2020 Chinese Language Teachers Association Annual Conference

(Hilton Hotel at the Washington Dulles Airport)

April 3rd- 5th, 2020

Program at a Glance

Day 1: Thursday, April 2nd, 2020

- Steering Committee Meeting: 6:30PM-9:30PM, Boardroom I

Day 2: Friday, April 3rd, 2020

- Board meeting: 8:30AM – 11:30AM, Mosby
- Registration: Starting from 10:00AM, Hotel Lobby
- Exhibition: 12PM– 9PM Exhibits, Calvin Run Ballroom
- Dinner (Buffet): 6PM-7 PM, Belmont Ballroom & Foyer
- Editorial Committee Meeting: 7PM – 8:30PM, Mosby
- Workshops: 12:30PM-2:35PM, Potomac I, II
- General/Breakout Session: 2:40PM-5:50PM; 7PM-9:05PM
Day 3: Saturday, April 4th, 2020

- Breakfast buffet: 7AM-8AM, Belmont Ballroom & Foyer
- Plenary session: 8AM -9AM, Belmont
- General/Breakout sessions: 9AM-12:10PM; 2PM-6:15PM
- Exhibition: 9AM- 6PM Colvin Run
- Lunch: 12PM-1:20PM, Belmont Ballroom and Foyer
- Dinner & General Meeting: 6:20PM-9:30PM, Belmont Ballroom

Day 4: Sunday, April 5th, 2020

- Breakfast buffet: 7AM-8AM, Belmont Ballroom
- Exhibition: 8:30AM-12PM, Colvin Run
- General/Breakout sessions: 8:30AM-10:35AM
- Regional Association Meeting: 8:30AM – 10:40AM, Sully
- Workshop: 9:35AM-10:35AM, Potomac I
Day 1: Thursday, April 2\textsuperscript{nd}, 2020

- Steering Committee Meeting: 6:30PM-9:30PM, Boardroom I

Day 2: Friday, April 3\textsuperscript{rd}, 2020

- Board meeting: 8:30AM – 11:30AM, Mosby

Pre-conference workshops

12:30-1:30pm
Potomac I  Teacher Needed: How to Be a Qualified Language Instructor
   Yongping Zhu, University of Notre Dame

Potomac II  Proceed Separately and Strike Together: Enhancing Elementary Chinese Language Teaching and Learning (分进合击：提高初级汉语教学成效)
   John Jing-hua Yin, The University of Vermont

1:35-2:35pm
Potomac I  How technology can foster a collaborative learning community
   Hsin-hsin Liang, The University of Virginia
   Ying Gao, The University of Virginia

Potomac II  How to Design and Implement Business Chinese Courses
   Daoxiong Guan, University of California at Santa Barbara
   Fangyuan Yuan, United States Naval Academy

General/Breakout Sessions

2:40-3:40pm
Potomac I  如何将高年级古文课与议论文写作相结合？
   Hui Zhu, The University of Mississippi
   古代汉语课的一种新尝试
   Kening Li, University of Michigan
   反思性任务与跨文化交际能力的培养
   Yupeng Kou, The Pennsylvania State University
Potomac II
Differences in Rating Learners’ Spoken and Written Competence: The Case of English-Speaking Learners of Chinese
Guangyan Chen, Texas Christian University
语言测试及其与教学的关系
Jie Yang, Georgia State University Confucius Institute
Assessing College-Level L2 Chinese Reading Comprehension of Informational Texts: The Effect of Comprehension Tasks and Heritage Status
Huan Liu, Washington University in St. Louis

Potomac III
A Grammatical account of “一”+NP and “全/满/整”+NP and its Pedagogical implications
Wenze Hu, US Naval Academy
Link syntax with pragmatics in explaining 很 + Adj
Qian Wang, The Ohio State University
Understanding oral reading behaviors of college Chinese as a foreign language learners
Yanrong Qi, University of Oklahoma

Sully (Panel)
Teaching Four Skills Plus Culture (Panel)
Alice Zhang, CLTA-NCR
Jing Dai, CLTA-NCR
Xiaoxia Zhang, CLTA-NCR

