

NEWSLETTER

OF THE

CHINESE LANGUAGE TEACHERS ASSOCIATION

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教師
學會

CLTA Home Page: <http://clta.osu.edu>

For the electronic version of this newsletter and news updates before the next issue, visit our website:

<http://www.csulb.edu/~txie/CLTANews/>

Calligraphy Education Group (CEG) of CLTA website: <http://www.unc.edu/~wli/CEG/>

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The CLTA Newsletter is published in September, December and March and mailed to all active members of the CLTA. Cut-off dates for submission of all materials are August 15, November 15, and February 15. Ad rates are \$200 full-page (6Wx8H), \$100 half-page (6Wx4H) and \$50 quarter-page (3Wx4H).

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2005 CLTA ANNUAL CONFERENCE PROGRAM

Thursday, November 17, 2005

Pre-Conference Workshop: Performance-Based Instructional Techniques for Mandarin Chinese
9:30 AM - 12:30 PM, 313, Convention Center
Cynthia Ning, University of Hawaii

CLTA Board Meeting, 6:00 PM - 10:00 PM, Frederick, Hyatt (or different location to be announced later)
Hong Gang Jing, CLTA President, Hamilton College

Friday, November 18, 2005

Session 1.1: 10:15-11:30 AM, 304 Convention Center
Implement Chinese Character Instruction into High School and College Beginning-level Chinese Courses: Methods and Materials

Chair: Madeline Chu, Kalamazoo College.

- Chinese Character Instruction in Curriculum Design, Madeline Chu, Kalamazoo College (Chair)
- Morphological Instruction and Chinese Character Acquisition in CSL Kunshan (Carolyn) Lee, Duke University
- My Experience in Teaching High School Chinese Characters, Annie C. Ku, Middlesex School, Boston
- Chinese Character Instruction and Literacy Development: New Methods and New Materials Der-lin Chao, Hunter College

Session 1.2: 10:15-11:30 AM, 305 Convention Center
Teaching Pronunciation, Oral Presentation, Extensive Reading, and Composition Writing

Chair: Tong Chen, MIT

- Teaching Extensive Reading in Regular Class and Summer Program: Perspectives and Approaches, Tong Chen, MIT
- The Effect of Orthography on Global Foreign Accent: Zhuyin vs. Pinyin, John Archibald and Shu-ning Sciban, University of Calgary
- Oral Presentation in Elementary Chinese Class, Ninghui Liang, Yale University
- Integrating Composition Writing into a Beginning CFL Class: a Pilot Study, Youping Zhang, Rutgers University

Session 1.3: 10:15-11:30 AM, 311 Convention Center
Taking Teaching of CFL to a New Level: Multiple Perspectives
Chengzhi Chu, University of California, Davis

- Annotate Classical Chinese with Modern Chinese and Exemplify Modern Chinese with Classical Chinese: Improve Chinese Language Teaching at the Advanced Level, Li Kai, Oberlin College
- Strengthening feedback to assist self-learning: Improve Chinese language instruction on the Web, Tao-chung Yao, University of Hawaii
- Maximize the Use of Graphics and Help Students Understand Characters with Reason: Improve the Effectiveness of Chinese Character Teaching at the Elementary Level, John Jinghua Yin, University of Vermont
- Quantitative Analysis and Distribution Control of Vocabulary and Characters in Preparing Chinese Teaching Materials, Chengzhi Chu, University of California, Davis

Poster Session 1: 11:00 AM - 12:15 PM, Exhibit Hall, Convention Center
Using Internet as a Resource for Developing Literacy in CFL, Ying Jiang, Utah State University

Session 2.1: 1:30 - 2:45 PM, 304 Convention Center
CALL In the Context of Cognitive Chinese Language Learning

Chair: Sue-mei Wu, Carnegie Mellon University

- Chinese Online Module: A Cognitive Language Learning Infrastructure, Sue-mei Wu, Carnegie Mellon University
- Metacognitive Awareness of Chinese CALL Learners, Yanhui Zhang, Carnegie Mellon University
- Cognitive Language Learning in the Chinese Course Websites, Wenzhe Hu, Harvard University
- Zheng-sheng Zhang, California State University at Long Beach (Discussant)

Session 2.2: 1:30 - 2:45 PM, 305 Convention Center

Chinese-English Contrastive Study of Classified Speech Acts and TCFL

Chair: Shengli Feng, Harvard University

- The Classification of Speech Acts in Chinese and Related Issues, Jenny Wang, United States Naval Academy
- The Realization of Speech Acts in Chinese and English: Comparison and Contrast, Haohsiang Liao, Harvard University
- The Application of the Speech Act System in TCFL and Related Issues, Shengli Feng, Harvard University
- Chaofen Sun, Stanford University (Discussant)

Session 2.3: 1:30 - 2:45 PM, 311 Convention Center Research on Chinese Heritage-language Learning: Eco-

logical, Discourse, and Social-psychological Perspectives

Co-Chairs: Duanduan Li & Patricia Duff, The University of British Columbia

- Bilingual Resource System of Intergenerational Language and Culture Transmission: A Conceptual Framework for Heritage Language Learning, Shuhan Wang, Delaware Department of Education;
- A Discourse Model of Chinese Heritage Language Development, Agnes Weiyun He, SUNY-Stony Brook;
- Attitudes, Motivations and Identities in Learning Chinese as a Heritage Language at the Post-secondary Level, Duanduan Li, University of British Columbia
- Scott McGinnis, Defense Language Institute (Discussant)

Session 3.1: 3-4:15 PM, 304 Convention Center Evolution of Business Chinese: Needs and Responses

Chair: Jane Kuo, Thunderbird, The Garvin School of International Management

- Meet the Needs of the Foreign Executives, Yuan Tian, Peking University
- Developing Comics/Caroons Component in Business Chinese Curriculum: A Purdue Pilot Study and Students Survey, Wei Hong, Purdue University
- Tripartite Approach to Development of Business Chinese Textbooks, Jane Kuo, Thunder-

bird, The Garvin School of International Management

- Practice and Reconsideration: Developing the Learning Materials for Business Chinese Courses, Daoxiong Guan, University of California, Santa Barbara

Session 3.2: 3-4:15 PM, 305 Convention Center Some Critical Issues in L2 Chinese Education

Chair: Zheng-sheng Zhang, San Diego State University

- Levels of meaning and L2 Chinese Education, Shou-hsin Teng, National Taiwan Normal University
- 漢語課室教學岔出語列擴散與聚斂思考教學研究, Alice Lee, National Taiwan Normal University
- Establishing the Positive Attitude Toward Learning Chinese: considering the motivational differences in teaching heritage and non-heritage students, Yan Xie, North Field Mt. Hermon High School in Massachusetts

Session 3.3: 3-4:15 PM, 311 Convention Center Defining Curriculum Objectives in Terms of Learner Behaviors: Observations and Conceptualization

Chair: Songren Cui, Bowdoin College

- On the Necessity of Defining Curriculum Objectives in Terms of Learner Behaviors, Songren Cui, Bowdoin College
- Constructing and Implementing CFL Curriculum Objectives: Issues and Challenges, Jennifer Li-chia Liu, Indiana University
- On the Process of Formulating CFL Curriculum Objectives: A Working Model Based on Learner Behaviors, Hong Gang Jin, Hamilton College

CLASS Board Meeting, 4:00 PM - 5:30 PM, Chesapeake A, Hyatt
Catherine Yen, CLASS President

Poster Session 2: 4:15 PM – 5:30 PM, Exhibit Hall, Convention Center
Exploring Issues Related to Learning Mandarin by Heritage Learners, Alice B. Dong, York University

Session 4.1: 4:45 - 6 PM, 304 Convention Center
Story Schema, Testing and Verbal Reports on Chinese Reading Comprehension

Chair: Hsiu-huei Lin Domizio, National Taiwan Normal University

- The evaluation of the reading comprehension test methods on Chinese as a foreign language (CFL), Michelle Hsu-McWilliams, University of Edinburgh
- A Documentation of L2 Reading Processes: Verbal Reports by Second Language Learners of Chinese, Chin-chin Tseng, National Taiwan Normal University
- The Use of Portfolio Assessment in the Chinese Language Classroom, Lee-Thompson Li-Chun, Butler University
- Story Schema/story Grammar and L2 Reading Proficiency, Hsiu-huei Lin Domizio, National Taiwan Normal University
- Michael Everson, University of Iowa (Discussant)

Session 4.2: 4:45 - 6 PM, 305 Convention Center
Attitudes towards Grammar Instruction

Chair: Limin Zheng, Foreign Service Institute

- Teaching Strategies of Use vs. Teaching Grammar: A Case Study of “Unable to” Structures, Limin Zheng, Foreign Service Institute
- Teachers' Beliefs about Grammar Teaching: An Insight into Preservice Teachers, Inservice Teachers and Experienced Teachers, Yihsiu Chen, National Taiwan Normal University
- 比较在语法教学中的运用, Jinzhu Wu, Pacific University

Session 4.3 4:45 - 6 PM, 311 Convention Center
The Teaching of Grammatical Function Words (Xu Ci)

