ACTFL 2020 Schedule of Virtual Events

CLTA Sponsored Sessions

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

Come to Visit the CLTA Exhibition Booth at the ACTFL 2020 Virtual Conference to learn more about CLTA, get updated and network with your CLTA fellows.

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
On demand Sessions (no specific date/time allocated; pre-recorded presentations)

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

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
Acknowledgements

*Many thanks to the following colleagues for reviewing 2020 ACTFL/CLTA conference proposals:
Wenhao Diao (University of Arizona)
Mengxia Fu (University of Auckland)
Baozhang He (College of The Holy Cross)
Yunjuan He (University of North Georgia)
Lung-hua Hu (Brown University)
Sha Huang (Kennesaw State University)
Li Jin (DePaul University)
Sihui Ke (University of Kentucky)
Xia Liang (Washington University in St Louis)
Hsin-Hsin Liang (The University of Virginia)
Jianling Liao (The University of Arizona)
Chuan Lin (Georgia State University)
Tianyu Qin (University of North Georgia)
Xizhen Qin (University of South Florida)
Zhongqi Shi (Columbia University)
Yunwen Su (The University of Utah)
Mingquan Wang (Tufts University)
Zhijun Wang (University of Massachusetts - Boston)
Sue-Mei Wu (Carnegie Mellon University)
Feng Xiao (Pomona College)
Yi Xu (University of Pittsburgh)
Chunsheng Yang (University of Connecticut)
Li Yang (Kansas State University)
Qiaona Yu (Wake Forest University)
Meng Yeh (Rice University)
Fangyuan Yuan (US Naval Academy)
Hang Zhang (The George Washington University)
Jie Zhang (University of Oklahoma)
Yongping Zhu (University of Notre Dame)

*Many thanks to Baozhang He, Sue-Mei Wu, Yi Xu, Fangyuan Yuan, Yongping Zhu and for their generous help with compiling this conference program.

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

2021 CLTA Conference Organizing Committee
Baozhang He 何宝璋 (conference officer)
Fangyuan Yuan 袁芳远 (workshop & roundtable)
Jun Da 集达 (technology specialist)
Shuai Li 麗帅 (program Chair)
Sue-mei Wu 吳素美 (Headquarters)
Yi Xu 许怡 (conference chair)
Yongping Zhu 朱永平 (program chair)