Piedmont I (Panel)
Promotion of CFL Learners’ Meta-Learning Skills, Speaking Awareness and Performance Guided by the ACTFL Speaking Proficiency Guidelines in Secondary and Post-Secondary Schools (Panel)
Bonnie Wang, Durham Academy
Yang Li, Kansas State University
Lini Ge, University of North Carolina at Chapel Hill

Piedmont II (Panel)
如何在团队协作中应对暑期强化班的教学挑战 (Panel)
Cecilia Chang, Williams College
Kang Zhou, MIT
Panpan Gao, MIT
3:45-4:45pm
Potomac I (Panel)
An Innovative Collaboration Between Instructors of Dual Enrollment and College Chinese Programs (Panel)
Dali Tan, Northern Virginia Community College
Liangyan Wang, St. Paul VI Catholic High School
How to Promote Pre-K to 16 Articulation through Chinese AP Course and Exam? (Panel)
Lisa Healy, The College Board
Dali Tan, Northern Virginia Community College

Potomac II
L1 Transfer at the Lexicon-Syntax Interface: L1 English L2 Chinese Learners’ Acquisition of Chinese Locational PPs
Jun Wang, University of Wisconsin-Madison
Why are motion events hard to English speakers learning Chinese?
Lihong Huang, Georgetown University
The Effect of Instructional Sequence on the Acquisition of Mandarin Verbal Complements
Tzu-I Chiang, Indiana University Bloomington

Potomac III
Learner-learner Collective Scaffolding in L2 Peer Revision
Yili Zhang, Duke Kunshan University
Feedback-giving in teaching Chinese as a foreign language: A conversation analytical approach
Yan Zhou, University of California, Los Angeles
The Freezing of Students’ Pronunciation Mastery in Advanced Level: Why and What to do
Congcong Ma, University of Notre Dame

Sully (Panel)
Aligning Curriculum Design with Course Goals: Three Case Studies of Beginning-Level Chinese Class (Panel)
Bing Mu, University of Rhode Island
Maiheng Dietrich, University of Pennsylvania
Jianfen Wang, Berea College

Piedmont I (Panel)
Teaching Chinese at Advanced Level: Perspectives on Challenges and Solutions (Panel)
Chengxu Yin, University of Notre Dame
Licheng Gu, Northwestern University
Yongping Zhu, University of Notre Dame
Piedmont II (Panel)
Beyond the Basics: Designing Diverse Tasks and Activities for Intermediate CFL Classes (Panel)
  Chih-jen Lee, University of Pennsylvania
  Mushli Li, University of Pennsylvania
  Ya-Ching Hsu, University of Pennsylvania

4:50-5:50pm
Potomac I (Panel)
高年级汉语教学课程设计探讨与分析 (Panel)
  Yujia Ye, University of Chicago
  Cai Jing, Harvard University
  Fu Chao, Harvard University

Potomac II
Assessing Chinese Writing Proficiency: Keyboarding vs. Handwriting
  Dana Scott Bourgerie, Brigham Young University
  Troy Cox, Brigham Young University
Using unscripted spoken texts in Mandarin listening assessment
  Lu Han, Temple University

语言学知识与汉语教学
  Hang Zhang, George Washington University

Potomac III
媒体中文课程的内涵与教学
  Mien-hwa Chiang, University of Pennsylvania
Use Technology to Create Meaningful Interactions at Advanced Course: The Case of VoiceThread
  Xinyi Wu, University of Pennsylvania
  Xiaolin Peng, University of Pennsylvania

虚拟现实+人工智能汉语自学模式：无师自通
  Penny Wang, Chinese Language Teachers Association -- Educational Technology SIG

Sully (Panel)
Developing reading literacy in Chinese through lexical compounding skills (Panel)
  Meng Yeh, Rice University
  Claudia Ross, College of The Holy Cross
  Pei-chia Chen, University of California in San Diego
Piedmont I
Implementing the design of practicum activities in study abroad program
Tianshu He, Duke University
情境演示任務應用於華語教學之研究
Ju May Wen, Lunghwa University of Science and Technology
语言学研究与华语二语教学：指导、互导和误导
Weiping Wu, The Chinese University of Hong Kong