Chair: Xianmin Liu, Vanderbilt University

- 从语用的角度谈教材中汉语虚词的练习设计, Ming Feng, Seattle University
- 从功能的角度谈汉语虚词的教法, Aimin Li, Harvard University
- “词汇句型化, 句型词汇化, 训练篇章化” -- 谈虚词教学, Xianmin Liu, Vanderbilt University
- 传情达意: 谈谈语气词的能效与教学, Yanfang Tang, College of William and Mary

Session 5.1: 6:15 - 7:30 PM, 304 Convention Center
Teaching Chinese Language and Culture through Thematic Units

Chair: Carol Chen-Lin, Choate Rosemary Hall

- Developing Content-Based Thematic Chinese Language Curricula, Lucy Lee, Livingston High School
- Chinese Tea: An example of integrating thematic teaching in secondary schools, Shouping Li, McDowell Intermediate High School
- Yunnan, Dali: An example of using thematic approach to connect culture, Natasha Pierce, James Madison Memorial High School
- Yu-Lan Lin, Boston Public Schools (Discussant)

Session 5.2: 6:15 - 7:30 PM, 305 Convention Center
Research-informed CFL Pedagogy: Lessons from Empirical Studies

Chair: Jennifer Li-chia Liu, Indiana University

- How to Teach *zai* Constructions in CFL Settings: Evidence from SLA Studies, Ke Peng, Indiana University
- Trends in Mispronunciation of Mandarin Phonemes by Learners with Various Native Language Backgrounds, James Satko, Indiana University
- Language development in writing Chinese as a foreign language throughout a semester: analyzing students writing using T-unit measures, Yan Li, Indiana University

Session 5.3: 6:15 - 7:30 PM, 311 Convention Center
Study Abroad: Language Gains, Styles and Application

Chair: Frances Yufen Lee Mehta, Cornell University

- Maximizing Study Abroad Experiences, Yea-Fen Chen, University of Wisconsin-Milwaukee
- Applying the Language in an Authentic Setting, Frances Yufen Lee Mehta, Cornell University
- Classroom Style vs. Real Life Style, Yu Feng, Harvard University
- Language Gains in Study Abroad and at Home Contexts, Miao-Fen Tseng, University of Virginia

CLTA Membership Meeting, 7:45 PM – 9:00 PM,
Constellation D, Hyatt

Hong Gang Jing, CLTA President, Hamilton College

CLASS Chinese Language Teaching Materials Swap Shop, 8:00 PM – 10:00 PM, Constellation F, Hyatt

Chair: Carol Chen-Lin, Choate Rosemary Hall; Lucy Lee, Livingston High School

The Second Annual CFL Research Workshop, 8:00 PM
– 10:30 PM, Chesapeake B. Hyatt
Michael Everson, University of Iowa

Saturday, November 19, 2005

Session 6.1: 8-9:15 AM, 304 Convention Center
Take the Challenge: Teaching Higher Level Learners

Chair: Sue-meng Jeng, Defense Language Institute

- Proficiency-Oriented Language Instruction and Assessment: Newspaper Course Development for Advanced Chinese Learners, Sue-meng Jeng, Defense Language Institute
- Integration of technology in high-intermediate/advanced curriculum, Hang Zhang, Defense Language Institute
- Content-based, Advanced Learning through Media, Xiaoqi Wu, Defense Language Institute

Session 6.2: 8-9:15 AM, 305 Convention Center
Studies on Second Language Acquisition of Chinese:
Oral Production, Syntax and Reading

Chair: Lixia Ma, University of Iowa

- A Comparison of L2 Oral Production and Interlanguage Development between At-Home and Study-Abroad Programs, Binnan Gao, University Of Iowa
- Effects of Explicit Instruction versus Implicit Instruction on the Learning of Chinese “Ba” Syntactic Structure, Lin Gu
- View on Reading vs. Acquisition of Reading among Intermediate Learners of Chinese, Lixia Ma, University of Iowa

Session 6.3: 8-9:15 AM, 311 Convention Center
Beyond Cracking the Code: Semantic and Pragmatic
Considerations on Grammar Pedagogy

Chair: Jianhua Bai, Kenyon College

- Semantic Considerations on Grammar Pedagogy, Fengtao Wu, Washington University
- 话题、情景与汉语语言点教学, Fang Liu, Oberlin College
- 《现代汉语语法教学 200 例》简介, Meiqing Zhang, Brown University;
- Songren Cui, Bowdoin College (Discussant)

Session 7.1: 9:45 - 11 AM, 304 Convention Center
Does One’s Hand Write One’s Tongue? -- Properties
of Spoken and Written Chinese

Chair: Jianqi Wang, Ohio State University

- The Spectrum Modeling of Spoken and Written Chinese, Jianqi Wang, Ohio State University
- Spoken Differs from Written: the Tiening’s Case, Xiaonan Wu, Ohio State University
- Repetitions in Mandarin Chinese: Spoken vs. Written, Wenyan Wang, Ohio State University
- The Linguistic Dimension of Asynchronous Online Conversation, Wang Xu, Ohio State University

Session 7.2: 9:45 - 11 AM, 305 Convention Center
Technology and Learning Chinese: Where Do We Go
from Here?

Chair: Tianwei Xie, California State University at
Long Beach

- Preparing an electronic teaching plan for Chinese class, Tianwei Xie, California State University at Long Beach
- Using the Blackboard Learning System to provide Web-enhanced Chinese language education, Julia Kessel, New Trier High School
- How Smart Is a SMART Board? Patrick Lin, Defense Language Institute
- Interactive Task-based Chinese Online Reading and Listening Lessons, Kuei-Lan Chen and Shuhui Berndt, Defense Language Institute

Session 7.3: 9:45 - 11 AM, 311 Convention Center
Teaching Chinese Calligraphy in the American Classroom:
Designs and Tools

Chair: Tan Ye, University of South Carolina

Integrating Chinese Calligraphy Culture and Language
in the classroom, the character development, Jasmine
Tang, SUNY Geneseo

Teaching Calligraphy: Two Approaches, Li-hua Ying,
Bard College

Is Chinese Calligraphy a Distraction to a Language

Program?: Ideas on Integration, Carl Robertson

Teaching Materials of Chinese Calligraphy in the US,
Tan Ye, University of South Carolina

Poster Session 3: Designing Partial Outline Lesson
Plans, 11:00 AM - 12:15 PM, Exhibit Hall, Convention
Center

Hsin-hsin Liang, University of Virginia

CLASS Membership Meeting, 11:00 AM - 1:00 PM,
Chesapeake A, Hyatt

Catherine Yen, CLASS President

CLASS Luncheon, 1:00 PM - 3:00 PM, Annapolis/Baltimore, Hyatt

Session 8.1: 12:45 - 2 PM, 304 Convention Center
Innovative Courses and Projects for Teaching Language and Culture

Chair: Marjorie K.M. Chan, Ohio State University

- Teaching Chinese Opera in an East Asian Languages and Literatures Department, Marjorie K.M. Chan, Ohio State University
- Exploring Chinatown Project: Integrating Language, Culture and Community, Yeh Meng, Rice University
- 从非部首角度对汉字研究的探讨, Heping Xu, Defense Language Institute

Session 8.2: 12:45 - 2 PM, 305 Convention Center
Learner Profiles and Variables

Chair: He Qian, University of California, San Diego

- 教“具有普通话背景学生”的一些体会, He Qian, University of California, San Diego
- 英語人士學習華語之拒絕言談行為的中介語研究, JawMin Shu, National Taiwan Normal University
- A Global Perspective: towards a Communicative Curriculum for Teaching the Chinese Language to Students in Japan, Sheri Zhang Leimbiger, Nagoya University of Commerce and Business
- Meeting the challenges: Development of a Chinese language and Cultural Program for Families with Children Adopted from China, Dongyan Blachford, University of Regina

Session 8.3: 12:45 - 2 PM, 311 Convention Center
The Challenges of Teachers Training in Chinese Language Instruction

Chair: Chih-p'ing Chou, Princeton University

- Perplexity in Training Instructors for Advance Chinese Courses and Corresponding Training Strategies, Yongping Zhu, University of Wisconsin-Madison
- Training of Chinese Instructors: Individuals and Programs, Lening Liu, Columbia University
- Beyond Prescription: a task-based approach to teaching training, Jianhua Bai, Kenyon College
- Chih-p'ing Chou, Princeton University (Discussant)

Session 9.1: 2:45 - 4 PM, 304 Convention Center

Innovations in Global Knowledge Exchange, Business Chinese Instruction, and User Input in Material Development

Chair: James K. Chang, Global Knowledge Exchange, Inc. & COMWEB Technology Group

- The KnowledgeWEB Learning Systems and The Global Knowledge Exchange Program, James K. Chang, Global Knowledge Exchange, Inc. & COMWEB Technology Group
- 《商贸汉语》课教学设计中的 WISE 原则, Yan Zhang, University of Wyoming
- 北美中文教材编写、选择、评估及使用的参考框架, Iris Hong Xu, McNally High School

Session 9.2: 2:45 - 4 PM, 305 Convention Center
Curricular Challenges in Teaching Heritage Learners

Chair: Ying Petersen, University of California, Irvine

- Building a Special System for the Heritage Learners, Ying Petersen, University of California, Irvine
- Linguistic Issues and Home-Literacy Environment of Chinese Heritage Learners, Yun Xiao, University of Massachusetts at Amherst
- Complexities of a Dual-Track Chinese Program: Heritage Learners' Perspectives, Ann Kelleher, University of California, Davis

