the models can dynamically empower Chinese language instructors and can be applied to different teaching environments. Significances of the models in post method era are explored and examples of how the models can be implemented effectively are given.

- **Chair:** Heping Xu, Defense Language Institute
- **Presenters**
o Patrick Lin, Defense Language Institute
o Zhenlin Qiao, Defense Language Institute
o Yi Long, Defense Language Institute

2:30pm to 3:30pm
The Hynes Convention Center, Room 201
Session 3.1 Cheng & Tsui CLTA Walton Presentation Prize (Part II)
In this session papers will be presented by this year's three Walton Presentation Prize finalists. The Walton Presentation Prize is awarded to recognize the best first-time presentation at the CLTA Annual Meeting.
- Chair: Zhengwei Qiao, University of Iowa
- Presenters:
o Implicit and Explicit Corrective feedback in task-based interaction, Zhengwei Qiao, University of Iowa
o Incorporate task-based language teaching with traditional Chinese textbooks, Binbin Yang & Chunxia Wang, UC, Davis
o A Survey for the U.S. Confucius Institute: Contribution and Challenge, Shuai Li, Carnegie Mellon University

2:30pm to 3:30pm
The Hynes Convention Center, Room 202
Session 3.2 Studies on CFL reading: task, strategy, and lower-level linguistic processing
This panel investigates various issues related to reading competence of Chinese as a foreign language.
- Chair: Helen H. Shen, The University of Iowa
- Presenters
o Reading strategy training and reading comprehension, Jia Lin, The University of Iowa;
o The effects of reading comprehension tasks on L2 Chinese vocabulary acquisition, Binnan Gao, Harvard University;
o Fluency and accuracy: lower level linguistic processing and reading comprehension, Helen H. Shen, The University of Iowa

2:30pm to 3:30pm
The Hynes Convention Center, Room 203
Session 3.3 Teaching Chinese Shufa as Non-Shufajia
Focusing on the practical theories, models, and resources, this panel discusses the challenges non-shufajia teachers may face in teaching a Chinese calligraphy course, and offers solutions to overcome those challenges
- Chair: Yu Li, Emory University
- Presenters
o Establishing educational goals for a calligraphy course, Yu Li, Emory University
o Preparing calligraphy teachers, Madeline Chu, Kalamazoo College
o Developing calligraphy curriculum, Rebecca Hsieh, Johns Hopkins University

2:30pm to 3:30pm
The Hynes Convention Center, Room 204
Session 3.4 Tone and Intonation: Acoustic Analyses and CFL Teaching Strategies
This panel discusses various issues related to teaching and learning Chinese pronunciation.
- Chair: Marjorie Chan, Ohio State University
- Presenters
o Research on tone deafness and implications for teaching Mandarin tones, Liwei Jiao, University of Pennsylvania
o Improving CFL learners' tonal pronunciation in connected speech, Rong Rong Liao & Marilyn Chakwin, Defense Language Institute
o Audio-visual training in intonational production and CFL learners' intonational development, Chunsheng Yang & Marjorie Chan, Ohio State University

3:45pm to 4:45pm
The Hynes Convention Center, Room 201
Session 4.1 A Contrastive Analysis Model of Pedagogical Grammar of Chinese
This panel aims to introduce a Contrastive Analysis Model (CAM) of pedagogical grammar of Chinese to the field of Chinese language pedagogy. Through four presentations (three case studies and one summary discussion), this panel will provide evidence to show that CAM can be used at every level of teaching and learning Chinese as L2: grammatical patterns, discourse analysis, cultural and cognitive elements.
- Chair: Janet Zhiqun Xing, Western Washington University