6:00-7:00pm Dinner Buffet (Belmont Ballroom & Foyer)

7:00-8:00pm
Potomac I (K-12 presentations)
漢字網—追本溯源學漢字
Chung Lin, Mission High School
Ways to Learn Hanzi/Chinese Characters at the Novice Level
Ruomu Wang, St. Michael's Catholic Academy
Henry Ruan, The Loomis Chaffee School
Interpersonal Strategies for Reading and Writing in a Chinese Immersion Classroom
Pengpeng Jiang, Jenks Southeast Elementary

Potomac II (Panel)
多媒体多视角的中国语言及文化教学 (Panel)
Jing Hu, University of Pennsylvania
Gang Liu, Carnegie Mellon University
Grace Wu, University of Pennsylvania

Potomac III (Panel)
社区服务结合对外汉语教学的案例分析和实践研究 (Panel)
Kunshan Lee, Duke University
Shu-ting Hsu, Duke University
Yan Smith-Thomas, Glenwood Elementary

Sully (Panel)
如何搭建中文暑期师资培训项目及师资发展公众平台 (Panel)
Donglin Chai, University of Maryland, Baltimore County
Xizhen Qin, University of South Florida
Crista Cornelius, Ohio State University
Piedmont I (Panel)
在美国大中小学开设书法课：课程需求、学习动机、课程设计、功能和效果 (Panel)
Huiwen Li, Cleveland State University
Haixia Wang, Carnegie Mellon University
Li Ren, Bockton High School
Ning Zhang, Sycamore High School

Piedmont II (Panel)
想像与批评 —— 以文学作品为材料的高年级对外汉语教学 (Panel)
Jing Wang, Princeton University
Fan Liu, Yale University
Xiaoke Jia, Bowdoin College

8:05-9:05pm
Potomac I Technique demonstrations (K-12 context)
Bulletin Board ideas for young Chinese learners (Pre K-4th Grade)
Kefu Dorion, St. Catherine's School
Excel 助力汉字教学，大幅提高中文教师备课效率
Yuan Xu, New Century International Elementary School
Tuck all in! Effective morning message
Hsuan-hui Wang Smith, CLTA, New Canaan Public Schools
Make Pinyin Learning Effective and Fun
Chen Chen, Harvard-Westlake School.
Dramatize Chinese Learning
Jingcheng Wang, Midland Public Schools.
Multi-sensory learning-emphasis on pinyin learning
Jing Wang Speedling, Minnetonka Public School

Potomac II Technique demonstrations
Incorporating Career Skills in an Advanced Business Chinese Curriculum
Yi Zhou, University of North Carolina at Chapel Hill
Backward Design in Teaching Translation
Yiting Cheng, University of Pittsburgh
Question Formulation Technique
Min-Min Liang, Massachusetts Institute of Technology
提高华裔学生学习动机的课堂活动
Bei Cheng, University of Pittsburgh
超幻画美学思想对提升美国学生对中国艺术理解的价值
Xiaoting Wang, University of Northern Iowa
高年级差异教学初探
Fan Fan, University of Pittsburgh
WeChat group activities to facilitate teaching and learning of Chinese as a foreign language
Sha Huang, Kennesaw State University
Potomac III
  Online Chinese Program Evaluation and Quality Assurance
   Jiahang Li, College of Education, Michigan State University
   网络翻转课堂中 AP Chinese 课程与中级汉语课程学生自学环节的设计与对比
   Jianing Liu, Michigan State University
   Yan Li, Michigan State University
  Impact of humorous Chinese-teaching videos on learning outcomes: A Case Study of Vietnamese Students
   Hai Dung Do, National Chiao Tung University

Sully
  “包宝宝”：华裔学生对中国文化的特殊视角
   Jili Sun, Northwestern University
  “I am not bilingual; I am just myself.” Discursive construction of identities by bilingual American Chinese youth in the U.S.
   Zhiwen Guo, Central China Normal University
  From Discussion-Based Pedagogy to Task-Based Learning for Chinese Heritage Learners
   Lulei Su, Brown University