Session 9.3: 2:45 - 4 PM, 311 Convention Center
Optimal Input and Materials Development: Theory and Practice

Chair: Qinghai Chen, University of Michigan

- Designing systematic exercises to generate learning: How exercises should be developed for optimal effectiveness, Yueming Yu, Carnegie Mellon University
- Pedagogical justification for task- and communication-based instructional materials for functional purposes, Meiru Liu, Portland State University
- Turn output into input: An interplay between learner and instructor, Qinghai Chen, University of Michigan
- Integrate case study method in Business Chinese instruction, Fangyuan Yuan, University of Pennsylvania

CLTA/CLASS Forum: Articulation in K-16 Chinese Language Education

4:30 PM - 6:00 PM, Constellation F, Hyatt

Hong Gang Jing, CLTA President, Hamilton College;
Catherine Yen, CLASS President

CLTA Dinner, 6:30 - 9:00 PM (Location to be announced later)

Sunday, November 20, 2005

Session 10.1: 8-9:15 AM, 304 Convention Center
Strategies for Analyzing and Teaching Grammar

Chair: Zhirong Wang, Columbia University

- 介词组“在-NP”结构的语意分析, Zhirong Wang, Columbia University
- 萬事具備，把字句教學語法互動式數位情境系列練習簡介, Li-yuan Chen, National Taiwan Normal University
- 現代漢語疑問詞「什麼」的教學語法, Yen-ching Lu, National Taiwan Normal University

Session 10.2: 8-9:15 AM, 305 Convention Center
Using Multimedia to Teach Language and Culture

Chair: Lung-Hua Hu, Brown University

- Cultura, PowerPoint, and Advanced Chinese, Lung-Hua Hu, Brown University
- Introducing a Multimedia Advanced Chinese Text, Jianling Liao and Chen-Hui Tsai, University of Iowa
- The Impact of Multimedia on Students' Recognition of Chinese Characters: A Quantitative and Qualitative Study, Ling Wang, University of Minnesota
- Using Multimedia Software to Promote the Chinese Program and Support the Learning of the Language and Culture, Jing Wang, Allegheny College

Session 10.3: 8-9:15 AM, 311 Convention Center
From Four Skills to Five Cs – Application of Pedagogical Principles to Learning Material Designs and Class Activities

Chair: Shou-hsin Teng, National Taiwan Normal University

- A New Method to Design Listening Materials for Language Students, Li-li Teng, Yale University
- Designing an effective discussion class for advanced learners, Hua-Hui Wei, Princeton University

- Design for Intermediate and Advanced Courses in Chinese Writings: How to Effectively Integrate Writing in the Curriculum? Yi-Nan Sung, University of Michigan
- Cecilia Chang, Williams College (Discussant)

Session 11.1: 9:45 - 11 AM, 304 Convention Center
The Next Generation Chinese Language Course and Instructional Strategies

Chair: Wenchao He, New York University

- Curriculum Design of a Computer-Aided Next Generation Chinese Course for Beginners, Wenchao He, New York University
- Analysis of Students' Mistakes in a Computer-Aided Class and the Strategies to Avoid Such Mistakes, Dela Jiao, New York University
- Consciousness of Language Learning: Self-Correction vs. Teacher's Correction in Teaching Chinese tones, Qun Ao, Brandeis University
- John Jing-hua Yin, University of Vermont (Discussant)

Session 11.2: 9:45 - 11 AM, 305 Convention Center
Teaching and Learning Chinese Online

Chair: Chao-mei Shen, Rice University

- Enhancing Student Written Discourse: Oral Discussion or Computer-Mediated Communication? Chao-mei Shen, Rice University
- Cooperative e-learning for CSL higher language courses, Tzuhsiu Chiu, University of Alberta
- Web-based Chinese Vocabulary Builder: An Online Tool for Enhancing Teaching and Learning, Song Jiang, University of Hawaii
- Adding an online learning environment to a Chinese language course, De Zhang, Iowa State University

Session 11.3: 9:45 - 11 AM, 311 Convention Center
Teaching Classical Chinese

Chair: Sherry Mou, DePauw University

- 古代汉语课的练习与试题编写, Joanne Chiang, Princeton University
- 文言文和電影語言, Sherry Mou, DePauw University
- 對外汉语的古漢語教学和教材編寫, Weijia Huang, Brown University;

Session 12.1: 11:15 - 12:30 PM, 304 Convention Center

Second and Foreign Language Acquisition: Theory and Practice

Chair: Hang Du, Middlebury College

- Corpus Linguistics, Input, and the Acquisition of Chinese Idioms (Chengyu), Hang Du, Middlebury College
- From empirical research to lesson plan: The teaching of compliment responses in Chinese as a foreign language, Qihui Tang, Defense Language Institute
- 试论对外汉语教程中的词汇输入, Jean Wu, University of Oregon
- Predictability in second language acquisition and vulnerability in first language attrition, Zhi-jun Wang, University of Illinois at Urbana-Champaign

Session 12.2: 11:15 - 12:30 PM, 305 Convention Center

Motivation and Its Implications on New Teaching Strategies for Beginning Chinese Learners

Chair: Hongming Zhang, University of Wisconsin-Madison

- What Role Does Motivation Play in Beginning Level Chinese Learning? Hua Zhao, University of Wisconsin-Madison
- Early Exposure to Connected Speech of Mandarin Chinese: Its Effects on Acquisition of Pronunciation & Listening Comprehension, Chenqing Song, University of Wisconsin-Madison
- Teaching Propositional Phrase in First Year Chinese, Jing Wang, University of Wisconsin-Madison
- Yongping Zhu, University of Wisconsin-Madison (Discussant)

2005 CLTA ANNUAL CONFERENCE EVENTS

CEG (Calligraphy Education Group) DEMO in the ACTFL Exhibition Area

Demo Calligrapher : Mr. Bertrand Mao, "Sino-American Cultural Society", Baltimore, MD

CEG Executive: Professor Yen-Fen Chen, University of Wisconsin-Milwaukee

CEG Board executive: Professor Li-hwa Ying, Bard University, NY

CEG Demo Director: Professor Jasmine Kong-Yan Tang, SUNY Geneseo/MCC, NY

Date & Time:

Friday, November 18, 2005--1:00p.m.-4:00p.m.

Saturday, November 19, 2005--11:00a.m.-2:00p.m.

Location: CEG Exhibition Booth in the ACTFL Exhibition Area

NEW!

At this year's ACTFL meeting, CLTA and CLASS will hold a joint forum on:

Articulation in K-16 Chinese Language Education

We invite all teachers in and administrators of Chinese language programs in the United States

to participate in a discussion of articulation between levels K-16. The forum will focus on shared concerns, issues, and goals, with the aim of improving communication, creating synergy among schools, and initiating long-term collaborative and research projects.

Saturday, November 19, 2005

4:30 PM - 6:00 PM

Constellation F, Hyatt

Co-sponsors: CLTA, CLASS, College Board, Hope Foundation

Refreshments will be provided

For questions and comments, please contact:

Hong Gang Jin, hjin@hamilton.edu, or Yulan Lin, yulanlin38@hotmail.com

ACTFL Cheng & Tsui Company Booths 551 & 553

Cheng & Tsui looks forward to ACTFL all year round, because we love to help make Asian languages more visible in the foreign-language community. Are you coming to Baltimore for ACTFL 2005? Then make sure to stop by booths 551 and 553! We want to meet you

and share with you our exciting new titles in Chinese language studies. Visitors can receive a special discount, try our new software, and enter drawings for some of our top-selling books.

Cheng & Tsui-sponsored session: "Integrating New Technology into the Asian-Language Classroom."

Remember to look in the program for details on the Cheng & Tsui-sponsored session, "Integrating New

Technology into the Asian-Language Classroom." Here you'll have a chance to talk with expert panelists and your peers about how to successfully introduce new technology into your classroom. You'll leave with a better understanding of the role of technology in the curriculum, the impact of its application, and the need for new forms of feedback and materials review. If you've wanted to bring the power of computers into the language-learning experience, but weren't sure how, this is the session for you.

