

Li-li Teng, University of Connecticut
The Effects of Inductive and Deductive Instruction on Learning Mandarin as a Foreign Language

Ying Zhou, University of Hawaii
Panel Chair: Cynthia Ning, University of Hawaii

Towards a Backward Design Practice for Chinese Language Instruction

Building: Convention Center, **Room:** 214B

This panel introduces Wiggins and McTighe's theory of backward design, a model that the State of New Jersey is focusing on in the development of standard-based curriculum, lesson plans, and assessments; and demonstrate how the model can be applied to the Chinese language instruction.

Dongdong Chen, Seton Hall University
Mali Ou, Watchung Hills Regional High School, N.J.
Jenny Lu, Montgomery High School
Woach Liu, Murray Hills Chinese School, NJ
Panel Chair: Dongdong Chen, Seton Hall University

3:15pm to 4:30pm

Computer-based analysis of frequent Mandarin tonal errors in continuous speech.

Building: Convention Center, **Room:** 213A

The panel will discuss how an Automated Speech Recognition (ASR) software designed specifically to analyze pitch changes in continuous speech can be combined with quantitative study of frequent tonal errors of beginning American learners of Chinese. The relevant theory and pedagogical implications and applications will be also discussed.

Kun An, Randolph College
John Morgan, United States Military Academy
William Burke, Student
Mary Chiara Wang, Our Lady of Corpus Christi College
Martha Gallagher, West Point
Panel Chair: Kun An, Randolph College

Can Character Learning be Less Painful?—Studies on Character Acquisition, Literacy, and Its Effect on Language Production

Building: Convention Center, **Room:** 213B

Chinese language is difficult largely because of its writing system. How to make this learning process less painful is the focus of the three empirical studies of this panel. How language acquisition being affected by util-

izing typing, pinyin, voice synthesis software and reinforced classroom instruction is examined.

Maiheng Dietrich, University of Pennsylvania
Shu-Ting Lai, University of Pennsylvania
Grace Wu, University of Pennsylvania
Panel Chair: Maiheng Dietrich, University of Pennsylvania

Developing Effective Grammar Pedagogy

Building: Convention Center, **Room:** 214A

This session explores important questions of Chinese grammar pedagogy. The presenters show how linguistic analysis is applied to effective grammar pedagogy, how action research is designed to inform us about grammar pedagogy and how relevant theories are utilized in designing learning activities that facilitate students' learning of grammar in meaningful communicative context.

Jianhua Bai, Kenyon College
Fred Chen, Taiwan National Normal University
Juyu Sung, Chung Yuan Christian University
Shou-hsin Teng, Taiwan National Normal University
Panel Chair: Jianhua Bai, Kenyon College

Noticing Hypothesis, Vocabulary and Reading Proficiency

Building: Convention Center, **Room:** 214B

This paper explores the extent to which Mandarin Chinese learners' noticing of vocabulary components affect their reading comprehension performance.

Hsiu-huei Lin Domizio, San Francisco State University
Yih-fen Sun, Taiwan National Normal University
Chia-Chien Li, Southern Methodist University
Junren Wang, Taiwan National Normal University
Chuanren Ke, University of Iowa
Panel Chair: Jianhua Bai, Kenyon College

4:45pm to 6:00pm

Maximizing roles of Chinese language program at the college-level

Building: Convention Center, **Room:** 213A

The presentations in this panel demonstrate how a Chinese language program at the college level can maximize its roles in promoting Chinese language and culture in local communities. These innovative projects will hopefully inspire other Chinese language programs to meet the urgent needs in the fields of K-16 Chinese curriculum and TCFL teacher training.