

**PERFORMED CULTURE APPROACH CONFERENCE:  
IN HONOR OF PROFESSORS GALAL WALKER AND MARI NODA**

**October 12 and 13, 2024  
The Ohio State University**

**Abstracts**

(in alphabetical order)

## Designing Mandarin Chinese Programs for Youth

Donglin Chai  
University of Iowa



### **Abstract:**

This talk will be discussing creating Mandarin Chinese in-person programs for preschoolers (age 3-5) and grade-schoolers (age 6-11) in the Iowa City area, based on the Performed Culture Approach. The speaker will present a discussion on the following topics.

1. What does the existing “Chinese language weekend school” mode tell us?
2. What are the communicative goals for different age groups?
3. What pedagogical materials should be used for different groups?
4. How to place learners of Chinese as a heritage language?
5. How to schedule a workable academic calendar to cope with school districts?
6. Who are potential stakeholders and how to seek for support?
7. How to make the Perform Culture Approach work best for youth?

This is an on-going project rather than a finished project and would highly appreciate audience’s input.

### **Bio:**

Donglin Chai received her PhD in East Asian Languages and Literatures at The Ohio State University with a concentration in Chinese Language Pedagogy and is currently a visiting scholar at The University of Iowa. Chai has taught at The Ohio State University, Loyola University Maryland, University of Maryland Baltimore County, and Grinnell College. Her expertise includes curriculum design, pedagogy evolution, and teacher education, and her current interests are childhood education and entrepreneurship. Recent textbook publications include *Action! China: A Field Guide to Using Chinese in the Community* and *Don't be Shy: A Multimedia Chinese Course for Intermediate and Advanced Learners*. She has published articles in *Chinese as a Second Language*, *Journal of the National Council of Less Commonly Taught Languages*, *American Journal of Chinese Studies*, *Chinese Language Teaching Methodology and Technology*, and *Journal of Chinese Teaching and Research in the U.S.*

## ***Decoding Chinese Communication: A Cultural Guide for Chinese Language Learners***

Guangyan Chen  
Texas Christian University

Jia Yang  
University of Dayton



### **Abstract:**

We are presenting our manuscript, *Decoding Chinese Communication: A Cultural Guide for Chinese Language Learners*. The book aims to provide U.S. Chinese language teachers and learners a gateway to understanding Chinese culture by elaborating on six key cultural themes significantly impacting Sino-American transcultural communication.

Foreign Language (FL) educators have long recognized and embraced the idea that language and culture are fundamentally intertwined in cross-cultural communication. This consensus has shaped FL education literature, emphasizing the vital role of culture in FL education for decades. However, culture instruction in the CFL field remains insufficient (Yu, 2009) due to the insufficiencies of teachers' culture knowledge and the lack of a culture-oriented FL pedagogical paradigm (Chen, 2020). This book manuscript conducted cultural analyses of Chinese communicative behaviors within the six fundamental Chinese themes: *quntiyishi* (群体意识, group mentality), *he* (和, harmony), *xiao* (孝, filial piety), *mianzi* (面子, face), *guanxi* (关系, Chinese style relationship), and *yanbujinyi* (言不尽意, meaning beyond language). The cultural analyses bridge Chinese cultural studies and CFL education, providing CFL teachers and learners with the tools to understand cross-cultural communication behaviors, helping learners develop critical thinking skills for evaluating Sino-American cultural differences, and enhancing mutual understanding and tolerance among American CFL learners towards individuals from various cultural backgrounds.

The culture analyses are based on theoretical frameworks of the Performed Culture Approach (Walker, 2000; Walker & Noda, 2000) and Third Space (Zhang & Jian, 2020). Those frameworks help us understand what cultural themes are essential for learners to know so that they can appropriately recognize what is culturally expected of them and what the intention is behind native speakers' behaviors. Based on these frameworks, we adopted the following criteria for selecting the six themes: 1) Themes that keep coming up when explaining how Chinese think and behave in the existing literature; 2) Themes derived from cultural observations by American students studying in China, insights from Chinese language teachers regarding classroom interactions, and experiences shared by American expatriates in China; 3) Themes closely linked to language behaviors necessary for

developing CFL learners' transcultural awareness and communicative competence; 4) Themes challenging for CFL learners to grasp without explicit instruction; 5) Themes often overlooked by native speakers, particularly teachers from Chinese cultural backgrounds; 6) Themes significantly influencing meaning-negotiations between Americans and individuals from Chinese culture; 7) Themes aiding in the interpretation of misunderstandings between Americans and individuals from Chinese culture.

**Bio:**

Guangyan Chen is an associate professor of Chinese in the Department of Modern Language Studies at Texas Christian University. She has taught various levels of Chinese language and culture courses at the collegiate level. Her research interests include Chinese pedagogy, language acquisition, assessment, and pragmatics, with a focus on culture-oriented foreign language pedagogy. She authored the book *Performed Culture in Chinese Language Education: A Culture-Based Approach for U.S. Collegiate Context*, published by Lexington Books in 2020.

Jia Yang is an associate professor of Chinese Studies in the Department of Global Languages and Cultures at the University of Dayton. Her current research interests include sociolinguistics, Chinese language pedagogy, second language acquisition, and computer-assisted language learning. Her scholarly work has appeared in various books and academic journals, such as *Pragmatics and Society*, *Language Learning & Technology*, *Journal of International Students*, *Current Studies in Chinese Language and Discourse*, *Chinese as a Second Language*, and *Journal of the National Council of Less Commonly Taught Languages*.

# Exploring Reparation Mechanisms in Academic Interactions Between Advanced CFL Speakers and Native Chinese Audiences

Siyuan Dong  
The Ohio State University



## **Abstract:**

In everyday human activities, whether in ritual performances or routine behaviors, individuals navigate and rectify unexpected disruptions, highlighting a shared innate feature of reparation. Since Schegloff et al.'s (1977) seminal article amplified the typology of reparation in verbal interactions, it has become a significant phenomenon within conversation analysis and pragmatics. Reparation, or self-repair, refers to mechanisms through which communicators address and rectify their own verbal inaccuracies or clarify their remarks within a conversation. This process extends beyond fixing grammatical or lexical errors to include a wide range of communicative adjustments aimed at enhancing clarity and mutual understanding (Jefferson, 1987).

In the field of second/foreign language acquisition (L2), the majority of prior studies on reparation have focused on its corrective function (e.g., Kim, 2019; Zeng, 2019), with data collected from classroom interactions, predominantly characterized by a one-to-many (instructor-to-students) communication model (e.g., Cheng, 2014; Tang, 2014; Simpson et al., 2013). However, as L2 speakers' linguistic competence develops, they must demonstrate their communicative and professional competencies across increasingly complex and diverse topics within the target culture's societal context. In intercultural communication scenarios, it is often the 'subjective errors' stemming from cultural and prior knowledge differences that lead to the most significant disruptions and misunderstandings, rather than 'objective errors.' Therefore, the reparation mechanisms that emerge during interactions between advanced L2 speakers and native speakers warrant further exploration in both L2 learning and research contexts. These unique processes, distinct from those observed among native speakers, develop uniquely from the intercultural dynamics and multilingual challenges present in such interactions.