REPORTS AND ANNOUNCEMENTS

CLTA President's Mid-Year Summary

各位CLTA的会员及朋友, 各位老师:

一年一度的暑假很快就过去了,相信现在大家都在紧张的开学准备之中, 或者已经投身于繁忙的教学工作了。

日月如梭, 转眼我们已经进入2005年的第九个月。在过去的八个月当中, 中文教学领域又目睹了许多可喜的发展变化。自年初到现在, 到处可以看到有关中国的报导评论, 随时可以听到学习中国语言文化的呼吁。据有关媒体报导, 美国国内今年一下子掀起了一股“中文热”(纽约时报、NPR News、世界日报等)。

首先、大学理事会(College Board) 2004年的调查表明, 到目前为止, 有2400多所学校对开设中文AP课程及考试表示有兴趣。据亚洲协会(Asia Society) 预期, 到2015年, 美国5%的中学生将有可能选修中文课; 第二、由大学理事会(College Board) 主持的中文AP考试及课程计划已经顺利展开。自中文AP工作小组(Task Force)成立以来, 小组成员初步考察了中文AP的学生来源、教师需求等, 确定了考试形式、基本内容、文字(繁/简体字)及方式(电脑打字)等。在此基础上成立了中文AP发展委员会(AP Chinese Development Committee) 专门负责下一步课程、考试大纲以及考试题库

的设计与发展, 以便在2006年与考生见面; 第三、今年二月美国教育部(AED)及国家安全教育项目(NSEP) 宣布提供专款资助中文K-16旗舰项目(Chinese K-16 Pipeline Flagship Program), 六月正式公开招标, 近期宣布由俄勒冈大学(University of Oregon) 的项目中标; 第四、今年五月由参院议员李博曼(Senator Lieberman)发起, 提出了促进美中文化交流的议案, 简称“China Bill”, 该议案特别强调政府拨款资助培养中国语言文化的专门人才; 第五、为了响应中文领域紧缺中文教师的需要, 许多大学纷纷在今年筹备或开始增设中文教育硕士学位项目及教师证书授予项目(teaching certification program)。总而言之, 中文领域的发展异常迅速。前景十分光明, 但面临的挑战也不少。

在这一大好形势的鼓舞下, 本届理事会全体会员在各自繁忙的工作之上, 积极投身于理事会的各项工作。下面, 我谨代表CLTA理事会向大家汇报一下我们上半年的工作, 以使本会会员更多地了解理事会的奋斗目标及日常工作, 并恳请各位会员为我们的工作出谋划策, 使中文教师学会的工作更上一层楼。

1. **CLTA 总部执行主任的续任:** 今年一月, 理事会责成审评委员会(ED Review Committee, 由白建华教授担任组长)开始对CLTA 执行主任(Executive Director)进行续任审评工作(Reappointment Review)。三月, 经审评委员会推荐, 理事会一致通过任命任友梅(Cyndy Ning)教授继续担任 CLTA 的执行主

任，任期四年。CLTA 理事会十分感谢任友梅教授过去多年来为学会所做的贡献，并深信在今后的工作中她将更最大限度地发挥自己的优势及特点为学会总部工作。

2. **“外语之年”的捐款活动：**2005 年是“外语之年”(Year of Languages)，对我们从事外语教学的人来说有着特殊的意义。为了在各界全面展开“外语之年”的活动，在本年初 ACTFL 曾向各语言学会募款。CLTA 全体理事一致认为 CLTA 对此责无旁贷，并讨论通过向此活动捐款\$1000，为推动美国及全球的外语学习作出中文教师学会应有的贡献。
3. **成立 CLTA 基金募捐委员会：**理事会在今年三月正式成立了基金募捐委员会 (CLTA Fund-raising Committee)，由副会长蒋冕华老师主持募捐委员会的工作，成员包括前任会长白建华，现任会长靳洪刚，执行主任任友梅，两个理事成员：崔颂人、Michael Everson 教授及两个资深会员：赵智超及 Claudia Ross 教授。自成立以来，募捐委员会讨论热烈，理事会的成员也献计献策。到目前为止，募捐活动已有一定的成效。其中两项在此值得一提，其它详见基金募捐委员会的报告：
 - Cheng & Tsui 出版社的社长 Jill Cheng 向 CLTA 提供一次性捐款\$10,000，为 CLTA 现有的两个重要大奖：Walton Lifetime Achievement Award 及 Walton Presentation Prize 建立了专项基金(endowment)，使其有了长期保障
 - CET 为 CLTA 现有的『皆得实验研究奖』(Jiede Empirical Research Grant) 提供\$2000 基金，此后，『皆得实验研究奖』的原捐赠人又为该项基金补充款项\$6000，使得此研究基金可延续至 2011 年。
4. **2005 年年会的议程及筹备已基本完成：**由齐德立教授主持的 CLTA 年会筹备委员会 (Conference Program Committee) 已完成了 2005 年年会的会议议程(2005 CLTA Conference Program)及会议筹备工作 (详细年会议程表请见本期会员通讯)。今年在巴尔迪摩市 (Baltimore) 举行的年会将是 CLTA 年会史上最大的一次。除了论文报告(panels)以外，还增设了 poster sessions。论文报告将在三个分会场同时进行，分别在 11 月 18, 19, 20 三天完成。感谢各位会员的热心投稿，感谢年会筹备委员会组长及组员无私的时间奉献及不懈努力，相信今年的年会一定圆满成功。欢迎各位前来巴尔迪摩市参加 2005 年 CLTA 的盛大年会。
5. **CLTA 及 CLASS 将举办联合研讨会：**中文教师学会 (CLTA) 及全美中小学中文教师学会 (CLASS) 将在本届年会期间举办一个联合研讨会 (joint forum)，邀请各中小学、大学教师及行政人员、大学理事会代表、AP 中文发展委员会成员等进行中文教学各层面的纵向沟通 (vertical articulation) 及相互了解。时间定在 11/19 日，星期六下午 4:30-6:00，欢迎各位踊跃参加！
6. **CLTA 将在年会期间举办两个工作坊：**为了继续推动中文领域的实验研究和教学交流，CLTA 理事会将继续举办『皆得实验研究短训班』(Jiede Empirical Research Workshop)，时间定在 11/18 日晚 8-10 点。由 Michael Everson 教授主持本届短期班的专题讨论，有兴趣者请与主持人 Michael Everson 教授直接联系 (michael-everson@UIOWA.EDU)。此外，本会执行主任任友梅教授将举办中文教学工作坊，时间定在 11/17 日，机会难得，有兴趣者请与任教授联系(cyndy@HAWAII.EDU)。
7. **其它工作：**除了以上工作外，理事会成员还完成了或正在完成以下工作：
 - **皆得实验研究基金委员会 (Jiede Committee)** 的全体成员在今年五月完成了审理竞选论文的工作，并经过讨论选举出 2005 年获奖者：美国维吉尼亚大学的曾妙芬老师。曾老师，祝贺你！
 - **CLTA 理事提名委员会 (Nominating Committee)** 将在下一步汇总选票并向理事会及全体会员汇报理事及会长选举的结果
 - **CLTA 奖励提名委员会 (Award Committee)** 也在积极征集今年的 CLTA 各奖励的获奖人名单
 - 今年五月，理事会在原会标的基础上确定了新的 CLTA 会标 (CLTA logo)，见下页。
 - 今年五月周淑涵老师代表 CLTA 第一次参加了“全美外语教学联合会”(JNCL)在华盛顿召开的年会
 - 今年五月李艳惠(Audrey Li)教授受理事会委托，组织了一个 CLTA 论文小组，将在明年三月的 AAS 年会上代表 CLTA 发表有关中国语言文化方面的论文
 - 在 **CLTA 财务委员会负责人 (Finance Committee)** 的协助下，理事会投票通过今年拨给募款委员会募款基金\$2000 元。目前该款项主要用来制作带有 CLTA 新会标的 T-恤衫。在崔颂人教授的积极协助下，T-恤衫将在年会上与大家见面，欢迎大家踊跃购买！

以上为本届理事会上半年的工作报告，如有不妥或疏漏之处，纯属我个人的责任，请见谅。我们全体理事成员将在下半年继续努力，竭诚为我们的学会及中文教育服务。

中文教师学会2005会长

靳洪刚

Hong Gang Jin

Professor of Chinese

Dept of East Asian Languages and Literatures

Hamilton College



Cyndy Ning Reappointed CLTA Executive Director

Dear CLTA members:

Greetings!

On behalf of the CLTA board of directors, I am very pleased to report that Professor Cynthia Ning, University of Hawaii, has accepted reappointment as the Executive Director of CLTA for a second term (2005-2009).

The reappointment follows upon a systematic process where an ED review committee made a recommendation to the Board, and the Board voted unanimously for Professor Ning's reappointment.

As many Board and CLTA members have commented, Professor Ning has done an excellent job for CLTA in the past four years as a "traffic controller" and "a consummate diplomat." She has maintained the CLTA headquarters with thoughtfulness and good humor, and has contributed a great deal to CLTA in its development, professionalism, and continuity. We are grateful for her dedication to CLTA and to our growing and changing field. Professor Ning's organizational experience,

administrative skills, and leadership qualities are all extremely valuable to CLTA and to the Board.

We look forward to Professor Ning's leadership and service in the next four years.

Hong Gang Jin

CLTA President of 2005

Professor of Chinese

Department of East Asian Languages and Literatures

Hamilton College

Clinton, NY 13323

CLTA Fundraising Initiative

Dear CLTA Members and Friends,

I write to share with you a fundraising initiative that the CLTA Board has been working on since the beginning of "2005: The Year of Languages."

In response to the recent burgeoning growth in our field, the CLTA Board has developed the following "wishlist":

- to publish CLTA monographs
- to fund research opportunities for CFL teachers
- to organize forums on K-16 articulation and other emerging issues of our field
- to sponsor teaching workshops in various regions of the country
- to initiate a survey of K-16 student enrollments, to be updated annually
- to fund an award for innovative and dedicated teaching at K-16 levels
- to provide scholarships for those who are seeking to become K-16 CFL teachers

Unfortunately, our annual income generated from membership fees and subscriptions is only enough to maintain the routine business of the Association. We realize that to achieve additional objectives and to avoid rapidly depleting CLTA assets, we need to raise additional funds. A fundraising committee was thus appointed by the 2005 CLTA President, with the approval of the board. It consists this year of Jianhua Bai, Songren Cui, Michael Everson, Hong Gang Jin, Cyndy Ning and I, with consultation provided by George Chih-ch'ao Chao, and Claudia Ross.