Piedmont I
  Learning to write in L2 Chinese: The Effects of a Text Messaging Curriculum in Fourth Grade Chinese Immersion
   Robin Harvey, New York University
   Ming Chen, The CUNY Graduate Center
   Yilin Wang, CUNY Graduate Center
   Patricia Brooks, College of Staten Island & CUNY Graduate Center
  用中文学习历史地理—意大利 CLIL 汉语教学模式的实践
   Hong Zhang, Beijing Foreign Studies University
  从构式角度考察“哪能 X 呢”格式
   Yiyuan Hou, Harvard University

Piedmont II
  Flipping the Chinese Language Classroom: A Critical Self-Study
   Yuting Chen, Howard University
  Contemplative Pedagogy and its Application to CFL Course Design
   Ran Zhao, University of Virginia
  Introducing the Notion of “Eventuality” to CFL Grammar Teaching
   Fei Ren, Georgetown University
Day 3: Saturday, April 4th, 2020

7:00-8:00am Breakfast buffet (Belmont Ballroom)

Plenary Session (Belmont Ballroom)

8:00 – 8:40am 近 150 年来日本汉语教学的历程
古川裕，大阪大学

8:40-8:55am 欧汉会的汉语教学及研究工作
孙琳，米尼奥大学

General/Breakout Sessions

9:00-10:00am
Potomac I
高级汉语的内容及话题选择对培养读写能力的影响研究——以普林斯顿北京暑期班五年级为例
Xinxin Liu, Middlebury Institute of International Studies
The Impact of a Standard Based Online Chinese Course on Learners' Oral Production Skills
Liling Huang, Boston University
Yuyun Lei, University of Illinois at Urbana-Champaign
Han Luo, Lafayette College

Potomac II (Panel)
因地制宜、因材施教：多元化背景下的香港中文教育 (Panel)
Yun Li, The Chinese University of Hong Kong
Siu Lun Lee, The Chinese University of Hong Kong
Zhenxia Liu, The Chinese University of Hong Kong
Put Wong, The Chinese University of Hong Kong

Potomac III (Panel)
From Theory to Practice: Applying the Multiliteracies Framework in the Classroom and Beyond (Panel)
Peisong Xu, Yale University
Yu-lin Saussy Wang, Yale University
Janice Willson, Yale University
Sully (Panel)
同様的語言綜合能力評估框架下中高級閱讀課堂練習之方法對比 (Panel)
Hsuan-Yin Liu, University of North Dakota
Jin Liu, Chaffey College
Ting-Yu Wen, Western Kentucky University
Claudia Ross, College of The Holy Cross (discussant)
Meng Yeh, Rice University (discussant)
Ke Peng, Western Kentucky University (discussant)

Piedmont I
Vlogs in Business Chinese: Integrating Projected-based Learning, Corrective Feedback and Oral Assessment
Pengfei Li, Wake Forest University
The preliminary development of the assessment indicators for digital business Chinese material
Qiao-Yu Cai, National Taichung University of Education
基于写作动机的中级汉语读写训练
Lin Zhu, University of Mississippi

Piedmont II
“当代话题”教不教：寻找语言与内容的平衡点
Lily Han, Foreign Service Institute
Starting and Running an Extensive Reading Program in an American Liberal Arts College
Jing Zhou, Pomona College
“著名”和“有名”
Dingyao Tang, Peking University

10:05-11:05am
Potomac I  Roundtable  (10:05am -12:10pm)
中文电影兴趣小组圆桌报告: 年度中文教学电影盘点 (I)
Yea-Fen Chen, Indiana University
Su-I Chen, Clemson University
Jingjing Cai, College of the Holy Cross
Yingling Bao, Indiana University
Luoyi Cai, University of North Carolina
Zhuoyi Wang, Hamilton College
Tiao-Guan Huang, Hamilton College
Potomac II
The efficacy of a blended training model: online community, assessments, and technology applications
Miao-fen Tseng, University of Virginia
Revisit word-based approach in learning Chinese as a foreign language
Lin Chen, University of Pittsburgh
Yi Xu, University of Pittsburgh
Charles Perfetti, University of Pittsburgh
Promoting cross-cultural sensibility and understanding: Evaluation of online cultural incident modules
Wen-Hua Du, Worcester Polytechnic Institute