By employing Goffman's framework of "impression management" (Goffman, 1959) and "face-work" (Goffman, 1967), this study examines interactions between advanced Chinese as a Foreign Language (CFL) speakers and native Chinese audiences during the Q&A sessions following the CFL speakers' Master's thesis defenses in Chinese. The study

seeks to categorize representative reparation strategies through which CFL speakers manage to demonstrate, negotiate, and defend their expertise, co-constructing and rectifying the intended meanings in the flow of interactions.

These findings underscore the significant role of reparation beyond the mere correction of linguistic errors. In complex intercultural settings, reparation aids in the deeper negotiation of meanings and supports CFL speakers in preserving a positive professional impression within their domain expertise. Therefore, it is crucial to equip CFL learners with effective self-repair strategies to help them navigate diverse communicative scenarios with enhanced confidence and competence.

**Bio:**

Siyuan Dong is a Ph.D. candidate specializing in Chinese pedagogy. She holds two master's degrees in educational psychology from Sun Yat-sen University and Tokyo Gakugei University. Her diverse educational background inspired her to delve into foreign language teaching and learning, particularly focusing on East Asian languages. Her research interests include self-regulated learning, motivation in language learning, and second language acquisition.

Beyond her research, Siyuan has gained extensive teaching experience. Since 2018, she has been a Japanese as a Foreign Language (JFL) instructor in Tokyo, helping international students pursue their academic goals at both undergraduate and graduate levels at universities in Japan. As a Graduate Teaching Associate (GTA) at Ohio State University (OSU), she has taught various courses, including the Individualized Instruction Chinese program (all levels), the Individualized Instruction Japanese program (beginning level), beginning-level Chinese and Japanese (classroom track), Intensive Japanese Study (SPEAC), and an undergraduate course in East Asian humanities.

**Exploring Interpersonal Politeness  
through Contextualized Observation in a Performed-Culture Approach**

Sanae Eda

Middlebury College School in Japan



**Abstract:**

This paper presents a case study that examines how intermediate and advanced level learners of Japanese improve their ability to analyze the nuances of interpersonal expressions of politeness. The data was collected from nine students who were participating in a study abroad program based in Tokyo, and were enrolled in a Community Engagement course, that was offered as a part of the study abroad curriculum.

Central to this investigation is the concept of "addressee-honorifics." Okamoto (1997) explains that speakers' choices of whether to use honorific expressions are influenced by speakers' understanding of "the affective stance the speaker strategically takes toward a given context on the basis of his/her beliefs about honorific use." Her framework provided a valuable tool for study abroad students, who are tasked to create a bridge between what they had learned in a more controlled setting of classrooms in universities in the United States to a life that extends beyond the classroom in a study abroad context. Okamoto (1997) states that "this approach allows us to account for the diverse use of these linguistic forms as resources for constructing desired contexts, including relationships, identities, speech acts/activities, and settings" and this was exactly what the learners needed to understand.

Students completed a 24-hour practicum, including activities like volunteering at elementary schools, programming lessons for children, supporting community cafes, and staffing festivals. They observed variations in addressee-honorific use across different interpersonal dynamics and contexts, noting changes in their own language use over time.

Guided by Okamoto's framework, which highlights honorifics as tools reflecting psychological distance between speakers and interlocutors, this study emphasizes the performative nature of language acquisition. Discussions on honorific expressions were integrated into the curriculum, fostering increase in metacognitive awareness among learners. Through structured discussion sessions, community engagement, and journal writing, students developed skills in navigating cultural nuances and adapting language

use in diverse social settings.

By documenting students' evolving metacognitive abilities and their experiential data, this study contributes to understanding language learning as a transformative process. It underscores the importance of language pedagogy that prepares learners not only to communicate effectively but also to engage deeply with the performative aspects of cultural interaction.

**Bio:**

Sanae Eda earned her first M.A. in Teaching English as a Second Language from the University of Puerto Rico in 1994, concurrently holding a position as an Educational Exchange Program (EEP) Lecturer where she taught Japanese, making her the first instructor to do so at the University of Puerto Rico. She later completed her second M.A. and eventually earned a Ph.D. in Japanese Linguistics and Pedagogy from The Ohio State University in 1997 and 2004 respectively, under the guidance of Professor Mari Noda.

Between 1994 and 2004, Sanae taught at the Middlebury College Japanese Language School for eight summers, and from 2004 until the spring of 2010, she was an Assistant Professor and taught Japanese language and linguistics at the University of Kansas. She returned to Middlebury as the founding director of the Middlebury School in Japan, located at the International Christian University in Tokyo, Japan.



## **Bodily Performance Yields Embodied Understanding**

Hunter Klie  
Denison University



### **Abstract:**

This poster presentation presents the results of an observational study conducted in the spring of 2023, examining how culturally relevant body language is taught in a year one Chinese language class informed by the Performed Culture Approach (PCA). I observed instructors conducting classes in which students were trained to embody the behaviors of offering, refusal, insistence, and acceptance of small gifts, according to norms of frequently observed Chinese behavior culture. According to observations, students whose learning included modeling of physical behavior by the instructor and repeated opportunities for the learners to embody those behaviors yielded apparent changes in their skills as performers of Chinese behavior culture. Observations were followed by interviews in which participants shared their reflections on in-class performance of these behaviors. Most indicated that the learned behaviors had become second nature, hinting at the important connection between the bodily performance of behaviors in foreign language learning and the embodiment of culturally appropriate communication. Hand-drawn illustrations depict moments of coaching from instructors and successful performances by learners in the classroom. Through this research project, the physical dimension of cultural performance in the PCA foreign language classroom is vividly depicted. Recognizing the techniques employed by instructors trained in this approach, teacher training programs can be designed to more effectively incorporate attention to the physical dimension of bodily performance in the embodied study of foreign languages.

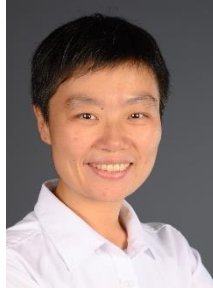
### **Bio:**

Hunter Douglas Klie, Ph.D. is a 2024 graduate of The Ohio State University Department of East Asian Languages and Literatures with a focus in Chinese language pedagogy. He wrote his dissertation on the embodiment of cultural behaviors through bodily experience, connecting the practice of learning language with the practice of learning stage performance in *kunqu* theatre. He has over seven years of Chinese language teaching experience and two years of experience training foreign language teachers through the ALLEX Foundation. He is currently a Visiting Assistant Professor at Denison University.

# Constructing Learners' Second-Culture Worldview through Chinese Calligraphy: Challenges and Takeaways

Yawei Li

Case Western Reserve University



## **Abstract:**

This research examines the transformative potential of an introductory course in Chinese calligraphy within a Chinese language program. Instead of adopting a lecture-based approach, this paper showcases the significance of guiding learners to establish connections between their personal life experiences and the traditional art of Chinese writing through self-reflective calligraphy performances both inside and outside the classroom, thereby providing access to building and broadening learners' second-culture worldview.

The design is commendable as it facilitates learners to explore diverse facets of Chinese culture, encompassing festivals, philosophies, paintings, poetry, and idioms. This comprehensive approach fosters a holistic learning experience. Nevertheless, the development of the course encounters several challenges.