You may recall that in 2003, an anonymous donor established the Jiede Empirical Research Grant with a pledge of \$1500 per year for four consecutive years (2003-2006) to support junior faculty in conducting CFL empirical research. The grant program has already attracted 18 applicants and sponsored two researchers in 2003 and 2004. It inspired the Board to offer the first CLTA-organized workshop on empirical research in 2004, and to establish a Monograph Committee in 2005 to begin work on producing a monograph on empirical research. Thus a single member's generosity has had a huge impact on our Association's ability to provide professional support for our members.

Since we began our fledgling effort this year, several CLTA members have already made generous contributions:

- Jill Cheng of the Cheng and Tsui Company, a long-time supporter, donated \$10,000 to sustain the CLTA Walton Lifetime Achievement Award and the CLTA Walton Presentation Prize.
- Mark Lenhart, Director of the CET Program, donated \$2,000 to continue the Jiede Grant Fund to support empirical research into 2007. CET programs welcome teachers to conduct research in CET centers in Beijing, Harbin and Hangzhou.
- Hong Gang Jin and De Bao Xu, lead authors of "Crossing Paths and Shifting Tides," with co-authors Songren Cui, Yea-Fen Chen, Derlin Chao, Min Chen and Yin Zhang, will donate the royalties from the two-volume textbook to establish an award for innovative and dedicated teaching at K-16 levels.
- George Chih-ch'ao Chao and Yea-Fen Chen have pledged net profits from sales of the 2002 Chicago Conference Proceedings, "Reflecting on the Future of Chinese Language Pedagogy," to be shared by CLTA and the Calligraphy Education Group.

On behalf of the CLTA, I thank all the above-mentioned members for their generosity and, more importantly, for sharing the Committee's concern for our profession. These gifts have made the Board's work exciting and rewarding!

Taking into consideration both the reality of our ongoing funding requirements, and the requirements for some of the items on our "wish list," we have high-

lighted the following as most worthy of immediate attention:

The Monograph Committee issued a Call-for-Papers in April, inviting members to submit articles based on empirical research in CFL. The need for the monograph is certain, but the financial resources required to support the monograph are as yet undetermined. We are working hard to find the necessary funds (estimated at \$7000-\$8000) by 2006, to publish this monograph and to make it available to members in 2007. If there are sufficient funds, the Monograph Committee will also organize a CLTA conference focusing on research.

The Fundraising Committee has developed a three-year plan to make our Association more professional and better funded. At this year's annual meeting, we will sell CLTA T-shirts with a newly re-designed logo to build up our funds. Board members will also be present at the CLTA booth to hear your ideas for improving our organization. Contributions of any amounts from individuals are very welcome. Our hope is to have **100% participation** by all members, no matter what the amount. If we all contribute, we will meet our goal.

If you are interested in strengthening the Association through a donation or setting up a special endowment, please contact any one of the Fundraising Committee members. Their contact information is given at the end of this letter.

You may also send a personal check to the CLTA, indicating which of the following you would like to support:

- The CLTA Monograph Fund—to support the CLTA monographs series
- The Jiede Empirical Research Fund—to support CFL research
- The Teaching Award Fund—to award dedicated and innovative teachers at K-16 levels
- CLTA Endowment Fund—to support CLTA's areas of greatest need

Please make your check out to CLTA and send it to the following address:

CLTA
C/o Center for Chinese Studies
University of Hawaii at Manoa
Honolulu, HI 96822

We will mail you an acknowledgement of your contribution. All donations to CLTA are tax deductible.

May this fundraising project bring CLTA teachers and friends together to realize our vision for the future. Gifts of \$50 or more will be recognized in the CLTA Newsletter.

Sincerely yours,

Mien-hwa Chiang
Chair, 2005 CLTA
Fundraising Committee

Names and email addresses of the 2005 Fundraising Committee members:

Jianhua Bai--bai@kenyon.edu
George Chao--cchao@uchicago.edu
Mien-hwa Chiang--mhchiang@sas.upenn.edu
Songren Cui--scui@bowdoin.edu
Michael E. Everson--Michael-everson@uiowa.edu
Hong Gang Jin--hjin@hamilton.edu
Claudia Ross--cross@holycross.edu

A Report on the CLTA-sponsored events at the AAS Annual Meeting in Chicago, April 3, 2005.

Panel on “Current Cinema in the Language Classroom”

In organizing and submitting the panel proposal to the AAS Program Committee, I outlined some questions: the use of film may enliven classroom atmosphere, but how can it be harnessed to serve more serious pedagogical purposes? How can it accelerate the achievement of proficiency? How can it enhance training for fieldwork and primary research? How do we deal with copyrights? Or with cinematic goals, values, and techniques?

The panelists, variously trained in film studies, language and literature, as well as linguistics and second language acquisition, addressed these and related issues from different perspectives and with example film clips. The entire panel benefited from Jianhua Bai’s technical expertise and generosity in bringing an LCD projector, which AAS will not provide, not even with a fee.

Stephanie Hoare Divo’s “Listening to Chinese Cinema: Film Clips for Elementary Chinese Listening Compre-

hension” introduced a set of web exercises that use clips from contemporary films for after-class study on a password protected web site. Divo pointed out that the film, made by native speakers for native speakers and reflecting specific contexts, provides an invaluable source for such exercises. She discussed copyright law, which limits use to 10 minutes of any film, for a limited period of two years. She provided audience members with a password to access the web site for a limited time. Email: sah36@cornell.edu

Madeline K. Spring, in “The Role of Film in Enhancing Cultural Literacy,” discussed how film can enhance language learning in making the speaker aware of social contexts and cultural nuances that affect language use. She showed clips to illustrate China as a “shame culture,” and others that raised issues of gender and personal freedom. Time allowed only four of the nine clips she had prepared. Email: spring@colorado.edu

Shelley Chan, in “Pop Goes the Film: Toward a Pedagogy of Idiomatic Chinese,” focused on the film “A Spicy Love Soup (Aiqing Mala Tang),” and shared a vocabulary list and language exercise she designed and used in connection with the film. She showed how even a film with subtitles can be used to teach idiomatic vocabulary and usage in context. Email: schan@wittenberg.edu

Jianhua Bai, in “Developing Advanced Language Competence through Film,” raised the question of how to define “advanced language competence.” Since the others had already treated the situational, social and cultural issues he had planned to raise, Bai focused on how film can be used differently with a free-standing language course as compared with one taught in tandem with a history course. Email: bai@kenyon.edu

Chou Chih-p’ing, as discussant, warned that using film is “not a panacea,” and that the primacy of language acquisition must be borne in mind. He warned against using outworn stereotypes in teaching cultural literacy, and against being swayed by positive student response, which might reflect as much entertainment as language acquisition. He pointed out that film dialogue is often disjointed, and mentioned a project in which films are approached through essays by language teachers, thus seeming to challenge the “Chinese by Chinese for Chinese” model. Email: cpchou@Princeton.edu

The panel was scheduled at 8:30AM on the Sunday that began Daylight Saving Time. For those of us from the

Eastern Time Zone, it was really 6:30AM. But the panel was stimulating, and the twenty or so in the audience were warmly receptive. Thanks to Bai Jianhua, not a single minute was lost to technical glitches. An audience member expressed dissatisfaction that there was so little time left for discussion. Clearly, there is room for a follow-up panel.

CLTA also sponsored a more informal discussion on "Teaching Asian Languages: What do we have in common?" held Saturday evening, 7:15 - 9:00 PM.

Julian Wheatley, who knows Southeast Asian languages as well as Chinese, was the perfect moderator. He began by raising several questions, including the comparison and contrast of Asian languages with European languages, the broad range of writing systems among Asian languages, the question of heritage students, and the relative isolation of Asian languages in the institution as a whole. Email: wheatley@MIT.EDU

The panelists included the presidents of three organizations: Prawet Jantharat of COTSEAL (Council on the Teaching of Southeast Asian Languages), Hye-sook Wang of AATK (Association of American Teachers of Korean), Seichi Makino of ATJ (Association of Teachers of Japanese), who had become "Immediate Past President" the previous evening. Professor Makino brought along Professor McGloin, the in-coming president of ATJ. CLTA was represented by our own IPP, Jianhua Bai. Each introduced his or her organization and made one or two general statements before yielding the floor. Jianhua reported on the Advanced Placement program. Since most of the audience members were Chinese teachers, AP became the focus of much of the discussion. Some applauded it as being helpful to the status of Chinese in secondary schools, while others questioned the political and commercial interests involved, and the 2007 time line. Email contacts: bai@kenyon.edu, smakino@Princeton.EDU, jantharatp2@state.gov, Hye-Sook_Wang@brown.edu

After the panel, the audience broke into informal groups and continued discussions while enjoying the delicious and elegantly presented hors d'oeuvres catered by the Hyatt Regency. We thank Yale University Press, Hawaii University Press, Cheng and Ts'ui, as well as COTSEAL and AATK for their co-sponsorship.

