

and materials and methodologies in teaching classical/literary Chinese still practiced today.

Xiaobin Jian, College of William and Mary
Xiao Wang, College of William and Mary
Minru Li, Ohio State University
Galal Walker, Ohio State University
Panel Chair: Xiaobin Jian, College of William and Mary

1:15pm to 2:30pm

Issues in Teaching Chinese: Syntax, Pragmatics and Oral Assessment

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

This panel consists of three empirical studies on the acquisition of Chinese in the areas of syntax, pragmatics, and oral assessment. The common goal is to understand how effective learners are in the acquisition of Chinese in those areas and to draw pedagogical implications from the studies.

Xia Zhang, University of Iowa
Weidong Zhang, University of Iowa
Lin Gu, University of Iowa
Panel Chair: Xia Zhang, University of Iowa

Tone and Phonology

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

An examination of the ways that CSL learners acquire Mandarin phonology and use their phonological knowledge in reading tasks

Tone Variation in Mandarin Chinese and Its Pedagogical Implications

Chun-Mei Chen, National Chung Hsing University
A Preliminary Survey of Tone Deafness

Liwei Jiao, University of Pennsylvania
Chinese Listening Strategies Used by the Students at the Beginner's Level

Wei Cai, University of Calgary; Shu-ning Sciban,
University of Calgary

The Effect of Phonological Information on Chinese L2
Lexical Inferencing and Retention through Reading

Chunhong Teng,
Panel Chair: Jerry Packard, University of Illinois

Curricular Models for Advanced-level Chinese in Two Flagship Programs

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

As more and more students start learning Chinese at earlier ages, instructors will increasingly need to address the challenge of providing instructional opportunities for students with advanced-level proficiency. How can we create materials and teaching strategies that will help them achieve superior level language usage? This is one of the explicit goals of the Chinese Flagship programs nationwide. This panel focuses on two Flagship programs, i.e., at the University of Oregon and Brigham Young University, and examines curricular models that can be replicated by instructors nationwide who are also teaching students at this level.

Madeline K. Spring, Arizona State University
Dana Bourgerie, Brigham Young University
Qian Gao, Oakland College

Panel Chair: Madeline K. Spring, Arizona State University

Techniques and Technology in Chinese language learning

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

An exploration and evaluation of techniques and technologies used in the Chinese language classroom.

Use Wave Sound, MP3 file, and Video to Create a Dynamic Learning Environment for Chinese Language Beginners in a Small College

Daliang Wang, Mercyhurst College

PowerPoint-Facilitated Classroom Chinese Language Teaching: Five Design Principles

Chunxia Wang, University of California, Davis; Ping Wei, University of California, Davis
Is the Use of PowerPoint More Effective in Teaching Chinese or Is It Just Fancy?

Nansong Huang, USC

A Great Leap Forward in Chinese Reading Proficiency within 10 Months

Junren Wang, National Taiwan Normal University

Panel Chair: Hsin-hsin Liang, University of Virginia

3:15pm to 4:30pm

Coping with diverse student backgrounds: teaching heritage and non-heritage students

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

The panel will examine and reflect on the current teaching methods in-depth. Pedagogical implications will be proposed based on various studies, ranging from placement test criteria, different learning patterns of heritage and non-heritage students and finally an investigation of teaching in a classroom with the two types of students.