Contents

Note	e on Figures	vii
	oduction to This Volume Yin Sung	ix
1	STARTALK eTower: Increasing Chinese Language and Cultural Proficiency Through Open Access Online Technology Dali Tan, Angela Gunder, Shaoyu Chi, and Susan Picard	1
2	Learner Autonomy and Chinese Vocabulary Learning with Technology Yalun Zhou and Michael Wei	17
3	Use Reflective Learning Model to Assess the Effectiveness of Online Language Learning Pei-ni Causarano	33
4	Empirical Studies of Teletandem between U.S. and Taiwan Universities Yan Gao and I-Ping P. Fu	49
5	Why and How Should Chinese Be Learned? A Preliminary Investigation regarding Italian High School Learners Chiara Romagnoli	63
6	Why Do Children Learn Chinese? An Exploratory Study of Parental Beliefs, Classroom Motivational Strategies, and Young Learners' Motivated Behaviors <i>Xin Zhang</i>	79

Contents

7	Integrating Content and Language Instruction in a Chinese Immersion Classroom Wenying Zhou	97
8	Using the Chunking Method in Teaching Chinese Characters in a Sixth-Grade Chinese Dual Language Immersion Classroom Ko-Yin Sung, Hsiao-Mei Tsai, and I-Chiao Hung	113
9	Instructional Interventions and Character Learning Strategies: A Study on Orthographic Study Assignments Yan Xie	127
10	Exploring Chinese Character Learning by English Speakers through Error Analysis Lan Zhang	143
11	Using Multimedia-Assisted Materials to Facilitate the Self-Paced Learning of Traditional Chinese Characters Hsiu-Jen Cheng and Hong Zhan	157
12	Which Is More Effective: App Game or a Workbook?: An Experiment on Learning Chinese Character Writing Xiaoshi Li and Wenying Zhou	175
13	DaZiBao: Multimodality in Learning and Communicating via Chinese Characters Justin Olmanson, Xianquan Liu, Christopher C. Heselton, and Asha Srivastava	189
14	Acquiring Chinese Character Literacy Through Student- Produced Videos Sujane Wu and Yalin Chen	205
Ind	Index	
Ab	About the Contributors	