Some panelists suggested that we organize a formal roundtable next year on the same or a similar topic.

While we often notice the differences more than the commonalities among us, recognizing common problems and goals may help us band together and achieve higher visibility in the American academic world.

Respectfully submitted,
Gloria Bien

Jill Cheng Pledged \$10,000 for CLTA Endowment Fund

Dear CLTA members:

I am extremely delighted to report that Jill Cheng, President of Cheng and Tsui Company, has pledged \$10,000 to CLTA in establishing an endowment fund in honor of late Dr. Ronald Walton.

This fund came in a timely fashion to provide long-term support to the two existing CLTA annual awards in recognizing excellence and life time contributions to the field of teaching Chinese as a foreign language (CFL). The two awards include: (1) the CLTA Walton Award for overall contributions to the field of Chinese language pedagogy and (2) the Walton Presentation Prize to recognize the best first-time presentation at the CLTA Annual Meeting.

As the president of C & T Company, Jill contributed to our field with quality Chinese language and cultural publications, multimedia software, and professional and financial support for many CLTA related activities and events. The establishment of C & T professional development award and Walton endowment are just few examples of her continued support for CLTA. Her professional and personal contributions from all these years to Chinese language have helped the field of CFL grow and change profoundly. Please join me and the CLTA Board of Directors in expressing our deepest appreciation for her generous donation to CLTA. In addition, a formal recognition of the C & T Walton endowment will be held at this year's CLTA's annual conference in Baltimore.

Sincerely,
Hong Gang Jin
President of CLTA, 2005

CALL FOR PAPERS

Understanding the Learning and Teaching of Chinese as a Foreign Language: New Empirical Findings

The CLTA Monograph Committee plans to publish in 2007 a volume of articles based on empirical research in the teaching and learning of Chinese as a Foreign Language (CFL). We are currently soliciting papers on all aspects of those topics.

Project Vision:

CLTA monograph #4 will be a collection of quantitative and qualitative research papers that examine the learning and teaching of CFL. Articles may be either in English or in Chinese. The completed volume will provide valuable data-based evidence, and advance our knowledge about the complexities of and effective strategies for teaching and learning CFL. We expect it not only to be a basic text for training future teachers, but to be useful for all those currently dedicated to the profession of teaching CFL.

Scope and Topics:

We welcome basic research, case studies, action research, longitudinal research, and context-based research. We also welcome research showing cross-institutional collaboration with cross-disciplinary perspectives. We particularly welcome papers on the following topics:

1. Cognitive aspects of CFL acquisition;
2. Psychological and social-contextual aspect of CFL acquisition;
3. Learning strategies (reading strategies and writing strategies);
4. Classroom research (input/interaction analysis, corrective feedback);
5. Literacy development;
6. Heritage learners; and
7. Translation studies.

Review Criteria:

The main criteria for paper selection are: significance of the research questions, appropriateness of research methods, familiarity with the SLA and CFL research literature, validity of the data, and the significance of the research findings to the profession of CFL. Papers should include an introduction to the research paper, literature review of most relevant studies, methods, data analysis procedures, and significance of conclusions. An abstract of the article in both Chinese and English is

required. It is also recommended that authors writing in their non-native language to have articles thoroughly edited by professionals with native-level proficiency prior to submission.

Submission and Review Procedures:

Papers should be submitted through e-mail to the Executive Director of CLTA, Prof. Cyndy Ning (cyndy@hawaii.edu). Separate from the paper, a cover page should include: (1) title of the article (2) contact information (e-mail, school address, phone number) of all authors (3) designation of the lead author who will be the primary contact author.

All submitted papers will be sent to the CLTA Monograph Committee for anonymous review. Manuscripts should be no longer than 30 single-spaced pages, and should adhere to the "JCLTA Guidelines for Submission of Manuscripts" posted on the CLTA website: <http://clta.osu.edu/jclta.htm>.

Important Dates:

August 15, 2006: Deadline for submission
September 15, 2006: Notification of review results
December 15, 2006: Deadline for submission of camera-ready full paper

For information and questions, please contact Mien-hwa Chiang (mhchiang@sas.upenn.edu).

Cheng & Tsui Professional Development Award for Teachers of Chinese

Cheng & Tsui Professional Development Award for teachers of Chinese is designed to enhance the knowledge and skills of teachers of Chinese, especially teachers new to the field. The Award, thanks to the generosity of Cheng & Tsui, is given to support the attendance of pre-collegiate and collegiate teachers at training workshops, seminars, and other in-service learning experiences at local, national, or international levels; to go to a conference; to develop curriculum or classroom material; and to collaborate with a mentor teacher. Teacher training workshops and seminars attended by the applicant should be focused on pedagogy and issues of teaching and learning. The fund has designated an annual amount of \$1,000 to be divided between at least two teachers each year. New teachers in the field are encouraged to apply.

Those interested in applying for the Cheng & Tsui Professional Development Award for teachers of Chinese should submit an application describing the purpose to which they would put the Award and the amount of subsidy requested, together with a proposed budget and a current Curriculum Vitae. (The application form can be downloaded from <http://clta.osu.edu/awards/chengtsui-awards.htm>.)

The application form and CV should be sent to the Chair of Awards Committee of the Chinese Language Teachers Association, preferably via e-mail Word file attachment to HL9S@virginia.edu, or to the following address by September 6th, 2005:

Professor Hsin-hsin Liang
Chair of the CLTA Awards Committee
Department of AMELC
Cabell Hall, P.O. Box 400781
University of Virginia
Charlottesville, VA 22904

Procedures:

1. Application deadline: September 6th, 2005.
2. Notification of winners: October 3rd, 2005.
3. Names of winners will also be announced at the ACTFL Annual Conference in Baltimore, Maryland, and in the December CLTA Newsletter.

CALL FOR JOURNAL SUBMISSIONS

The *Journal of the National Council of Less Commonly Taught Languages* (NCOLCTL) is soliciting articles for publication. As the official journal of the Council, the journal serves the professional interests of teachers, researchers, and administrators of less commonly taught languages in all settings and all levels of instruction. The Journal is refereed and published once a year. Articles dealing with all aspects of less commonly taught languages are welcome, with preference given to articles dealing with educational and policy research, classroom innovation, and program development, sustenance, and advocacy. While articles focusing on specific less commonly taught languages are welcome, to be accepted the article must be framed within the overall context of less commonly taught language education, thereby in-

sure that all our readers are benefited, and honoring the founding principle of the Council, "collective solutions to common problems."

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA). Manuscripts should be a maximum of 25 pages (excluding references, charts, notes, etc.) and preferably submitted electronically via email attachment. Double-space the manuscript throughout, including notes, references, and tables, using 12-point font with a 1.5 inch left margin. The manuscript should be accompanied by a 150 word (or less) abstract and a cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author. Because the manuscript will be blind reviewed, identifying information should be on the title page only, and not appear in the manuscript.

The submission deadline is October 14th, 2005. Please send us three hard copies with a disk/electronic version to:

NCOLCTL
4231 Humanities Building
455 North Park Street
Madison, WI 53706
Ph. 608-265-7903
Fax. 608-265-7904
Email: ncolctl@mailplus.wisc.edu
<http://www.councilnet.org/conf/conf2006/call-paper.htm>

CET Announcements

CET Academic Programs is pleased to announce that our **Beijing** program has had an **extreme make-over!** With the launch of our *Beijing Chinese Studies* program, students may now choose a CET program in Beijing that best fits their needs:

- Based at Beijing Institute of Education, the *CET Beijing Chinese Language Program* is ideal for focused language students who wish to abide by a Chinese-only language pledge, enroll in rigorous language classes and live with Chinese roommates.

Language practica and other innovative activities will continue to immerse students and distinguish this program from others.

- Based at Capital Normal University, the *CET Beijing Chinese Studies Program* is ideal for students who wish to enroll in classes taught in English, while also studying a reduced load of Chinese language. Classes such as “Reform and Resistance” and “21st Century Beijing,” taught in English by US and Chinese faculty, will enable a broad range of students to consider study in China. Chinese roommates and faculty-led field trips will enhance students’ experiences.

CET is also pleased to announce that our **Harbin** program now offers a *research track* for advanced students. Graduate students, or students considering future graduate study, may conduct independent research under the guidance of a Chinese faculty member. Students who have previously studied at least 4 years of college-level Chinese are eligible to apply.

For details about either of these opportunities, contact CET at 800-225-4262 or cet@academic-travel.com, or visit CET’s website at ww.cetacademicprograms.com.

CONFERENCE NEWS

The Ninth Annual Meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) April 28-30, 2006, in Madison, WI CALL FOR PAPERS

The Ninth Annual Meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) is scheduled for April 28-30, 2006, in Madison, WI (with a pre-conference workshop scheduled for April 27th). Proposals are solicited for individual papers, colloquia, and poster sessions. Proposals should fall broadly within the conference theme, “Expanding LCTL Capacities in the United States.”

Although proposed presentations may focus on individual languages, each should address issues that clearly relate to more than just that one language. The focus of session topics might include heritage language learners, bilingual education students, autonomous and self-instructional settings, distance learning, outreach and advocacy initiatives, and the use of technology in teaching LCTL’s. Other topics such as curriculum and materials development, teacher training and professionalization, research, and assessment will also be welcome.