Potomac III (Panel)
北美中小学课堂管理策略与技巧 (Panel)
Ziyi Geng, University of Virginia
Jianhua Zhong, Washington Yu Ying Public Charter School
互动式语法讲解视频制作与教学应用之启示 (Panel)
WeiHsuan Lo, University of North Colorado
Hai Liu, University of Minnesota Twin Cities

Sully (Panel)
中高级读写技能的进阶与思辨能力、逻辑能力的系统培养 (Panel)
Ke Peng, Western Kentucky University
Ying Kline Feng, Penn State University
Hongyun Sun, Boston University
Chiuhung Chen, University of Toronto Missisauga
Claudia Ross, College of The Holy Cross (discussant)
Meng Yeh, Rice University (discussant)

Piedmont I (K-12 老师)
Curriculum design using culture and technology to achieve autonomous language learning
Cong-Kai Jin, Monterey Bay Chinese School
Chi-Ping Shih, Defense Language Institute
探究式教学法在印尼国际学校华文教学中的策略和实例分析
贺雪莲, Ji Nan University
基于任务型教学法的中高级对外汉语课程的设计与实施初探
Yujing Rao, The Hongkong University of Science & Technology

Piedmont II
不同母语背景汉语学习者空间量度形容词的混用特征及影响因素
Xiangli Su, Beijing Language and Culture University
洋腔洋调“洋”在哪？——基于语音实验分析
Shunan Yang, Harvard University
言语语言学视角下的美国学生问路言语行为习得研究
Zheng Qu, CET Academic Programs in Shanghai
11:10-12:10pm

Potomac I Roundtable (10:05am -12:10pm)
中文电影兴趣小组圆桌报告：年度中文教学电影盘点 (II)
(See the 10:05-11:05 session for presenter information)

Potomac II (Panel)
Positive Outcome of International Online Tutorial (Panel)
Shu-Chen Chen, The University of Virginia
Li-Yun Chang, National Taiwan Normal University
Ziyi Geng, University of Virginia
Lizeng Huang, The University of Virginia
Philina Shih, Columbia University

Potomac III
The Design and Development of Chinese Advanced Proficiency Assessment
Yi-Lu Kuo, University of Chicago
Xiaorong Wang, University of Chicago
探析形成性评价在汉语教学中的运用
Xiao Jiang, 苏州大学文学院
Prosody, fluency, and appropriateness in assessing L2 Chinese pragmatics: Holistic vs. analytic rating scales
Shuai Li, Georgia State University
Chuan Lin, Georgia State University
Ting Wen, Beijing Language and Culture University
Yali Feng, Georgia State University
Xian Li, Georgia State University

Sully
The Two Major Difficulties for American Students Learning Chinese: Homophones and Word Order
David Rosenstein, Ben Gurion University of the Negev
The enduring difficulty of tones: Results of tone and word recognition experiments with advanced L2 Chinese learners
Eric Pelzl, Pennsylvania State University
Singing Chinese Tones: The Effect of Musical Training on L2 Acquisition of Chinese Tones
Michel Stahli, University of Colorado Boulder
Zhiying Qian, Florida State University
PIEDMONT I
Action Research-How will using radicals and association of ideas improve student’s learning of Chinese
Chi-Ping Shih, Defense Language Institute
Cong-Kai Jin, Monterey Bay Chinese School
A Comparison of three approaches to teach Chinese Characters
Liu Li, Ball State University
《快乐汉语》汉字教学系统分析
Zhihui Wang, Georgia State University Confucius Institute