Maintaining enrollment is crucial, especially in educational settings where Chinese culture and language are not predominant. Despite the students' keen interest in calligraphy, they must prioritize other core courses to meet major requirements. It is essential to understand both the expectations of students and the department when proposing new courses. Moreover, students with no prior background in Chinese learning often experience high levels of anxiety due to the perceived complexities of the subject matter. Simplifying the rich and intricate cultural content while retaining its essence poses another significant challenge. Innovative pedagogical strategies are necessary to ensure that students effectively absorb and internalize comprehensive input. Additionally, careful consideration should be given to scaffolding techniques and demonstrations. Accessible audio and video demonstrations should be made available not only during class but also outside it.

Alongside its inherent challenges, the course development also serves to underscore several key takeaways. Firstly, it fosters students' ability to draw meaningful connections between their own lives and the philosophical underpinnings of Chinese traditions.

Secondly, the disciplined practice of calligraphy not only cultivates self-reflection, mindfulness, and stress relief but also enhances both creative expression and technical proficiency. Moreover, by exploring various cultural elements in an interdisciplinary manner, learners gain a deeper appreciation for this exquisite Chinese art form. Lastly, this learning experience broadens learners' worldview by facilitating their understanding of diverse cultural values and themes.

**Bio:**

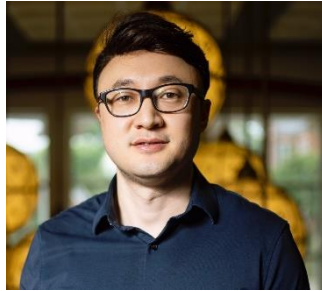
Dr. Yawei Li is a full-time lecturer at Case Western Reserve University (CWRU). Yawei received her Ph.D. in East Asian Languages and Literatures from The Ohio State University, specializing in Chinese Language Pedagogy. She has been teaching Mandarin Chinese to college-level students at various proficiency levels, in both regular and intensive formats. Before joining CWRU, she was a Visiting Assistant Professor at Berea College, KY. She also has extensive Chinese language teaching experience at Sichuan University (mainland China), Arizona State University, The Ohio State University, and Hamilton College.

Yawei's primary research focuses on establishing connections between communicative intentions and expectations within the target culture. Her publications center on facilitating language learners' ability to engage in effective unscripted daily-life conversations, a concept she refers to as "improvisation." She emphasizes self-reflection based on performance, with the goal of enabling learners to identify optimal communication strategies and become self-regulated performers and self-monitored improvisers.

## The Contents and Attitude of *Xue* 學 Learning in *The Analects of Confucius*

Kai Liang

Western Kentucky University



### Abstract:

*The Analects* (*Lunyu* 論語) is a fundamental text for understanding the teachings of Confucius and offers an extensive account of the importance and methodology of learning (*xue* 學) in the quest to become a *junzi* (君子), or exemplary person. This paper explores the contents and attitudes of learning as presented in the Analects, focusing on how Confucius' disciples and subsequent generations compiled and understood his teachings. Confucius emphasized that the ultimate goal of learning is to become a *junzi*. The term *junzi* originally referred to nobles or aristocrats but was redefined by Confucius to describe anyone who cultivates themselves to achieve moral excellence and serve society effectively. In the *Analects*, the concept of *junzi* is constructed through various entries that illustrate what a *junzi* should and should not do, highlighting attributes such as being highly principled, disciplined, ethical, and capable. Confucius outlined specific content areas for learning that were essential for personal and social development. These included learning cultural knowledge (學文), the *Book of Changes* (學易), the *Book of Odes* (學詩), the *Book of Propriety* (學禮), and the *Way* (學道). He believed that proper behavior, such as filial piety, respect for elders, trustworthiness, and benevolence, was a prerequisite for effective learning. Through the study of these classical texts, learners could cultivate their emotions, improve their observational abilities, and enhance their social skills. In addition to content, Confucius stressed the importance of having the right attitude towards learning. He valued the enjoyment of learning (好學) and praised those who pursued knowledge with diligence and an open mind. This attitude was exemplified by his favorite disciple, Yan Hui, who was noted for his ability to learn without repeating mistakes or transferring anger to others. Confucius himself also modeled this attitude, demonstrating a lifelong commitment to learning and self-improvement. In conclusion, the *Analects* presents learning as a holistic process that encompasses not only the acquisition of knowledge but also the development of moral and social virtues. Confucius' teachings emphasize that through persistent and disciplined learning, individuals can achieve personal growth and contribute positively to society, embodying the qualities of a true *junzi*.

**Bio:**

Kai Liang holds a PhD in the Pedagogy of Chinese Language and Culture from The Ohio State University. He was a lecturer of Chinese at OSU and is currently an instructor of Chinese at Western Kentucky University. Dr. Liang has over 20 years of experience teaching Chinese language, culture, literature, fine arts, philosophy, and history in both China and the United States. He has dozens of publications and presentations on Chinese language teaching and learning, as well as Chinese culture, philosophy, and literature.

# Diversifying Interactional Repertoires in Chinese as a Foreign Language Learners Through Performance: Two Pedagogical Proposals

Ai-Ling Lu

The Ohio State University



## Abstract:

*Interactional repertoires* (Hall, 2018) can be seen as the diverse semiotic resources to allow foreign language learners co-construct actions with their interlocutor in a context-sensitive way. This paper explores performance-based methods to diversify the interactional repertoires of beginning-level Chinese as a Foreign Language (CFL) learners. Specifically, it highlights two crucial interactional practices: (1) compliment responses and (2) third turns. For each practice, the paper examines its significance and details instructional strategies through performance designed to diversify CFL learners' interactional repertoires.

Acquiring interactional repertoires involves two key processes: guided interactive practices and conscious, systematic study of interactional patterns (Hall, 1999). Barraja-Rohan (1997, 2011) develops a systematic teaching methodology based on conversation analysis, widely adopted by other scholars. However, her approach primarily focuses on the systematic study of interactional patterns, lacking adequate opportunities for guided interactive practices. To address this gap, I propose integrating the Confucian Learning Cycle (Jian, 2022), which emphasizes experiential learning and active engagement. Combining elements of both models, I propose a detailed pedagogy that highlights deliberate practice and performance, enhancing both the quality and quantity of practice while providing opportunities for active engagement and application. This pedagogy for interactional repertoires comprises five phases: (1) awareness raising phase; (2) reflective phase (3) deliberated practice phase (4) introspective phase (5) performance phase. I use compliment responses to exemplify this pedagogy. After completing the five phases, learners will be able to diversify their responses to compliments and use appropriate responses for various contexts and interlocutors.

In addition to compliment responses, I argue that the third turn after an adjacency pair is a vital practice for diversifying interactional repertoires. This triadic dialogue (e.g., question – answer – third-turn response) is ubiquitous in everyday conversations and significantly influences preceding dialogues and subsequent trajectories (Cooren et al., 2023; Tsui, 1989). Instead of solely providing evaluative feedback during third turns, CFL teachers

could incorporate more non-evaluative discursal third turns in their teaching. Furthermore, teachers could create interactional spaces for learners to perform third turns in different contexts and roles. With repeated practice, CFL learners can develop a more nuanced understanding of when and how to perform third turns to co-construct intersubjectivity with their interlocutors.

In sum, this paper presents two pedagogical strategies to diversify the interactional repertoires of CFL learners. By integrating guided interactive practices and leveraging performance-based methods, beginning CFL learners can expand their interactional repertoires, fostering more effective and contextually appropriate cross-cultural communication.