Individual papers are to be 30 minutes long. A paper should focus clearly on issues related to the main con-

ference theme. Papers may be based on research or practical experience. Colloquia are to be 90 minutes long. A colloquium proposal should specify three or more presenters who will address the conference theme. Preference will be given to colloquia that cut across different languages or language groups. Poster and presentation sessions may focus on completed work or work in progress related to the teaching and/or learning of less commonly taught languages. They may be poster format, such as presentation of materials or of research completed or in progress, or demonstrations of instructional or information technology. However, any proposal requiring technical support must specify in detail the type of hardware or software needed.

Proposals should indicate the title and kind of presentation (paper, colloquium or poster session) in the upper left-hand corner and the name of the presenter/presenter’s primary language(s) of interest in the upper right hand corner. The proposed title should not exceed ten words. Next should be a 50-75 word abstract suitable for inclusion in the conference program and NCOLCTL website. The proposal text should be 150-200 words long and may not exceed one page in length. The final deadline for receipt of proposals is September 26th, 2005. Applicants will be notified by the Program Committee by October 14th, 2005 whether or not their paper has been accepted.

Submission of proposals by email is strongly encouraged, and should be sent to:
ncolctl@mailplus.wisc.edu.

If email is not available, proposals may be sent by hard copy to:

NCOLCTL
4231 Humanities Building
455 N. Park Street
Madison, WI 53706
Tel: 608-265-7903
FAX 608 265 7904

The 5th International Conference on East Asian Calligraphy Education

CALL FOR PAPERS

(North America Version)

July 8-10, 2006

Yasuda Women's University, Hiroshima, Japan

The 5th International Conference on East Asian Calligraphy Education will be held at Yasuda Women's University, Hiroshima, Japan, July 8-10, 2006. This conference is co-sponsored by Yasuda Women's University and the Calligraphy Education Group in the United States. It aims to promote calligraphy education and to present research on calligraphy. The main theme of the conference is the inter-cultural value of calligraphy education. We invite calligraphy educators to present papers and calligraphy artists to display their works at the conference.

Conference Details

1. Dates: July 8 (Sat)-10 (Mon), 2006
2. Location: Yasuda Women's University, 6-13-1 Yasuhigashi, Asaminami-ku, Hiroshima, Japan 731-0153, TEL: +81-82-878-8111, FAX: +81-82-872-2896
Website: <http://www.yasuda-u.ac.jp/>
3. Schedule:
July 8 (Sat): Opening Ceremony, Keynote Address, Panel Presentations, Welcoming Party
July 9 (Sun): Panel Presentations, Closing Ceremony
July 10 (Mon): Sightseeing (World Heritage Sites: Miyajima, Peace Park)
July 8-9: Exhibition (Historically Significant Chinese/Japanese Calligraphy, Modern Chinese/Japanese Calligraphy, Student Calligraphy)
4. Research areas for presentation:
 1. Calligraphy Education.

- a) Cross-cultural value and challenges of East Asian calligraphy education
 - b) Cross-cultural comparison of pedagogy and teaching philosophy in calligraphy education.
 - c) Unique/Innovative approaches to teaching calligraphy.
 - d) The value of Chinese calligraphy in the teaching of Chinese characters.
 - e) The application of multimedia technology in calligraphy education.
 - f) Teaching/learning calligraphy for different purposes (cultural, artistic, commercial, recreational, therapeutic, etc.)
2. Calligraphy Study
 3. Calligraphy History
 4. Calligraphy Culture
5. Fees:
\$80 (Early Registration: before March 1, 2006)
\$100 (Regular Registration: after March 1, 2006)
(Fees include Welcoming Party, Lunch (9 July), Materials)

Submissions

1. Proposals (**Deadline: December 31, 2006**)
Abstracts (not more than two A4 pages) must be submitted to the appropriate geographic committee (listed below) before the deadline with the author's name, institution, phone number, and email address atop the page. Abstracts must be submitted in English or Chinese. For proposals in Japanese or Korean, please submit an English or Chinese translation. Please also indicate if you need any equipment for your presentation. Paper proposals should be sent to the contact person in the area of the author's geographic location indicated above.

Contact persons (to receive paper proposals):

USA:

Prof. Da'an Pan

Department of English and Foreign Languages
College of Letters, Arts, and Social Sciences
California State Polytechnic University
Telephone: 909-396-7398 (Home), (909) 869-3819 (work)
Fax: (909) 869-4896
Email: <dpan@csupomona.edu>

JAPAN

Tomoe Nobuhiro
Yasuda Women's University, 6-13-1 Yasuhigashi
Asaminami-ku, Hiroshima, Japan 731-0153

TEL: +81-82-878-8111 FAX: +81-82-872-2896
E-Mail: nobuhiro@yasuda-u.ac.jp

2. Presentations

Presentations are limited to 15 minutes. They may be in the language of the author's choice. However, English or Chinese is preferred. If presentations are to be given in Japanese or Korean, please provide an English or Chinese outline. Handouts (200) should be sent to the Japanese Executive Office before June 1, 2006, or may be brought by hand on the day of the presentation.

3. Calligraphy for Display (Deadline: December 31, 2005)

Please send an image file before the deadline to Dr. Bertrand Mao 毛先戎 Phone: 301-299-3990 (H)
Email <bertrandmao@aol.com>

After being accepted, calligraphy works should be brought to the conference site. They should be ready for display. Please provide details for all display works. They will be returned to the calligrapher on the final day of the conference.

For updated information regarding the conference, please visit the web site of Chinese Calligraphy Education Group at <http://www.unc.edu/~wli/CEG/>.

Further Information

The international conference series on East Asian calligraphy education was launched by Calligraphy Education Group in the United States. The first conference was held at the University of Maryland in 1998; the second took place at the State University of California at Long Beach in 2000; the third was a conjoint project with Beijing Normal University in China in 2002, and the 4th was held on the campus of the University of South Carolina in 2004.

第五届汉字及书法教育国际会议

2006年7月8日至10日

安田女子大学(日本国广岛市)

第五届汉字及书法教育国际会议由日本安田女子大学和全美书法教育协会联合主办,定于2006年7月8日至7月10日在安田女子大学(日本国广岛市)召开。本会议以“汉字文化”为基点,以书法教育的跨文化价值为主题,通过研讨与书法交

流,促进书法教育和书法文化的国际化。诚邀世界各国同仁学者踊跃参加。

本通知供北美地区使用。现将有关事宜通知如下:

1. 会议日期: 2006年7月8日(星期六)至7月10日(星期一)

2. 会议地点及举办单位:安田女子大学
日本国广岛县广岛市安佐南区安东6-13-1
电话:082-878-8111(代表) 传真:082-872-2896
大学网址:<http://www.yasuda-u.ac.jp/>

会议组织:

各地区联络人:

美国

Da'an Pan

Department of English and Foreign Languages
College of Letters, Arts, and Social Sciences

California State Polytechnic University

Telephone: 909-396-7398 (Home), (909) 869-3819 (work)

Fax: (909) 869-4896

Email: <dpan@csupomona.edu>

日本:日本国广岛县广岛市安佐南区安东6-13-1(邮政编码731-0153)

安田女子大学文学部 信广友(NOBUHIRO, Tomoe)

E-Mail:nobuhiro@yasuda-u.ac.jp

电话:082-878-8111(代表)

传真:082-872-2896(代表)

3 会议日程:

7月8日(星期六)开幕式、主题演讲、书法表演、招待会

7月9日(星期日)分组发表和讨论、闭幕

7月10日(星期一)游览参观(世界遗产:宫岛、和平公园)

7月8日至7月9日

观赏作品展(日中书画精品展、日中当代书法展、学生书法展)

4. 议题领域:

1) 书法教育,包括

a. 书法教育的跨文化价值及挑战

b. 不同文化中书法教学法及教学思想的比较

c. 新教学法

d. 书法教学与汉字教学的关系

e. 书法教学中的新科技

f. 功能各异的书法教学(文化,艺术,商业,娱乐,医疗等)

2) 书法学

- 3) 书法史
- 4) 书法文化

5. 会务费:

每人 80美元 (2006年3月1日以前报名)

每人100美元 (2006年3月2日以后报名)

会务费含8日的招待会费和9日午餐费。(其他费用自理)

论文及参展作品:

1. 论文摘要 (论文宣读人均需提交) 截止日期:2005年12月31日

摘要用语: 英语或汉语

长度: A4版2页以内

本次会议拟提前编辑《论文摘要集》, 故务请在截止日期前将论文摘要 (包括作者姓名, 单位, 电话及电子邮箱地址) 寄给报名者所在地区的联络人 (请参见上列地址)。同时也请注明在宣读论文使是否需要使用任何设备。用其他文字书写的论文摘要必须伴有英文或中文翻译。

2. 论文宣读

论文宣读及资料用语: 英文、中文、韩文、日文均可, 时间限为15分钟。

如用韩国语或日语宣读, 请准备英文或中文提要在宣读会场发送。

请将论文宣读所用资料200份于2006年6月1日前寄到日本国组委会, 或在宣读当天带至会场。

3. 参展作品

参展作品: 只限裱成轴装作品。

截止日期: 2005年12月31日

作品请寄至日本国组委会。会议结束当天 (7月9日) 退还。所有参展作品都必须伴有说明。

汉字书法教育国际会议是由全美书法教育协会 (1991成立) 发起并主办的系列国际会议。自1998年在美国马里兰大学举办首届会议以来, 每隔一年召开一次, 至今已举办四届, 分别是2000年的第二届 (美国加利福尼亚大学)、2002年的第三届 (中国北京师范大学) 和2004年的第四届 (美国南卡罗来纳大学)。

The 5th International Conference on Chinese Language Pedagogy

August 7-9, 2006, Shanghai, China
(Announcement #1)

The 5th International Conference on Chinese Language Pedagogy is intended to promote academic exchange and cooperation among teachers and scholars in the field of Teaching Chinese as a Second/Foreign Language (TCSL) in and outside China, and to help conference attendees to explore the art of classroom instruction and to improve their Chinese language instruction skills.

