ACTFL 2020 Schedule of Virtual Events
CLTA Sponsored Sessions

ACTFL Online Program (register at ACTFL website: https://actfl.org)

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CLTA 欢迎您！
欢迎来参观 CLTA 网上展览 11/20 Fri- 11/22 Sun

Concurrent Simulive Sessions

SATURDAY, November 21, 2020 1:00 pm - 1:45 pm

**Inspiring CFL Learners’ Creativity through Chinese Pop Culture Learning**
通过流行文化来激发学生的语文创作能力

This panel is organized to present examples of implementing Chinese pop culture artifacts, such as pop songs, movie clips, TV programs and dance, to empower students' language accuracy and proficiency, enhance their cross-linguistic and cross-cultural analysis skills, and inspire their creativity to create new artifacts.
Integrating Pop Songs into Chinese Mid-Autumn Festival Teaching
Sue-Mei Wu 吴素美, Carnegie Mellon University

Using Movie Trailers for CSL
Miaochun Wei 魏妙纯, The George Washington University

Learning by Watching: Using TV Shows to Enhance Learners’ Grasp of Grammar and Understanding of Target Culture
Christine Liu 吕逸勤, Dickinson College

Embedding Diversity & Inclusion in C-Pop into Chinese Language Education
Lulei Su 苏麓垒, Brown University

SUNDAY, November 22, 2020  2:05 p.m. – 2:50 p.m.

Chinese for Specific Purposes: Curriculum Development and Teaching Practice

Chinese for specific purposes has emerged as a new subject in recent years. This session focuses on adapting curricula to this trend in Chinese teaching, and examines 3 new types of Business Chinese programs/courses. It covers course materials, activities, assessments, and building Sino-American inter-school and university-community partnerships.

Daoxiong Guan  University of California, Santa Barbara
Hsiang-Hua Melanie Chang  Oakland University
Zhongqi Shi  Columbia University
Academic text construction by advanced L2 Chinese learners

This study investigates how advanced Chinese learners develop discourse features in academic essays. Learners' processes of negotiating discourse are analyzed at local, text and global levels. How discourse features relate to writing quality is also examined. The results indicate various learner agencies in developing the written discourse.

Jianling Liao
Arizona State University

Cognition of Learning: Grammar, Characters, Assignments, and Assessment

Educational research has shown that much can be learned about different aspects of language instruction through the study of classroom practices and teacher or student reactions. This session examines various principles for effective Chinese language instruction, from grammar & character pedagogy to analysis of learning activities and test design.

Jennifer Li-Chia Liu
Harvard University
Hong Gang Jin
Hamilton College
Jiajia Wang
University of Pennsylvania
Hsin-hsin Liang
The University of Virginia

Do Online Activities Lead to Increased Student Buy-in?

This research examines if online activities lead to increased student buy-in at college level Chinese classrooms. Students (N=76) in two online beginning classes and two blended advanced classes are involved in this study. A mixed-methods design is used with instruments of questionnaires and focused interviews. Pedagogical suggestion is provided.

Xiaoyan Hu
University of Rhode Island
Wayne He
University of Rhode Island
Yiping Zhang
University of Rhode Island

Exploring Cultural Perspectives of Mortality in Chinese Language Classes

This panel will demonstrate how to use two recent Chinese language films, The Farewell (2019) and Sen Sen (2017), to teach and discuss 'death and dying,' a Chinese cultural taboo, in Chinese language classes of various
levels. Learning activities, including an online discussion forum, and outcomes will be showcased.

- Tiao-Guan Huang (Hamilton College)
- Yea-Fen Chen (Indiana University)
- Celia Liu (The College of New Jersey)
- Zhuoyi Wang (Hamilton College)

**L2 Chinese Learners’ Oral Proficiency from Intermediate to Advanced Level**

This panel explores the characteristics of intermediate and advanced Chinese learners' fluency, lexical diversity, and conversational strategies. Using data from simulated OPIs and everyday conversations, this panel investigates the differences between intermediate and advanced learners in different aspects of oral proficiency.

- Wei Wang (University of Houston)
- Haiping Wu (California State University, Long Beach)

**Mini-writing Workshops for CFL Learners at Intermediate and Advanced Levels**

This panel showcases 3 sets of mini-writing workshops to help CFL learners produce and optimize writings at the intermediate and advanced levels. After seeing the lesson plans and student work portfolios, the participants can replicate similar conceptual frameworks and instructional designs of these hands-on workshops in their own classes.

- Ke Peng (Western Kentucky University)
- Ying Feng (Penn State University)
- Chiu-Hung Chen (University of Toronto)

**Promoting Learners’ Speaking Awareness and Performance in Chinese Classes**

This session reports on three empirical studies that a) examine how innovative pedagogical practices, guided by the ACTFL speaking proficiency guidelines, promote learners' speaking skills in L2 Chinese classes, and b) explore the development of speaking awareness and performance of both heritage and non-heritage Chinese learners.

- Chunmeng Wang (Durham Academy)
- Li Yang (Kansas State University)
- Lini Polin (University of North Carolina at Chapel Hill)
Teaching Classroom and Online Business Chinese at Various Levels

This panel introduces different pedagogical models in teaching business Chinese from beginning to advanced levels; demonstrates effective techniques in designing and teaching classroom and online business Chinese classes; and discusses challenges encountered and possible solutions in teaching business Chinese at various levels.

Bing Mu 
University of Rhode Island
Grace Wu 
University of Pennsylvania
Caiju Wen 
Swarthmore College
Jane Kuo 
University of California San Diego

Turning A Real Business Case into An Interactive Business Language Class

This presentation is to showcase how to develop and implement a content meaning-language form balanced lesson plan surrounding a real business case with two indexes taken into consideration: (1) language factors and (2) cognitive factors. A sample lesson plan is presented and analyzed.

Fangyuan Yuan 
U.S. Naval Academy

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LI Shuai 麗帅 Georgia State University (2020 ACTFL/CLTA Conference Program Chair)

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