



## **2020 Chinese Language Teachers Association Annual Conference**

**(Hilton Hotel at the Washington Dulles Airport)**

**April 3<sup>rd</sup>- 5<sup>th</sup>, 2020**

### **Program at a Glance**

#### **Day 1: Thursday, April 2<sup>nd</sup>, 2020**

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

#### **Day 2: Friday, April 3<sup>rd</sup>, 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 4<sup>th</sup>, 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 5<sup>th</sup>, 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**

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**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

Mushi 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, Loughborough University of Science and Technology

语言学研究在华语二语教学：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 Corneliuss, 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 4<sup>th</sup>, 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

A Four-Component Model of Chinese-American Telecollaborative Exchange: A Study of Learning Outcomes

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)

同樣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”教学初探：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 Mississauga

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

概念導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

论跨文化视野下的汉语文化教学策略

Mingquan Wang, Tufts University

Lifeng Sun, Beijing Normal University

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

Iizabeth 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

Liyang 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 5<sup>th</sup>, 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, Pondy 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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\*\*\*

2020 CLTA Annual Conference Program Co-Chairs

XU Yi 许怡 University of Pittsburgh

LI Shuai 郦帅 Georgia State University