**Bio:**

Ai-Ling Lu is a Ph.D. candidate in the Department of East Asian Languages and Literatures at The Ohio State University. She holds an M.A. in Comparative Literature and Cultural Studies from the University of Arkansas. Her research interests include Chinese pedagogy, interactional repertoires, and conversation analysis. Ai-Ling focuses on designing pedagogical methods that equip Chinese as a Foreign Language learners with context-appropriate interactional repertoires for effective cross-cultural communication. She won the 3-Minute Thesis competition at the University of Arkansas and received second place in the Humanities oral presentation at the Edward F. Hayes Advanced Research Forum at The Ohio State University.

## Speech-Act-Focused Instruction and the Role of Teacher as Theatrical Director in Performed Culture

Stephen Luft                      Shunichi Maruyama  
University of Pittsburgh      University of Pittsburgh



### **Abstract:**

In this presentation, we will describe third-year Japanese language classes at the University of Pittsburgh which allowed the instructor to act similar to a theatrical director as they provided instruction to students. The target competence in this instruction was the successful performance of various speech acts (e.g., apology, giving advice, expressing gratitude, complimenting, etc.) listed in *Migake! Brush-up your communication skills in Japanese* (2013), either as the doer or the recipient. While students were provided with materials to study to perform various speech acts, they were not required to rehearse a dialogue in preparation for class. Rather, they applied newly learned communicative strategies as well as those acquired in the previous iterations of their Japanese courses with the *NihonGo Now!* (2020) series to the performance of the speech act. In class, students were given various situated contexts that required the performance of the target speech act and invited to perform based on the context. Subsequently, the teacher provided students with feedback on their performances. These classes were video-recorded and later reviewed.

We observed that the teacher's feedback in these classes was much more like that of a theatrical director than is typically observed in our Act classes. Rather than giving feedback primarily focused on grammar or vocabulary, instructors in speech-act-focused classes regularly discussed with students the type of impression various actions give the audience (i.e., Japanese speakers) and how students can more successfully convey their intentions in the target culture. Through the discussions and role-play, students learn different ways of mitigating the impact of their utterances and their consequences, and are eventually able to independently perform the speech acts in ways that create a positive impression and avoid potential confrontation. In the performed culture approach (PCA), a theatrical paradigm is used, in which students are treated as actors, and teachers act as directors who coach students to give target-language performances that will create a favorable



impression in the audience (Walker, 2000; Walker & Noda, 2000; Christensen & Warnick, 2006). Our experiences with speech-act-focused instruction suggest that with upper-level students, this type of instruction can provide an effective means of realizing the actor/director relationship between student and teacher that performed culture espouses, and of addressing high-stakes cultural differences in language classes.

**Bio:**

Stephen D. Luft currently serves as Teaching Associate Professor and Director of Undergraduate Education in the Department of East Asian Languages and Literatures at the University of Pittsburgh. He holds a B.A. in Japanese from Brigham Young University and M.A. and Ph.D. degrees in Japanese language pedagogy from The Ohio State University. He teaches courses in Japanese language and Japanese pragmatics. He is a co-author of *Action! Japan: A Field Guide to Using Japanese in the Community* and *NihonGO NOW!: Performing Japanese Culture*. He also currently serves as Vice President (post-secondary) of the American Association of Teachers of Japanese.

Shunichi Maruyama currently teaches Japanese as a visiting instructor in the Department of East Asian Languages and Literatures at the University of Pittsburgh. He earned a B.A. in American literature from Aoyama Gakuin University and an M.A. in Japanese language pedagogy from Ohio State University.

## The Global Influence of PCA

Tom Mason  
ALLEX Foundation



### **Abstract:**

We all know that many of our colleagues from DEALL use the PCA approach in their teaching at their current institutions. But did you know that PCA has had a tremendous influence on hundreds of additional university language programs around the world?

PCA is the approach used by the ALLEX Foundation in our teacher training program and informs the core tenets adopted by our teacher-trainees. These newly trained teachers are then dispatched to dozens of universities each year, where they teach language in exchange for scholarship support to pursue their studies.

This presentation will illustrate the global impact of Professor Mari Noda's and Professor Galal Walker's work as the basis for expanding access to Asian language study through the ALLEX Foundation model.

The ALLEX program model is unique. ALLEX recruits university graduates from Japan, China, Korea, and Taiwan, who are then trained in an intensive summer teacher-training program at Cornell University, equipping them with the pedagogical skills necessary to teach their native languages effectively in the U.S. Following their training, these educators are dispatched to universities across the United States, where they receive a full scholarship (tuition, room, food, health insurance, and living expenses) to pursue a master's degree in exchange for teaching language courses.

Over the last 36 years, ALLEX and its predecessor, Exchange: Japan, have assisted more than 200 universities build and maintain Asian language programs. This extensive network has allowed ALLEX to influence language education across a broad spectrum of academic institutions, from Ivy League schools to community colleges. More than 1,500 lecturers have studied in the organization's training programs, with a composition of 70% Japanese, 25% Chinese & Taiwanese, and 5% Korean. An estimated 200-300 graduates have gone on to permanent employment at universities and K-12 schools in at least fifteen countries, including the U.S., Canada, the U.K., Japan, Korea, China, Taiwan, and Singapore. As of 2024, six of the seven Japanese instructors at Harvard University are ALLEX graduates.

ALLEX graduates have attained positions at MIT, Princeton, Cornell, Stanford, Columbia, Yale, Penn, Berkeley, Northwestern, Washington University in St. Louis, Amherst, Vanderbilt, Notre Dame, Michigan, Boston University, Chapel Hill, Virginia, UC Davis, UC San Diego, and dozens of other top-tier universities, state colleges, liberal arts colleges, and community colleges, as well as teaching positions at K-12 institutions across the world.

**Bio:**

Tom Mason is a specialist in Chinese and Japanese language pedagogy, study abroad, and grassroots exchange programs with a focus on Northeast Asia and the United States. In 2003, he founded the ALLEX Foundation (Alliance for Language Learning and Educational Exchange), an organization dedicated to changing lives through study abroad and language study. For eighteen years, he served as executive director before transitioning to chairman in 2020. He is now the executive director of the U.S.-Japan Bridging Foundation. Dr. Mason has held leadership and teaching positions at the Kyoto Consortium for Japanese Studies, administered by Columbia University; Cornell University; and several other institutions in Japan. He studied at National Taiwan University as the recipient of a fellowship from the Taiwanese government. In 2022, Dr. Mason was selected as a fellow for the Mansfield Foundation's U.S.-Japan Network for the Future Program.

**Enhancing Learning Experiences in Chinese culture courses:  
Integrating the Performed Culture Approach in Large Classroom Settings**

Nan Meng  
University of Connecticut



**Abstract:**

This paper examines integrating the Performed Culture Approach in Chinese culture courses with large class sizes to improve students' learning experience. Moving away from traditional, information-feeding lectures, this approach places students at the center of the learning process. Guided by the Performed Culture Approach, the culture courses were designed to emphasize behavioral culture, focusing on the underlying cultural values reflected in daily behaviors, rather than merely addressing information and achievement culture. The courses also aim to maximize student engagement through small group discussions and collaborative projects, fostering a deeper, more personal understanding of Chinese cultural values and practices.

