



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 class

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

SATURDAY, November 23, 2019

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

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	Nanfeng 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

10:45 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

SATURDAY, November 23, 2019

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

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

SATURDAY, November 23, 2019

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

Room 204A

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

Chenqing 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 Culture Through 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

Acknowledgements

*Many thanks to the following colleagues for reviewing 2019 ACTFL/CLTA conference proposals:

Jianhua Bai (Kenyon College)
Cecilia Chang (Williams College)
Chengzhi Chu (UC Davis)
Jun Da (Middle Tennessee State University)
Wenhao Diao (University of Arizona)
Hang Du (Middlebury College)
Agnes Weiyun He (SUNY-Stoney Brook)
Baozhang He (College of The Holy Cross)
Wenze Hu (US Naval Academy)
Nan Jiang (University of Maryland)
Li Jin (DePaul University)
Chuanren Ke (The University of Iowa)
Shaofeng Li (Florida State University)
Zhiqiang Li (University of San Francisco)
Hsin-Hsin Liang (The University of Virginia)
Jianling Liao (The University of Arizona)
Chuan Lin (Georgia State University)
Gang Liu (Carnegie Mellon University)
Nian Liu (University of Oklahoma)
Helen Shen (The University of Iowa)
Zhongqi Shi (Columbia University)
Chaofen Sun (Stanford University)
Zhijun Wang (University of Massachusetts - Boston)
Xiaohong Wen (University of Houston)
Sue-mei Wu (Carnegie Mellon University)
Xuehua Xiang (University of Illinois – Chicago)
Feng Xiao (Pomona College)
Yun Xiao (Bryant University)
Yi Xu (University of Pittsburgh)
Chunsheng Yang (University of Connecticut)
Jinghua Yin (University of Vermont)
Yueming Yu (Carnegie Mellon University)
Fangyuan Yuan (US Naval Academy)
Hang Zhang (The George Washington University)
Haomin Zhang (East China Normal University)
Jie Zhang (University of Oklahoma)
Yongping Zhu (University of Notre Dame)

*A special thanks to Baozhang He, Fangyuan Yuan, and Chuan Lin for their generous help with compiling this conference program.

LI Shuai 李帅 Georgia State University (2019 ACTFL/CLTA Conference Program Chair)

2019-2020 CLTA Conference Organizing Committee

YUAN Fangyuan 袁芳远 (Conference Chair)

HE Baozhang 何宝璋 (Conference Officer)

LI Shuai 郦帅 & XU Yi 许怡 (Conference Program Chairs)

WU Sue-mei 吴素美 (CLTA Headquarters)