PIEDMONT II
Apply Culturally Responsive Teaching Pedagogy in High School CFL Classroom
Cilei Han, Lake Oswego High School
将魔术带入中文课堂
Lingou Jiang, Issaquah School District
概念导向之華語文閱讀教學實踐與成效探究
Fu-lun Lee, National Overseas Chinese Senior High School in Taiwan

12:10-1:20pm Lunch buffet (Belmont Ballroom & Foyer)

2:00-3:00pm
POTOMAC I
汉语中介语研究的问题与对策
Baolin Zhang, Beijing Language and culture University
Problem-solving Role Plays in TCSL: Creation, Integration, and Implementation
Yung-nan Chiang, Shantou University
Gamification of Learning New Vocabulary and Traditional Memorization:
Participatory Action Research
Leisurige (Ally) Ao, Azusa Pacific University

POTOMAC II
Specific tool to motivate students through culture focused, project-based for a Chinese historical figure learning in the Chinese classroom
Shu Chuan Chen, University of California, Santa Barbara
The Origin and Implementation of Case-based Learning in Business Chinese
Haibo Hu, University of Notre Dame
Potomac III
CFL Pedagogical Challenges in the New Era
Yun Xiao, Bryant University
Developing bilingual and biliteracy capability in Chinese and English for learning bilingually across the curriculum
Xuan Li, University of South Australia
Teaching Chinese and Making Meaning – designing and delivering a Dual-Purpose curriculum
Fei Gao, University of Cambridge

Sully (Panel)
Chinese Language Program Curriculum Reform: Enhancing Students’ Identities, Community Engagements and Activities, and Motivations (Panel)
Hsiang-ning Wang, University of British Columbia
Duanduan Li, University of British Columbia
Qian Wang, University of British Columbia
Xiaowen Xu, University of British Columbia

Piedmont I (Panel)
Contextualizing CFL Teaching and Learning with Chinese Pop Culture (Panel)
Sue-Mei Wu, Carnegie Mellon University
Yiching Christine Liu, Salem Academy and College
Miaochun Wei, The George Washington University
Litong Chen, Wheaton College

Piedmont II (Panel)
Computer-assisted Language Teaching and Learning (Panel)
You Li, University of Illinois
Junghwan Maeng, University of Illinois at Urbana-Champaign
Jiani Lin, University of Illinois at Urbana-Champaign
Zhi-Ling Lien, University of Illinois at Urbana-Champaign

3:05-4:05pm
Potomac I
Using ACTFL OPI Guidelines as a Framework in Proficiency-Oriented Language Curriculum Design
Danwei Li, University of Rhode Island

Concept-based Instruction of Chinese Directional Complements
Jie Zhang, University of Oklahoma
Potomac II

Ongoing Anonymous Student Feedback Surveys as a Component of Inclusive Pedagogy in the Mandarin Chinese Foreign Language Classroom
  Lizabeth Carter, UCLA
Is OPI a better test? A comparative study based on oral performance analysis
  Jun Wang, Shanghai Jiao Tong University
  Sicheng Wang, University of Iowa
Bridging the theory-application gap in the teaching of Chinese connectives: An investigation into exercise design in A Course in Contemporary Chinese and Practical Audio-visual Chinese
  Cindy Chung, National Taiwan Normal University

Potomac III (Panel)

New Teaching Methods Empowered by Smart Technologies (Panel)
  Ye Tian, University of Pennsylvania
  Phyllis Ni Zhang, The George Washington University
  Jun Da, Middle Tennessee State University

Sully (Panel)

Fostering Autonomous Foreign Language Learning through Field Trips: Planning, Implementation, and Reflection (Panel)
  Ming-Ying Li, Hunter College
  Bing Ying Hu, Hunter College
  Der-Lin Chao, Hunter College

Piedmont I (Panel)

高级汉语教学设计及教学活动反思评估--以明德中文暑校四年级为例 (Panel)
  Hsin-Hung Yeh, Stanford University
  Yinqiu Ma, Bowdoin College
  Zihan Qin, Washington University in St. Louis
  Cecilia Chang, Williams College

Piedmont II (Panel)