Furthermore, the paper discusses the strategic use of technology as pedagogical tools for interactive learning and collaborative activities. Digital platforms and tools are used to create a dynamic learning environment and to improve student engagement, teamwork, analytical capabilities, and critical thinking skills. Through the careful pedagogical designing that incorporates the concepts from Performed Culture Approach, the focus of these culture courses was shifted from passive learning to active participation, enabling students to experience and understand the cultural values that influence daily behaviors in Chinese society.

**Bio:**

Nan Meng, an Assistant Professor in Residence in Department of Literatures, Cultures and Languages at University of Connecticut, serves in both Chinese Program and Applied Linguistic and Discourse Studies Program. She received her PhD degree in Chinese pedagogy from Ohio State University. Before joining University of Connecticut, she had worked at Yale University, Wesleyan University, and Penn State University. She has taught Chinese language and culture courses at all levels, as well as teacher training, and second language acquisition courses. Her research publications cover areas such as language assessment, language socialization and second language acquisition.

**Reaching Advanced Level of Chinese:  
Perspectives from the OSU Chinese Flagship Learners**

Xizhen Qin

University of South Florida



**Abstract:**

Among the large number of Chinese learners in the U.S., only a small percent of learners can reach the advanced level of Chinese language proficiency, which is far from enough to meet the demand for deeper communication between the U.S. and China. A series of questions have been raised and to be answered: how should we define advanced Chinese language learners? How to shorten the time it takes for Chinese learners to reach an advanced level? How to help learners understand China's unique culture? How can we link school education to learners' future careers?

This study will be conducted by questionnaires and interviews with OSU Chinese Flagship Graduates who have reached the advanced level. I will interview them about their experience of learning Chinese and using Chinese at work, the difficulties and challenges of reaching the advanced level. This study aims to explore what competencies advanced Chinese language learners need, what are effective means of learning Chinese, and how foreign language learning can be integrated with the future career development of the students from the learners' perspective.

**Bio:**

Xizhen Qin is an association professor in the Department of World Languages at the University of South Florida. She received her Ph. D in Chinese Language Pedagogy from the Ohio State University in 2011. She has been teaching Chinese language and culture courses at all levels for more than twenty years. She is the author of the book *Understanding Intercultural Misunderstandings between Chinese and American Cultures: Applying the Performed-Culture Approach* (Foreign Language Teaching and Research Press, Beijing, China, 2017) and a couple papers in the fields of Chinese pedagogy, Intercultural Communication and Chinese Cultural Studies.

**Building Memories for the Future in Chinese:  
Helping Students See and Experience Contexts  
Eric Shepherd  
University of South Florida**



**Abstract:**

Drawing on Walker and Noda (2010), this session explores the role of visualization in helping students build memories for the future. The discussion will focus on the role of visualization in performance-based instruction in the Chinese classroom. Borrowing from literature on visualization to maximize sports performance and on training techniques used in Chinese narrative performance traditions, the discussion will also touch on techniques for structuring a visualizable context, the role of mimetic learning in helping students see that context of use, the power of visualization in generating experiences that build useable memories in the target culture.

**Bio:**

Eric Shepherd is Associate Professor of Chinese at the University of South Florida. Dr. Shepherd received his PhD in Chinese Language Pedagogy from the Ohio State University in 2007. His research focuses on integrating language, culture, memory, and stories in classroom instruction.

Dr. Shepherd is the author of the *Real Life Chinese* (First Advantage Education, 2019), a digital set of Chinese language learning materials as well as *Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture* (Ohio State University Foreign Language Publications, 2005). He has also published research-based articles about Chinese culture, oral traditions, and teaching and learning Chinese including “Exploring the Soundscape of Shandong Fast Tales” (Forthcoming in *Chinoperl*) and “Singing Dead Tales to Life: Rhetorical Strategies in Shandong Fast Tales”, *Oral Tradition*, 26/1 (2011): 27-70.

Dr. Shepherd has developed nationally competitive study abroad programs at both The Ohio State University (US/China Links) and at the University of South Florida (Chinese Learning in the Culture Program). In 2013, the Chinese Learning in the Culture Program (CLIC) he created at the University of South Florida was nominated for The IIE Andrew Heiskell Award for Innovation in International Education.

# Performing in Virtual Reality (VR): The Challenges and Impacts of Creating Interactive VR Materials for Learning East Asian Languages and Cultures

Matthew Steinhauer  
The Ohio State University



## Abstract:

Over the past decades, the autonomy granted to the average language learner has dramatically increased. Now, learners have personalized resources, diverse tools, machine learning databases, corpora, and recently, large language models (LLMs) powered by generative AI, and language-learning apps like "Duolingo." This transformative change in language learning tool accessibility has revolutionized how we develop learners' language expertise. Based on these trends, it is clear that highly accessible learning software that promotes autonomy is the future of interactive resources for future language learners.

Learning to communicate in any East Asian Language is a lifelong journey for those who plan to become competent communicators. The traditional tools to achieve this challenging goal can be elusive and expensive, as many effective strategies, like tutoring, study abroad, and college classes are costly. The reality is simple: money is necessary to become a competent communicator of an East Asian language (Walker, 2024). The core of this issue is, therefore, equity. Without spending substantial time in the target culture, how can we expect someone to become competent at communicating with it?

Research leads me to believe Virtual Reality (VR) fused with carefully designed pedagogical scripts potentially circumvents these fundamental issues, as VR presents a way to "converse" with virtual avatars. These avatars are powered by LLMs, that use recorded facial and audio data captured by native speakers. This hybrid approach offers a glimpse of a potential stop-gap solution for students who cannot afford to learn and potential learning outcome enhancements for learners who can. As VR has been used to successfully simulate immersive and interactive learning environments (Chernikova et al., 2020; Petersen et al., 2022).

But how should educators design materials that involve conversing with an avatar powered by AI? After all, introducing AI to any pedagogical material relinquishes a substantial

degree of control and learning outcome predictability. AI does not understand language or culture. How can we trust it to teach effectively?

The objective of this research study is to examine the impact of a pedagogically designed interactive VR simulation of dialogue from *NihonGO NOW!* on students' language skills and intercultural behavioral development. I will share the pedagogical and technical considerations that went into creating my VR simulation, as well as some preliminary findings. This research is expected to provide valuable insights for educators and language professionals regarding the development, implementation, and potential benefits of integrating interactive environments in a curriculum alongside standard methods.

**Bio:**

Matthew Steinhauer is a Ph.D. student in the Department of East Asian Languages and Literatures at Ohio State University (OSU). He specializes in teaching Japanese to American college students and business professionals. He is especially driven on creating experimental learning materials for curriculums and autonomous use that incorporates cutting-edge technologies like Large Language Models (LLMs) and Virtual Reality (VR). Aside from conducting research, Matthew has been teaching Japanese at different levels and formats (both classroom instruction and individualized instruction) at OSU. Recently, he delivered a presentation at the Southwest Conference on Language Learning (SWCOLT) about the vital importance of considering content before committing to creating VR resources for language learning. He aspires to graduate in 2025 and redefine what VR materials mean to pedagogues across the field.



**Stancetaking Strategies in Discussions  
by Native Speakers and Advanced Learners of Japanese**

Kumiko Takizawa  
The Ohio State University



**Abstract:**

As taking a stance is a fundamental human behavior (Du Bois & Kärkkäinen, 2012; Iwasaki, 2015; Kiesling, 2022), it is inevitable that learners of foreign languages experience negotiating their stances in the target culture. Stancetaking is a contextualized act (Du Bois 2007), therefore, to take a stance successfully, learners are required not just to express their subjectivity using the target language, rather, they need to know how to index and negotiate their stances based on the situated context. Investigating stancetaking in the context of cross-cultural discussions is meaningful because the ability to negotiate in multicultural environments is critical in a world that aims to cooperate with people from different cultures (Jian, 2021).

