

approaches, inter-cultural communication and modular approaches, and content-based instructional approach designed by the federally funded Chinese Flagship Program. Theories of these approaches will be discussed, analyzed and applied in teaching business Chinese at elementary, intermediate and advanced levels.

- Chair: Meiru Liu, Portland State University
- Presenters:
  - Yan Zhang, University of Wyoming
  - Meiru Liu Portland State University
  - Jean Wu, University of Oregon

**1:15pm – 2:15pm**

**Colorado Convention Center, Room 711**

**Session 2.5 Active Reading: Skills, Strategies, and Results**

This panel explores ways in improving active reading skills by addressing the effect of integrating students' prior knowledge and information to promote comprehension, and two research studies demonstrating the result of direct class instruction on reading strategies and use of reading practice to build an effective and educational testing system.

- Chair: Frances Yufen Lee Mehta, Cornell University
- Presenters:
  - Frances Yufen Lee Mehta, Cornell University
  - Grace Wu, University of Pennsylvania
  - Lala Zuo, Swarthmore College

**2:30pm – 3:30pm**

**Colorado Convention Center, Room 703**

**Session 3.1 Cheng & Tsui CLTA Walton Presentation Prize (Part II)**

In this session, the papers will be presented by this year's Walton Presentation Prize finalists. The Walton Presentation Prize is awarded to recognize the best first-time presentation at the CLTA Annual Meeting.

- Chair: Chen-Huei Wu, University of Illinois
- Presenters:
  - Cognitive Relations of "yi...jiu..." Sub-constructions and its Pedagogical Applications, Hsin-Hung Yeh, Harvard University
  - Second Language Fluency and Foreign Accent in Learning Chinese, Chen-Huei Wu, University of Illinois
  - Web-Based Machine Translators: Chinese Learners' Beliefs and Behavior, Yi-Chen Lee, University of Wisconsin-Madison

**2:30pm – 3:30pm**

**Colorado Convention Center, Room 705**

**Session 3.2 Empirical studies on CFL vocabulary teaching and learning strategies**

This panel reports three empirical studies on CFL vocabulary teaching and learning strategies.

- Chair: Helen Shen, University of Iowa
- Presenters:
  - Metacognitive Learning Strategies and Vocabulary Acquisition among CFL Learners, Lini Ge, University of Iowa
  - Near Synonyms Acquisition and Learning Strategies among Advanced CFL Learners, Fengping Yu, University of Iowa
  - Strategies for Beginning CFL Vocabulary Instruction: Toward Active Learning, Helen Shen, University of Iowa

**2:30pm – 3:30pm**

**Colorado Convention Center, Room 707**

**Session 3.3 Catering to Learner Needs at Different Levels of Chinese Instruction**

This panel introduces pedagogical innovations and relevant research based on learner needs at different levels of Chinese instruction.

- Chair: Youping Zhang, Stanford University
- Presenters:
  - Developing Learner Self-efficacy in a First-year CFL Class, Youping Zhang, Stanford University
  - A Research Project on Intermediate CFL Learners' Narratives, Sik Lee C. Dennig, Stanford University
  - Learners' Acquisition of Chinese Anaphora in Narrative Discourses, Xiaofang Zhou, Stanford University

**2:30pm – 3:30pm**

**Colorado Convention Center, Room 709**

**Session 3.4 Writing Task Analysis across Levels in College Chinese Teaching**

This session offers discussions on writing task design in Chinese language programs. Analyzing different writing tasks across levels, the session focuses on several key issues in task design: the nature of writing tasks, the alignment of writing tasks to pedagogical goals and ACTFL standards, and the implementation of those tasks.

- Chair: Yunyan Zhang, The Ohio State University
- Presenters:
  - Ming Fang, the Ohio State University
  - Xuefei Hao, The Ohio State University
  - Qian Du, The Ohio State University

**2:30pm – 3:30pm**

**Colorado Convention Center, Room 711**

**Session 3.5 Technology Enhanced Assessment and Feedback in Chinese Language Pedagogy**