

Chair: Madeline K. Spring, University of Oregon

- An Overview of the Immersion Programs in Portland, Michael Bacon, Portland Public Schools
- Designing and Implementing Content Courses in Chinese, Jessica Bucknam, Li Duan and Shen Yin, Woodstock Elementary School
- Models for Embedding Language Instruction in Content-based Curricula at the University Level, Madeline K. Spring, University of Oregon

Session 2.3 1:45-3:00 (Hilton Crocket C)

Using Powerpoint in Chinese Language Teaching

Chair: Zhijun Wang, University of California, Davis

- The Use of PowerPoint in Classes of Chinese Heritage Learners, Chien-Yeh Chang and Ling-Yu Lu, University of California, Davis
- Using PowerPoint in the first year non-heritage Chinese language class, Zhijun Wang and Ching-Ming Meng, University of California, Davis
- Using PowerPoint to teach large advanced-level Chinese language classes, Yuemei Wu, University of California, Davis
- Chengzhi Chu, University of California, Davis (Discussant)

Session 3.1 3:15-4:30 (Hilton Armstrong 1 & 2)

Form, Meaning, and skill: Instruction on vocabulary, listening, and reading

Chair: Xiaohong Wen, University of Houston

- Teaching Vocabulary, Xiaohong Wen, University of Houston
- 一个听力理解教学模式 A Model for Teaching Listening Comprehension, Chuanren Ke, The University of Iowa
- A Comprehensive Web-based Extensive Reading Program, Helen Shen and Chen-Hui Tsai, The University of Iowa

Session 3.2 3:15-4:30 (Hilton Boone B)

Bridging the Gap between Generic Advanced Chinese and Business Chinese—Reconsidered Goals and Solution

Chair: Hsin-hsin Liang, The University of Virginia

- Using Technology to Enhance the Teaching of Content-Based Business Chinese, Carolyn Kunshan Lee, Duke University
- Effects of Task Conditions on Learners' Performance in the Teaching of Advanced Business

Chinese, Fanyuan Yuan, University of Pennsylvania

- Business Chinese beyond Business: Incorporating the Teaching Methodologies of Conventional Chinese Course into Business Chinese Course, Hsin-hsin Liang, The University of Virginia
- Qinghai Chen, University of Michigan (Discussant)

Session 3.3 3:15-4:30 (Hilton Crocket C)

Discovering Technology-enhanced Courseware for Teachers and Learners of Chinese

Chair: Scott McGinnis, Defense Language Institute

- Innovative and Highly Effective Chinese Online Lessons for Proficiency Level 1+ and Beyond, Kuei-lan Chen, Defense Language Institute
- Recent Development of Chinese LangNet, Ted Yao, University of Hawaii
- A SCORM-Based Chinese E-Learning Online System (CELO), Hsiu-huei Lin Domizio, San Francisco State University and Tiao-guan Huang, National Taiwan Normal University
- Shih-chang Hsin, National Taiwan Normal University (Discussant)

CLASS board meeting 4:00-5:50 (Hilton McKissack 1)
Carol Chen-Lin, CLASS President, Choate Rosemary Hall

Session 4.1 4:45-6:00(Hilton Armstrong 1 & 2)

CFL Research Agendas and Their Pedagogical Implications

Chair: Sue-mei Wu, Carnegie Mellon University

- Interdisciplinary Collaboration for CFL: Running In-Vivo Learning Experiments in Chinese Language Courses, Sue-mei Wu, Carnegie Mellon University
- The Development of Morphological Awareness and Literacy Skills in Young Heritage Chinese Learners, Yanhui Zhang, Carnegie Mellon University
- The Effects of Word Knowledge Depth and Proficiency Level on Word Association for Learners of Chinese as a Second Language, Chan Lu, Carnegie Mellon University
- Why Study Classical Chinese: Viewing this Question from the Perspective of CFL Reading Proficiency Development, Michael Everson, University of Iowa