This study explores how native speakers of Japanese and advanced learners of Japanese take stances when they face contrary opinions in discussions in Japanese. To investigate their stancetaking in discussions, data were collected from one-on-one mock discussions, reflections of those discussions, and questionnaire from two native speakers and two advanced learners whose levels at beyond level 5 of Japanese courses in the university level.

The data from the mock discussions manifests different traits in terms of stancetaking behavior between the native speakers and the advanced learners. The native speakers constantly seek their common ground or commonality at a personal level through active alignments, suggesting that they build a personal connection by empathizing with each other. By contrast, the advanced learners take stances as persons with multicultural background by acknowledging both Japanese and American cultures and expressing how their stance differs depending on the culture. This difference indicates that the advanced learners' stancetaking strategies are not a simple copy of native speakers, but rather they cultivated unique stancetaking strategies distinct from native speakers through their extended learning process of Japanese.

The finding of this study illuminates the significant potential for what the learners of foreign languages can offer in discussions. It also suggests the importance of teaching practical strategies of stancetaking in classrooms and promoting the learners' awareness of Third Space so that they can negotiate and cooperate with people in the target culture by taking advantage of their multicultural backgrounds.

**Bio:**

Kumiko Takizawa received her Ph.D. in East Asian Languages focusing on Japanese language pedagogy. She has extensive teaching experience, having taught Japanese in various locations, including Japan, Malaysia, Australia, and the United States. She is a former Japanese graduate teaching associate and lecturer at The Ohio State University, where she taught from 2018 to 2024. She is also actively involved in ALLEX Teacher Training Institute and worked as a trainer in the summers of 2019, 2023, and 2024. Her research interests include stance-taking by learners and native speakers of Japanese, the acquisition process of stance-taking by learners, and curriculum development. Dr. Takizawa earned her B.A. from Meiji University in Communication, her M.A. from Portland State University in Japanese, and her Ph.D. from The Ohio State University in East Asian Languages.

**Improving Accessibility and Inclusivity:  
The Hybrid PCA Model for Japanese Language Education at CSUF**

Hiromi Tobaru

California State University, Fullerton



**Abstract:**

This presentation explores the adaptation of a hybrid course structure for introductory Japanese language instruction at California State University, Fullerton (CSUF). At CSUF, JAPN 204 and JAPN 214 are co-requisite introductory Japanese language courses. Students have to register for both courses at the same time. Both employ the Performed Culture Approach (PCA) (Walker and Noda, 2010), which emphasizes cultural performances to develop “linguistic proficiency and intercultural communicative competence necessary to operate and participate successfully in a target culture” (Yu, 2020, p 140). To address scheduling issues, classroom coordination, and declining student registrations, starting Spring 2025, JAPN 204 will be offered as an asynchronous online course, while JAPN 214 will remain an in-person course.

The course design of JAPN 204 and JAPN 214 follows a “flipped classroom” model, aligned with the PCA course design. JAPN 204 will focus on learning cultural and language knowledge as well as rehearsal of performance, which students can study independently using multimedia. In contrast, JAPN 214 will emphasize practical application through interactive activities and role-plays, requiring learners to improvise the already-learned script on the spot. In-person classes will allow instructors to create immersive target language experiences through role-plays and simulations, provide real-time feedback on linguistic and cultural appropriateness, and foster a supportive learning environment.

The redesign of JAPN 204 and JAPN 214 will yield several beneficial outcomes. The asynchronous format of JAPN 204 offers significant flexibility, allowing students to access course materials at their convenience and learn at their own pace. This accommodates diverse schedules and reaches a broader range of students, including those with geographical or time constraints. Considering that most CSUF students commute long distances to campus, this provides great flexibility. It will increase the accessibility and affordability of the courses, further supporting student equity and inclusion.

The hybrid structure for JAPN 204 and JAPN 214 presents both opportunities and challenges. While the flexibility and accessibility of online learning are significant advantages, maintaining student engagement and effectively implementing PCA in an asynchronous format requires careful consideration. This presentation will discuss strategies to address these challenges, ensuring that the hybrid course structure supports effective language acquisition and cultural proficiency. (354 words)

**Bio:**

Hiromi Tobaru is an Assistant Professor of Japanese at California State University, Fullerton. She earned her Ph.D. in East Asian Languages and Literatures from The Ohio State University, specializing in Japanese language pedagogy. Her research interests include pedagogical materials development, study abroad students' social network construction, intercultural communicative competence, and Japanese style shifting among foreign language learners.

**Memorization and Performance Watch:  
Practicing Welfare Linguistics in Performed Culture Approach**

Shinsuke Tsuchiya  
Brigham Young University



**Abstract:**

Performed Culture Approach (PCA) utilizes contextualized script rehearsals by having learners memorize and perform assigned scripts as part of language instruction. While memorization is essential to any learning process, rote memorization in language learning has a bad reputation for promoting shallow learning, a lack of understanding, and inducing anxiety (Tsuchiya, 2020). This presentation reevaluates the role of memorization in language learning under the frameworks of Welfare Linguistics (Tokugawa, 1999; Heinrich, 2021) and PCA (Walker and Noda, 2010).

Welfare linguistics aims to promote approaches that maximize sociolinguistic welfare and personal well-being by identifying oppressive social structures and empowering marginalized groups in ways that benefit everyone (Sato & Kumagai, 2021). This presentation discusses the benefits of performance watch in language instruction, which can enhance memorization in language learning. Performance watch (Noda, 2024) involves observing and analyzing a verbal and non-verbal script in a given performance or event within a specific context. It provides learners with opportunities to describe the (1) *time* (timing), (2) *place*, (3) *roles*, and (4) *audience* of a given performance. Language teachers can incorporate performance watch by watching or listening to a short media performance with students in class. They can pause as necessary to lead discussions on relevant contextual cues and their influence on observed verbal and non-verbal performances. Additionally, they can challenge learners to think critically by presenting hypothetical changes in time, place, roles, and audience, and asking how these might alter the performance. This type of discussion is preferably conducted in the learners' base or familiar language (i.e., English).

Effective incorporation of performance watch in language instruction can lead to deeper learning and understanding, thereby reducing anxiety in the language learning process. It empowers L2 users by helping them develop the ability to critically analyze what they are studying, including assigned dialogues to memorize and perform. With effective study habits and deliberate practice, L2 users can learn to adjust their performances to

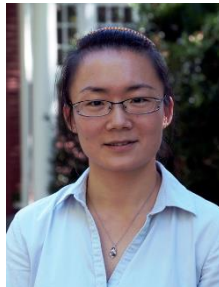
accomplish tasks within the context of the target culture. Cultivating sensitivity to relevant contextual cues, social structures, and practices in the target culture can result in smoother and more effective communication. This aligns with the overall objectives of Welfare Linguistics, which aims to provide language instruction that benefits society.