Students’ Perceptions of the Effects of Language Pledge in Immersion Programs (Panel)
  Xiaoyan Hu, University of Rhode Island
  Wayne Wenchao He, University of Rhode Island
  Jianping Cai, University of Rhode Island
  Yiping Zhang, University of Rhode Island
4:10-5:10pm

Potomac I Roundtable  (4:10pm-6:15pm)
手写？手打？先写后打？先打后写？只打不写？谈汉字教学 (I)
Hsin-hsin Liang, The University of Virginia
Chengzhi Chu, US Air Force Academy and University of California, Davis
Yu Feng, Brandeis University
Wayne Wenchao He, The University of Rhode Island
Honggang Jin, University of Macau
Xia Liang Washington University in St. Louis
Lening Liu, Columbia University
Chaofen Sun Stanford University
Phyllis Ni Zhang, The George Washington University

Potomac II
Using Recording Comparison to Improve Tone Production of Beginning-Level Chinese-as-a-Foreign-Language Learners
Shenglan Zhang, Iowa State University
当代文学作品在中高年级华裔教学中的设计实践与思考
Yu Chao, Johns Hopkins University
浅谈表情包 Memes 与中文教学
Bin Yang, Harvard University

Potomac III (Panel)
Working with Novice Adult Learners of Chinese in an Immersion Setting (Panel)
Mairead Harris, Stowe High School
Min Wan, Tufts University
Tong Chen, Massachusetts Institute of Technology
Zhiqiang Li, University of San Francisco

Sully (Panel)
中级汉语教材编写与应用 (Panel)
I-Hao Woo, University of Colorado Denver
Weijia Huang, Boston University
Qun Ao, United States Military Academy West Point

Piedmont I (Panel)
Navigating U.S. Classrooms as Novice Chinese Teachers- Case Studies with Practical Implications (Panel)
Ling Zhai, University at Buffalo
Heather Creighton, Williamsville Central School District
Ran Wang, University at Buffalo
Miao Zhang, University at Buffalo
Piedmont II
Examining the L2 Motivational Self System Theory through Meta-analysis
Di Qi, Georgetown University
A Study on the Learning Motivations and Strategies of Chinese Language Learners in Korea
Eunhua Lee, Inje University/University of Kentucky
Sihui Ke, University of Kentucky
Motivation for learning Chinese as a foreign language: A revised model of future self-guides
Liying Feng, Florida State University

5:15-6:15pm
Potomac I Roundtable (4:10pm-6:15pm)
手写？手打？先写后打？先打后写？只打不写？谈汉字教学 (II)
(See the 4:10-5:10 session for presenter information)

Potomac II
Chinese Language Teaching Approaches in American Universities During the Late Nineteenth Century
Chelsea Nakabayashi, Beijing Normal University
Integrating behavior culture into language teaching in the U.S.: inspired by the pedagogy of learning to be a junzi in the Analects
Kai Liang, Ohio State University
洋弟子学论语
Celia Liu, The College of New Jersey

Potomac III
Reflection on the Essays of Intermediate and Advanced CSL Learners and the Innovation of Discourse-based Teaching Pedagogy
Luanfeng Huang, Princeton University
Incorporating writing pedagogy in Chinese language courses and the growth of learners’ writing skills and quality
Meng Zhou, New York University Shanghai
Understanding Linguistic Characteristics of Advanced Level Writing of Chinese as a Second Language
Chan Lu, University of Washington
Jieyu Zhou, University of Washington

Sully (Panel)
中高级汉语教学的原则与实践：课文编写、词汇处理与课堂教学 (Panel)
Chih-p’ing Chou, Princeton University
Jincheng Liu, Stanford University
Xin Zou, Princeton University
Tao Peng, University of California, Riverside
Piedmont I
A New Model of Study Abroad Program: What Can We Provide Before, During, and After Study in China?
Jia Zhu, University of Central Arkansas
Navigating the Chinese Learning Curve in a Summer Study-Abroad Program
Yuan-Yuan Meng, Columbia University
作为第二语言的汉语语用学
Mohammed Alsheikhidris, Yangzhou University

