittsburgh
Lin Zhu University of Mississippi

Less is more? Finding the role of phrasal complexity in L2 Chinese writing
Xiaofei Pan The University of Iowa

Investigating the Students’ Social-cultural Adaption Through Their Writing
Wen Xiong Winston-Salem State University

Room 204B
L2 Chinese phonology

Understanding Mandarin Tone Feedback in Classroom Interactions
Xue Ma Georgetown University

Roles of segments and prosody on L2 perception
Chunsheng Yang University of Connecticut

Room 204C
Enhancing Teaching: From Assignments, Lesson plans to Pedagogical reasoning

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 the knowledge base for Chinese teacher development, from assignments to lesson-planning and pedagogical reasoning.

Jennifer Li-Chia Liu Harvard University
Hsin-Hsin Liang University of Virginia
Jie Zhao Harvard University
Room 204A
Psycholinguistic approach to L2 Chinese acquisition
The processing of YOU structures by CSL speakers
  Nan Jiang  University of Maryland
  Fengyun Hou  Beijing Language and Culture University
  Xin Jiang  Beijing Language and Culture University
  Guiling Hu  University of Maryland
The Recognition of Chinese Coordinative Compound Words by CFL Learners
  Jing Sun  University of Cincinnati
  Hye Pae  University of Cincinnati
Distinguishing Features in Scoring Oral Performances of CFL Learners
  Yuyun Lei  University of Illinois at Urbana-Champaign

Room 204B
A cognitive approach to Chinese pedagogical grammar
  This panel presents applications of linguistic research to Chinese language classroom teaching in cognitive linguistic approach. The presentations discuss the differences and similarities between the following three pairs; (1) hao3ting1 (melodious) and hao3he1 (tasty), (2) ye3 (also) and hai2 (also), (3) xiang4 (towards) and wang3 (towards).
  Baozhang He  College of the Holy Cross
  Wenze Hu  US Naval Academy
  Nansong Huang  Nanfang College of Sun Yet-Sen University

Room 204C
Empirical Evidence on How Technology Facilitates L2 Chinese Acquisition
  This panel will report results and instructional implications from three studies that investigated the effectiveness of the use of different technologies in facilitating listening, speaking, vocabulary, and grammar acquisition among different levels of college students of Chinese by employing both quantitative and qualitative analytical methods.
  Hongying Xu  University of Wisconsin-La Crosse
  Miao-Fen Tseng  University of Virginia
  Dongdong Chen  Seton Hall University

SATURDAY, November 23, 2019

10:00 a.m. – 10:45 a.m.  Concurrent Sessions

10:45 a.m. – 11:45 a.m.  Exhibit Hall Visit Free Time and Electronic Poster Session II

12:00 p.m. – 1:15 p.m.  Luncheons
Room 204A
Strategies of teaching and learning Chinese vocabulary
- Chinese Vocabulary Teaching: Word-Oriented vs. Morpheme-Oriented
  John Jing-Hua Yin  University of Vermont
- Enhance the incidental vocabulary learning in the CFL conversation class
  Shuhui Su  Grove City College
- Students' Strategies in Learning Chinese Vocabulary Words
  Yan Wang  Defense Language Institute

Room 204B
Innovative Writing Assignments and Assessments for the Chinese Classroom
Utilizing insights from longitudinal studies, corpus-based research, and classroom practices in Chinese pedagogy, this panel explores technology-enhanced writing tasks and assessments that consider learners' language anxiety, willingness to communicate, and individual differences to ensure effectiveness and interactivity in language learning.
- Ka Wong  St Olaf College
- Yang Xiao-Desai  San Francisco State University
- Ying Zhou  St Olaf College
- Enning Zhang  Concordia College

Room 204C
Entering a New Stage of Teaching Business Chinese
This panel explores the design of Business Chinese curriculum for advanced Chinese learners. The presenters will discuss materials selection, curriculum implementation, and departmental execution in different institutions, and provide insights on the future development of the other Language for Specific Purpose courses.
- Hsiao-Yun Liao  University of Southern California
- Jane Kuo  University of California San Diego
- Yan Shen  University of California Los Angeles
- Yi Hsien Walker  University of Southern California
SUNDAY, November 23, 2019

2:30 p.m. – 3:15 p.m. Concurrent Sessions and Featured Session on Research

Room 204A
Teaching Chinese heritage learners
Teaching Chinese heritage learners
Reimagining Reading: Interactive Reading Groups in Chinese Heritage Classes
Ya-Chuan Chou Duke University
Familial Involvement in college-level Chinese Heritage Language Learning
Jingjing Ji Northwestern University
How to include the concept of diversity in the curriculum of Chinese course
Pei-Shan Yu Georgetown University

Room 204B
Content-Based Interactive Activities in College Business Chinese Classroom
This session focuses on the practice and learning outcome of implementing various content-based interactive activities in Business Chinese classroom. It includes three presentations about content-based classroom activity design and assessment of three different college Business Chinese programs. "Live" student project videos will be demonstrated.
Li Xiang Western Michigan University
Meiru Liu Portland State University
Yan Zhang University of Wyoming

Room 204C
The Experiences of Partner Teachers in Mandarin Immersion Programs
As Mandarin dual immersion programs become increasingly popular across the United States, many programs pair American teachers with Chinese or Taiwanese nationals. As such, the paired partner teachers shoulder additional workload in efforts to maintain their program. This session reports the results of a survey of the experiences of these teachers.
Sean Hill Central Michigan University

3:30 p.m. – 4:30 p.m. Exhibit Hall Visit Free Time and Electronic Poster Session III

4:30 p.m. – 5:15 p.m. Concurrent Sessions

Room 204A
Approaches to CFL curriculum design
Collaborative Learning Model Between Near-native and Non-native Learners
Xiwen Lu Brandeis University
Community-based learning for Chinese language learners
Ming Chew Teo Virginia Polytechnic Institute and State University
Tingting Zhao Virginia Polytechnic Institute and State University
Developing Chinese immersion programs in Massachusetts
Xingyu Meng Newton North High School
Room 204B  
Speaking the language of LOVE: empowering students’ learning outcomes  
This panel aims to present the differences and potential challenges that cross-cultural relationships encounter with speaking the language of LOVE. Through the selected LOVE stories and video clips, the presenters will demonstrate how to help empower CFL students’ linguistic and intercultural learning outcomes.