**Bio:**

Shinsuke Tsuchiya (Ph.D., The Ohio State University) is Assistant Professor of Asian and Near Eastern Languages at Brigham Young University. He holds a Ph.D. in Japanese Language Pedagogy and an M.A. in Second Language Acquisition with a TESOL certificate. He specializes in language teacher training, native-speakerism, language immersion, and L2 Japanese narratives, with articles appearing in *Foreign Language Annals*, *Applied Linguistics*, and *Japanese Language and Literature*. He is the co-author of the *NihonGO NOW!* Japanese textbook series (Routledge, 2020).

## Applying Performed Culture Approach to podcasting: Learner perception and engagement with an audio-only Chinese language podcast

Jianfen Wang  
Berea College



### Abstract:

Audio podcasting offers a convenient way for individuals to access learning materials anywhere and anytime, making it an ideal technology for promoting language learning. The popularity of audio podcasts is on the rise, with approximately 28% of the US population aged 12 or older listening weekly in 2021, a 17% increase from the previous year (Richter, 2021). Moreover, research indicates that “beginning second language students are more interested in developing audiolingual skills than in reading literature or in writing” (Hammerly, 1986, p.38). This situation is favorable because establishing a sound audiolingual foundation is crucial for beginners to move on with success.

For Chinese, a tonal language with little lexical inflection, active listening and imitation are sufficient to build a repertoire of basic conversation scripts while developing audiolingual skills.

However, the existing audio podcasts designed for beginning-level Chinese language learners primarily focus on presenting information rather than promoting listener *participation*. These podcasts often treat learners as passive listeners. The podcast hosts, typically a native English speaker and a native Chinese speaker, chat between themselves most of the time. When they do prompt listeners to repeat, there is rarely a pause between repetitions for listeners to hear their own pronunciation and self-reflect. Hearing one’s own voice is critical for fluent speech, as it enables real-time detection and correction of vocalization errors (Ozker et al., 2022). Furthermore, the hosts seldom challenge listeners to respond to conversational prompts in the target language, offering few opportunities for active testing. Missing reflective observation and active testing, the listening and speaking experiences are unlikely to transfer to knowledge of Chinese pronunciation, according to David Kolb’s (2015) experiential learning theory. Consequently, the learning is superficial.

To explore an alternative, this study experimented with developing a podcast that continuously prompts listener participation by replicating the dynamics of ACT classes in the Performed Culture Approach. An investigation into learner perception and engagement with this podcast reveals learner preferences for language learning environments. The

findings point to new directions for innovating foreign language curricula to meet the needs of Gen Zers, who prefer a hybrid curriculum that combines self-directed, independent learning with opportunities for face-to-face social connection.

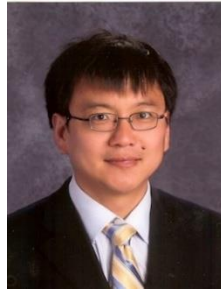
**Bio:**

Jianfen Wang is an associate professor of Chinese and chairs the Asian Studies Department at Berea College. She earned her Ph.D. in Chinese Pedagogy and MA in TESOL at The Ohio State University. Her research focuses primarily on intercultural communication and curriculum development. Jianfen has extensive experience teaching English and Chinese as foreign languages, supervising education abroad programs in China, and leading teacher development workshops. She is a core member of the development team behind the “Perform China” language learning material series and co-authored *Perform Suzhou: A Course in Intermediate to Advanced Spoken Mandarin* (2016). She is the primary editor of *Performed Culture in Action to Teaching Chinese as a Foreign Language* (2022), a volume on innovative Chinese language pedagogy. Currently, she serves as the president of the Kentucky Association of Chinese Language Teachers.



**The Integration of Musicking in the Performed Culture Approach  
to Create Shared Experiences and  
Enhance Cognitive and Emotive Aspects in Learning Chinese as a Foreign Language**

Ke Wang  
The Ohio State University



**Abstract:**

Addressing the challenges of contemporary times, such as the COVID-19 pandemic, and meeting learners' diversified needs necessitates integrating cognitive and emotive aspects in the learning of Chinese as a Foreign Language (CFL). This integration, particularly through incorporating music within the effective Performed Culture Approach (PCA) framework, is both essential and emergent.

Music is widely recognized as “the language of emotion” but remains under-researched in terms of its pedagogical value in language education, especially in CFL. The human capacity to appreciate and produce music is an ancient and powerful skill, representing a major cognitive achievement in our evolutionary communicative toolkit. Our sophisticated brains and inner mechanisms facilitate a profound understanding of the world and robust communication capabilities through sound, including both language and music. Semiotic comparisons highlight how humans use language and music to categorize and convey information, experiences, and emotions through signs and sign systems.

Based on century-old Chinese philosophy and inspirational interdisciplinary research, the PCA framework has proven effective in the CFL field, prioritizing the central importance of culture in language learning. Within this framework, culture, performance, games, and learners are the four core concepts, and the integration of all music-related activities, under the term "musicking," can enhance each one of them. Culturally, music serves as a "culture capsule," reflecting its production time and place, and is a crucial part of the target culture's achievements, information, and behaviors. In performance, contextualizing music enhances learners' motivation and provides reliable memory cues. Psychologically, music is similar to games, helping learners identify critical elements in their language learning journey. Additionally, for learners, music fosters shared experiences, building interpersonal connections, and aiding identity formation in their learning.

Incorporating musicking into the PCA framework is essential and opens numerous possibilities for creating shared experiences, which is critical to establishing communicative common ground between individuals and addressing the urgent need to integrate cognitive and affective factors in CFL. The participants of musicking do not need formal training in music performance to reap its benefits. Research and practices in this direction promote a deeper level of intercultural awareness, understanding, and recognition.

**Bio:**

Ke Wang is a Ph.D. candidate in Chinese Language Pedagogy at The Ohio State University's Department of East Asian Languages and Literatures (DEALL). With dual master's degrees in Risk Management and Teaching Chinese as a Foreign Language, Ke has extensive professional experience in China's financial industry and has taught Chinese at various institutions in the U.S., including Robert Louis Stevenson School, The Ohio State University, Middlebury Institute of International Studies, and the University of Rhode Island.

Ke's research interests encompass Chinese pedagogy, music history, and cognitive science. His dissertation focuses on integrating cognitive and emotive aspects of Chinese learning through music. He has published works on intersemiotic translation tactics and is the author of the forthcoming book, *Chinese Songs as a Gateway to the Chinese World*.

Ke is also an accomplished musician, with over 25 years of experience in music performance and production. He is a member of professional organizations including CLTA, MLA, MCSC, and ACTFL.

## The Performed Culture Approach in the Real World

Li Yu

Williams College



### **Abstract:**

The Performed Culture Approach (PCA) has been developed since the early 1990s by a team of language pedagogues under the leadership and guidance of Professors Galal Walker and Mari Noda of the Ohio State University. Fully integrating culture instruction with language instruction, PCA has created a new paradigm in the field of foreign language education. East Asian language teachers in many U.S. universities have adopted PCA in their curriculum design and daily teaching practices. However, challenges still exist to further promote this exciting and promising pedagogical approach beyond the small circle of universities and colleges that currently adopt this approach. My presentation consists of four parts. First, I will present a concise history of the development of the PCA theory and practices at OSU. Second, I will discuss various real-life issues and challenges that could arise when an instructor uses PCA in a language program in an institution that is unfamiliar with the theory and practice of PCA. These issues include how to convince your chair/supervisor/evaluators the effectiveness of PCA, how to communicate with them about the pedagogical rationale and teaching techniques of PCA, how to persuade and train dubious students to accept PCA which requires them to become autonomous learners, how to use non-PCA pedagogical materials in teaching, how to train novice teachers to use PCA in an in-service training setting, and how to communicate and collaborate with colleagues who use a different teaching approach, in order to improve articulation between different levels. Third, I will propose some ideas on how to further promote the Performed Culture Approach in the real world and strengthen teacher training in the field of foreign language education. Fourth, I will offer some practical advice for current graduate students in the Department of East Asian Languages and Literatures at OSU if they are interested in pursuing a teaching career at a liberal arts college.