Piedmont II
Categorized Video Compilation for Intermediate-Advanced Chinese Learners
Wei Gong, Princeton University
浅析多媒体课件在对外汉语初级综合课中的应用
Xue Han, Georgia State University Confucius Institute
From Memorizing a Story to Creating a Story - Exploration on Video Incorporation in Movie Narration Class
Yawei Li, The Ohio State University

6:20-9:30pm
Belmont Ballroom: General Membership Meeting

Day 4: Sunday, April 5th, 2020

7:00-8:00am Breakfast buffet (Belmont Ballroom & Foyer)

Regional Association Meeting

8:30-10:40am
Sully Regional Association Meeting

General/Breakout Sessions

8:30-9:30am
Potomac I (Panel)
Content, community and resources in lesson design: a multidimensional approach (Panel)
William Zhou, Yale University
Haiwen Wang, Yale University
Hsiu-Hsien Chan, Yale University
Ninghui Liang, Yale University
Potomac II

Non-heritage Chinese Language Instructors in the United States in the 20th Century: An Analysis
Shijuan Liu, Indiana University of Pennsylvania

Chinese Language Teachers' Perceptions of the Professional Training Program: Exploring the Effectiveness of the Core Practices of the STARTALK Program on Their Future Teaching
Yali Feng, Georgia State University

檢視語言學習者和教師對語言誓約的認知及語言誓約對目標語使用之效益
Tiao-Guan Huang, Hamilton College
Xiaoying Liles, Indiana University
Chuan-Hui Weng, University of Tennessee Knoxville

Potomac III (Panel)

理解、分析、应用——如何引导中高级学生成为独立的中文学习者 (Panel)
Xueyin Shao, Harvard University
Jie Zhao, Harvard University
Mo Zhang, Harvard University

Piedmont I (Panel)

Factors Affecting Listening and Speaking Proficiency Gains in At Home and Study Abroad Contexts (Panel)
Yu Wu, University of Rhode Island
Yang Wang, Brown University
Qingyu Yang, University of Rhode Island

Piedmont II

Word Segmentation and Reading Comprehension in Chinese as Second Language Reading
Shuyi Yang, Johns Hopkins University

Multifaceted Vocabulary Assessment and the Effect on Students' Vocabulary Understanding
Jia Yu, The Pennsylvania State University

Vocabulary Learning through Games and Authentic Tasks
Duosi Meng, University of Illinois at Chicago
Xuehua Xiang, University of Illinois at Chicago

9:35-10:35am

Potomac I Workshop

Pedagogical grammar that helps our students learn Chinese better and faster
Baozhang He, College of the Holy Cross
Potomac II
Now you can provide online Chinese programs with AI technology!
Franz Chen, Ponddy Education
Emerging Interactive Technological Applications and Authentic Materials for Language Instruction: A Case Study in a Chinese Classroom
Elu Tu, Southern Connecticut State University

Potomac III
Image Building in Teaching High Level Chinese Reading Comprehension
Jing Zhu, Foreign Service Institute, Global Language Center
Pedagogical practice of engaging intermediate-level CFL learners in extensive reading of authentic materials
Lu Lu, Wake Forest University
A Model of Using Authentic Texts in Intermediate-Level Chinese-as-a-second-language Reading Instruction
Runqing Qi, The University of Iowa

Piedmont I
Using Dynamic Culture Model and Authentic Input in Content-Based Instruction in Third-Year Chinese FL/HL Mixed Classroom
Xuehua Xiang, University of Illinois at Chicago
Duosi Meng, University of Illinois at Chicago
Expanding the Chinese Classroom to Art Museums: Incorporating Visual Arts into Chinese Language and Culture Learning
Yan Liu, Duke University

Piedmont II (Panel)
Maximizing engagement across different levels’ CFL classes by using films in multi-domains --Using “Lost, Found” as an Example (Panel)
Xiaorong Wang, University of Chicago
Xiaoying Liles, University of Indiana Bloomington
Luoyi Cai, University of North Carolina at Chapel Hill
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