Sue-Mei Wu  
Carnegie Mellon University  
Miaochun Wei  
The George Washington University  
Christine Liu  
The University of Iowa

Room 204C  
Connecting Technology and Cultural Literacy in a Chinese Flagship Web App  
The cultural competence of advanced learners of Chinese often lags behind their linguistic competence, leading to problems during in-country experiences. Come learn about design processes and pilot testing in a technology-mediated collaborative project between two Chinese Flagship programs targeting this problem, with implications for the field.

Madeline Spring  
University of Hawaii at Manoa  
Jin Dong  
University of Hawaii at Manoa  
Yunhe Sun  
University of Hawaii at Manoa

SATURDAY, November 23, 2019

5:30 p.m. – 6:15 p.m.  Concurrent Sessions

Room 204A  
Aspects of CFL classrooms  
Technology-enhanced PBL in Teaching Chinese as a Second Language  
Chen Chen  
Peking University  
Vocabulary teaching strategies in the classical Chinese classroom  
Tianshu He  
Duke University  
Make It Real - Authentic Resources Amplifying Chinese Proficiency  
Lijie Qin  
Oak Hill Middle School

Room 204B  
Philosophy, Aesthetics and Chinatown: the 3Ps of Culture in CFL Teaching  
This panel discusses the teaching of cultural perspective, product and practice in Chinese classes. The first two presenters share their instruction models and rationales on teaching Zhuangzi's thoughts and traditional scholarly painting at college level. The third presenter discusses a Chinatown trip and 'the Silk Road' in two STARTALK programs.

Ye Tian  
University of Pennsylvania  
Mien-Hwa Chiang  
University of Pennsylvania  
Gang Liu  
Carnegie Mellon University
Room 204C
Natural Reward System and High Chinese Speaking Proficiency
Motivation to achieve high levels of Chinese speaking proficiency will be looked at through the lenses of cognitive neuroscience and stimulus appraisal theory. Recorded examples of student progress to fluency at various points in their studies will be demonstrated to the audience for discussion and comment.

Xiaofei Zhang            Defense Language Institute Foreign Language Center
Donald Fischer           California State At Monterey Bay

SUNDAY, November 24, 2019
8:00 a.m. – 8:45 a.m.   Concurrent Sessions

Room 204A
Assessment practices in L2 Chinese
The effect of group-dynamic assessment on second language learners’ writing
Sichang Gao              Shanghai International Studies University
Chinese as A Foreign Learners’ Oral Reading Behaviors and Assessment
Yanrong Qi               University of Oklahoma
Similarities and Differences between HSK and ACTFL/DLPT Assessments
Peiyu Roth              Defense Language Institute Foreign Language Center
Sui Rao                  Defense Language Institute Foreign Language Center

Room 204B
Cutting edge CFL pedagogical designs
Listening beyond comprehension: Concept-based Instructional Design
Pei-Jie Chen            The International Center for Language Studies
Bin He                  International Center for Language Studies (ICLS)
The Application of Translation Techniques in Advanced Chinese Class
Luanfeng Huang          Princeton University
A Panoramic Approach to Grammar Teaching Based on Linguistic Typology
Yanmei Liu              Defense Language Institute

Room 204C
Developing Chinese Reading and Cultural Proficiency with Leveled Readers
This session discusses integrating culturally authentic leveled readings into existing curriculum to develop student's reading and cultural proficiency to the intermediate or Advanced Placement level. The panelists present practices on using Chinese leveled readers to design interesting and challenging assignments based on the learning goal.

Hsiang-Hua Melanie Chang Oakland University
Linghua Xu                Chinese Language Education & Research Center
SUNDAY, November 24, 2019

9:00 a.m. – 10:00 a.m. Exhibit Hall Free Time

10:00 a.m. – 10:45 a.m. Concurrent Sessions

Room 204A
Individual differences in CFL learning

Factors Influencing Chinese Language Learning Anxiety
Hsiaomei Tsai Cedar Ridge Elementary School
Ko-Yin Sung Utah State University

A Path Analysis of Chinese English Learners' Willingness to Communicate
Maipeng Wei Florida State University
Wenting Song Florida State University

Analyzing Learning Motivation in Online Chinese Courses with the ARCS Model
Chenqin Song & Qifei Kao SUNY-Binghamton University

Room 204B
Integrate culture and media into CFL pedagogy

Rethinking How to Teach Culture in Chinese as a Foreign Language Classes
Zheng Wen Independent Researcher

A Sample Lesson: Learning Chinese Language and CultureThrough Film
Chuanmei Sun Yale University

Enhancing the Chinese as a foreign/second language classroom with videos
Yuan-Chen Yang Rutgers University, Asian Languages and Cultures

Room 204C
Preparing Chinese Learners for Their First Work Experience Abroad

This session discusses the importance of language learners' first work experience abroad and introduces how the Associated Colleges in China (ACC) prepares its students for their first work experience in China through curricular and institutional designs. Applicable administrative and pedagogical strategies are introduced with detailed examples.
Junqing (Jessie) Jia Hamilton College
Yin Zhang Hamilton College

11:00 a.m. – 12:00 p.m. Closing Session Speaker
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