### **Bio:**

Li Yu is Herbert H. Lehman Professor of Chinese at Williams College. She holds a B.A. in Teaching Chinese as a Foreign Language from East China Normal University (Shanghai, China), an M.A. in Chinese language pedagogy (1997) and a Ph.D. in Chinese language pedagogy and cultural history (2003) from the Ohio State University. Since 2005, she has worked at Williams College, chairing the Department of Asian Studies in 2015-18 and then

the newly established Department of Asian Languages, Literatures, and Cultures in 2022-24. She served as Director of Chinese at the ALLEX Summer Teacher Training Institute at Washington University in St. Louis (2017, 2018), and worked for many years as visiting faculty and teacher trainer at the OSU SPEAC teacher training program. She has been widely published in the fields of cultural history, Chinese language pedagogy, and translation. She has created and managed a resource website (<https://sites.williams.edu/performed-culture-approach/>) for the Performed Culture Approach. She currently serves as Chief Editor of the Performed Culture WeChat Platform, a social media forum for PCA practitioners.

## L2 Chinese learners' Second Language Socialization with Chinese peers and strangers conducting L2 interviews during long-term study abroad in China

Xin Zhang

Duke Kunshan University

Zhini Zeng

University of Mississippi



This study explores the second language socialization (SLS) of international students in a study abroad Chinese language program in China, focusing on L2 interview tasks with two groups of local interlocutors: peers and local strangers. Triangulation of written reflection, task recordings, and follow-up interviews unveils three factors impacting the interview experiences: international students' (1) existing social relationship with locals, (2) varying social identities and positionalities, and (3) Chinese proficiency and interview skills. Peer interactions boosted learners' confidence but led to a false sense of communicative competence. Interviews with strangers, in contrast, yielded less sympathetic interlocution and increased student anxiety. The study reveals that students' social identities and positionalities brought different barriers: female and racially unmarked students encountered more rejection while transparent foreignness sometimes provoked nationalistic responses. This study concludes with pedagogical implications, emphasizing the need for curriculum designs that address real-world competencies, consider social identities, offer in-class rehearsals and strategic planning, and provide thorough post-task reflection.

### Bio:

Xin Zhang is assistant professor of Chinese and intercultural communication at Duke Kunshan. She is also the Language and Culture Center (LCC) assistant director for Chinese as a Second Language Program and co-director of the Third Space humanities research lab. Her research lies at the intersection of applied linguistics, language pedagogy, and intercultural communication with a focus on how multilinguals negotiate identities and socialize into globalized workplaces and educational contexts. She is the co-author of *Perform Guangzhou: A Course in Intermediate to Advanced Spoken Mandarin* (2019), and co-editor of *The Third Space and Chinese Language Pedagogy: Negotiating Intentions and Expectations in Another Culture* (2021). Previously she held an Andrew W. Mellon postdoctoral fellowship at Oberlin College, US, and has directed intensive study abroad Chinese programs including the Critical Language Scholarship program.

Dr. Zhini Zeng is an Associate Professor and co-director of the Chinese Flagship program at University of Mississippi. Her expertise includes developing pedagogical materials, designing performance-based curriculum, language assessment and teacher training. Dr. Zeng has extensive in-the-field experiences of training advanced Chinese learners to engage cross-cultural communication in a variety of authentic cultural contexts while negotiating a Third Space. In addition to many research publications in these areas, Dr. Zeng also has rich experience in developing pedagogical materials. She is the author of Perform Chun Cao, an advanced-level pedagogical material utilizing an authentic Chinese novel, and the co-author of Negotiating the Chinese Workplace, a textbook focusing on professional Chinese use, and Perform Guangzhou, a multimedia pedagogical material training intermediate-advanced learner to engage with the local community.

## Using PCA Approach to Reform Current Novice-level Chinese Grammar Instruction

Yongfang Zhang  
Wofford College



### **Abstract:**

In the framework of developing learners' communicative competence, scholars have proposed that grammar instruction should focus on students' learning, and progress from meaning to form. However, a summer faculty-student collaborative research discovered that grammar input is still form-oriented and does not facilitate learners' acquisition.

Four Intermediate-level Chinese learners analyzed in depth how a popularly-used Novice-level textbook presents grammars. They read grammar sections independently and answered anonymously the following five survey questions about their attitude of each grammar explanation: (1) the overall helpfulness of the grammar explanation, (2) the helpfulness of the grammar form, (3) the helpfulness of the grammar meaning, (4) the helpfulness of the grammar use, and (5) the helpfulness of the grammar relevance. Students also provided comments for their rating in open-ended question format: "Why is the lesson helpful? If it is unhelpful, why? What can be improved?"

The study showed that student ratings of grammar explanations are mainly "somewhat helpful" across all five questions. Although written in their native language, the grammar explanations are not always comprehensible and helpful. Many grammars still focus on form, and neglect meaning and use. In addition, learners' prior grammar knowledge, including English grammar and previously-learned Chinese grammar, is not fully utilized to facilitate learning.

Based on these findings, we call for changes in the current grammar instruction. Grammar input should be comprehensible and can facilitate the learning process. Learners' prior knowledge in both L1 and L2 should be utilized to enhance their cognitive attention which turns input to intake. More importantly, grammar instruction should help develop learners' communicative competence.

We turned to Performed Culture Approach for solutions and analyzed *Chinese: Communicating in the Culture*. PCA treats grammar as an integral part of language communication. Each stage first introduces language functions to be learned, and then

describes the core communicative script in a cultural context, followed by its meaning and language use. Grammar is then called to aid the communication. Drills are labeled with language functions, and begin with what students need to do to complete the communication task. Drills then provide the needed grammatical structures, and prompt students to rehearse in contexts. In ACT classes, students need to recognize the provided social cultural contexts, identify communication purposes and meaning, and recall and create suitable communicative script. Students testify if their hypothesis of language use is correct and adjust their interlanguage based on teachers' feedback and from FACT classes.

**Bio:**

Dr. Yongfang Zhang is an Associate Professor and the Coordinator of Chinese Program at Wofford College. She has taught Chinese language and culture for about thirty years and has developed and coordinated several language programs. Since 2006, she has participated as a trainer in teacher training programs at both K-12 level and college level in the U.S. and China, and has also offered dozens of professional development workshops. She has published her research about performance-based instruction, authentic material use, ACTFL standards, proficiency testing, intercultural competence, teacher preparation, and STARTALK principles. She has served as the Principal Investigator and the Program Director of STARTALK Chinese Summer Program at Wofford College since its inception in 2013, and was invited by STARTALK Central as a site visitor and a team leader. She has been a certified ACTFL OPI Tester of Mandarin, OPI Tester Trainer, AAPPL rater, and AAPPL Quality Advisor.



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