

Hànyǔ Fēng (Chinese Breeze) is a large and innovative series of Chinese graded readers. It is designed to not only help Chinese L2 students develop real fluency but also increase their motivations and build confidence in Chinese learning. This panel introduces the rationale, design, writing, features, and pilot using results of Hànyǔ Fēng.

Chengzhi Chu, University of California, Davis
Yuehua Liu, retired
Dehua Yang, The Writers Publishing House, Beijing
Nyan Ping Bi, University of Washington
Panel Chair: Chengzhi Chu, University of California, Davis

Reading Chinese: Characters and Beyond

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

An exploration of strategies to strengthen character retention and build Chinese literacy.

Learning of Chinese Characters and Reading Comprehension

CHIA-CHIEN LI, Southern Methodist University;
Yih-fen Sun, National Taiwan Normal University
Logical, Relevant Approaches for Fun-loving Independent School Learners of Chinese

Susan Ying-chu Kramer
The Impact of Chinese Character Strategies Training on Chinese beginners

Yanmei Liu, Defense Language Institute
Beyond Character Count: Setting Deep Roots for Chinese Literacy

Carol Ann Dahlberg, ACTFL, AATG; Shuhan Wang, Asia Society
Panel Chair: Songren Cui, Bowdoin College

Unlocking the Potential of Chinese Heritage Language Learners

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

An examination of the attitudes, learning strategies, and background cultural knowledge of Chinese heritage learners

Attitudes and Motivations of Chinese HLLs and non-HLLs: A Comparative Study

Chunsheng Yang, Department of East Asian Languages and Literatures
Chinese Heritage and Non-Heritage Learners' Learning Strategies

Yunzhen Liu, University of Newcastle upon Tyne
The influence of Chinese culture in Chinese language learning

Chu-Chao Tsai, University of St. Thomas

Chinese Heritage Language Teaching and Community Service Learning

Jack Liu, California State University, Fullerton
Panel Chair: Baozhang He, College of the Holy Cross

11:30am to 12:45pm

Comparative Grammar and Chinese Language Education

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

The comparative method in foreign language education is designed to make contrastive analysis of both L1 and L2, and find their differences and similarities. When teaching L2, emphasis will be given to the differences rather than the similarities and measures will be taken to prevent errors caused by L1 transfer in an early stage of language education.

Qian Gao, Defense Language Institute Foreign Center
Henrietta Yang, Defense Language Institute
Lianqing Wang, Defense Language Institute
David Y. Dai, ACTFL
Panel Chair: Qian Gao, Defense Language Institute Foreign Center

New Approaches to Curriculum and Textbook Innovation

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

This panel reports efforts enabling more successful learning through Chinese basic curriculum innovations. They will discuss the curriculum development in perspective of language contents and activities; explore the bridging of the conceptual gaps between textbook writers and instructors; demonstrate the duality of diagnostic assessment in helping students learn and evaluating curriculum; and introduce diagnostic assessment models used.

Heping Xu, Defense Language Institute
Peiyu Chen Roth, Defense Language Institute Foreign Center
Yi Long, Defense Language Institute Foreign Center
Zhenlin Qiao, Defense Language Institute Foreign Center
Panel Chair: Heping Xu, Defense Language Institute

Mandarin Tones' Acquisition among L2 Learners: Errors, Feedbacks, and the Phonology

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

This panel tackles the issue of L2 learners' acquisition of Mandarin tones. Error analyses are conducted be-