The Conference welcomes papers (in Chinese or English) in, but not limited to, the following areas:

- 1) Teaching techniques in the classrooms of TCSL
- 2) The issues of input and output in TCSL
- 3) The application of educational technology
- 4) Researches on Chinese language acquisition

Conference Sponsors: Fudan University and the University of Hawaii

Conference Chairs: Zhu Yongsheng (Fudan University), Peng Zengan (Fudan University), Tao-chung (Ted) Yao (University of Hawaii)

Teachers and scholars in Mainland China who have questions related to the Conference may contact:

Peng Zengan

Tel: 86-21-55664832

Fax: 86-21-65113689

Email: pengzengan@fudan.edu.cn

Teachers and scholars outside Mainland China, as well as those in Hong Kong, Macao, and Taiwan, who have any questions related to the Conference, may contact:

Ted Yao

Tel: (808) 947-4637

E-mail: tyao@hawaii.edu

Conference Committee Members: John Yu (Baruch College of City University of New York), Wenchao He (New York University), John Yin (University of Vermont) and Yingche Li (University of Hawaii).

Teachers and scholars outside Mainland China, as well as those in Hong Kong, Macao, and Taiwan, who intend to attend the Conference should fill out the Attendee's Form (see the end of this announcement) at your earliest convenience and send it by e-mail before November 30, 2005 to both Ted Yao at tyao@hawaii.edu and John Yu at jzqyu@yahoo.com.

Those who intend to present a paper at the Conference should send the abstract (no more than one page) as a file attached to an e-mail message to Ted Yao (tyao@hawaii.edu) or John Yu (jzqyu@yahoo.com) before January 31, 2006. The reviewing team formed by the U.S. Conference Committee will review the paper abstracts anonymously and will also notify the paper abstract submitters of the status of their paper abstracts in March 2006.

Those whose paper abstracts are accepted will need to send the completed papers to Ted Yao by May 31, 2006 so as to be included in the Conference Proceedings to be published. The Conference Committee reserves the right to review a completed paper again if it is drastically different from its original paper abstract. The format and other requirements of the paper will be explained in the acceptance letter.

Conference Dates: August 7-9, 2006
Conference Location: Fudan University, Shanghai, China (more details later)

Tentative Schedule: (more details later)

August 6: Registration

August 7: Opening ceremony and plenary sessions in the morning, concurrent sessions in the afternoon. Shanghai city tour at night.

August 8: Concurrent sessions

August 9: Group discussions and the closing ceremony

August 10-11: Tours (Hangzhou, Shaoxing, Qian-daohu, etc.) (optional) (suggestions of other tour routes are welcome)

Updated information will be posted on the 2006 conference website:

<http://EALL.hawaii.edu/yao/conf2006/menu.htm/>

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ATTENDEE'S FORM

Please fill and return the form before November 30, 2005, by e-mail to Ted Yao (tyao@hawaii.edu) and send a copy (cc) to John Yu (jzqyu@yahoo.com) if you intend to attend the Conference.

Family name:

First name:

Names in Chinese characters:

Gender:

Job title:

Affiliation:

Address:

1st email address (to be used in the Conference List):

2nd email address:

Did you attend the conferences we organized in 2000 (Wuhan), 2001 (Yichang), 2002 (Nanjing), or 2004 (Kunming)? Which one(s)?

Has your email address been included in our email group and have you received email from us?

Phone number:

Fax number:

Do you intend to join one of the tours? Yes: _____,

No: _____. If yes, where?: _____

第五届中文电化教学国际研讨会通知 (第一号)

前四届的中文电化教学国际研讨会分别在美国旧金山、中国广西师范大学、中国南京师范大学、北京语言大学成功举办。经过严格的申办程序，大会组委会决定第五届中文电化教学国际研讨会将于2006年7月19日—7月22日在中国香港的香港城市大学召开。

现将有关事宜通知如下：

一、会议主办单位：

香港城市大学

香港大学

香港教育学院

北京大学

北京语言大学

北京新亚研修学院

美国加州中国语言教学研究中心

广西师范大学

南京师范大学

教育部语言文字应用语言研究所

二、会议承办单位：

香港城市大学

三、会议主题：語言學與語言教學現代化

理论与应用

- 1、 语言教学现代化的教育技术理论探究；
- 2、 多媒体技术在中文教学中的研究与应用；
- 3、 中小学语文的现代电化教学法；
- 4、 汉语教学知识库的理论与应用；
- 5、 汉语现代远程教育的理论与应用；
- 6、 汉语汉字的数字化课件(含光盘版和网络版)开发、应用与测评；

7、汉语汉字的数字化资源的开发与应用；

规范与评估

8、汉语水平自测研究；

9、数字化汉语汉字教学的标准与规范研究；

10、数字化语文教师的培训、测评与考级研究；

欢迎海内外同行届时能光临会议，并恭请准备论文。

四、会议工作语言：

中文或英文

五、提交论文的有关要求：

1. 欢迎围绕上述主题提交论文，字数一般不超过6000字。

2. 已经发表的论文请勿投稿。如因一稿多投带来任何问题，责任由投稿者自负。

3. 请先拟定论文题目，填写以下回执表，并于2005年9月30日之前，将回执表通过电子邮件发给中文教学现代化学会筹备委员会(Email: amcle06@cityu.edu.hk)。

4. 论文全文提交截止时间为2006年3月31日。请打印4份论文并于2006年3月31日或之前邮寄至如下论文评审点：

● 中文稿件请寄：谢家浩博士

地址：香港新界大埔露屏路10号香港教育学院中文系

● 英文稿件请寄：Dr. Suen Caesar LUN(蔺荪博士)
Department of Chinese, Translation & Linguistics

City University of Hong Kong
83 Tat Chee Ave,
Kowloon, Hong Kong, China

● 请将所有投稿论文的电子稿(.doc文件)通过电子邮件发给蔺荪(Email: amcle06@cityu.edu.hk)。

5. 会议秘书处组织专家对论文集中审阅，并于2006年4月30日之前向入选作者发出第二号通知(邀请书)。

6. 论文集出版单位：清华大学出版社出版

7. 论文排版格式：请参阅大会网页

提交论文回执表

论文题目		所属主题	
作者姓名		单位	
职称		职务	
通信地址		邮政编码	
电话		手机	
传真		Email	
备注			

(For further detailed information see: <http://144.214.20.65:8080/amcle/News%20%20%28English%29>
Chinese version: <http://144.214.20.65:8080/amcle/news-1>)

POSITIONS

HONG KONG INTERNATIONAL SCHOOL

Seeks a Mandarin Program Administrator to take office now or at earliest convenience before August of 2006.

HKIS has a historically strong commitment to Chinese language instruction. Middle and High school students have been able to study Mandarin throughout the course of the school's 40-year history and students in the elementary grades have been part of a mandatory program since 1985. With over 1500 students now taking Mandarin in Grades R-2 to Grade 12, the program aims to serve both foreign language learners and Chinese heritage students. The profile of our HKIS Mandarin language learners is complex with tremendous diversity of backgrounds, needs and skills. Although over fifty percent of the HKIS student body has Asian or Asian-American backgrounds, their range of skill sets in Mandarin is tremendously wide and varied. The keen interest of our parent body for a solid Mandarin learning experience coupled with a high number of non-Asian parents who speak fluent Mandarin, results in strong support and high demand for an effective and quality Mandarin language instructional program.

Primary objectives

- * Develop a cohesive and quality curricular and instructional program
- * Provide ongoing staff development and training for teachers to improve instructional practices
- * Identify appropriate program standards, benchmarks and alignment with assessment tools
- * Provide active leadership for the implementation of the Strategic Plan's work in Mandarin
- * Develop communicative strategy to internal and external stakeholders in the area of the larger Mandarin program
- * Provide ongoing program assessments for curricular improvement
- * Participate with divisional administrators in the identification, hiring and supervision of teachers of Mandarin
- * Lead the development of a school-wide and comprehensive Chinese Studies program focusing on the ethnic culture of China and Hong Kong.

Essential Requirements

- * High level of fluency in standard Putonghua and English to be able to deal with parents and staff effectively
- * Strong administrative experience to be able to work in a demanding environment
- * Successful experience in teacher/staff supervision and training, R-12 experience ideal but elementary or secondary experience acceptable

- * Successful leadership in previous positions of curriculum, instructional and assessment improvement

The full job description and application process can be seen on our web site www.search-associates.com under administrative openings

You may also contact John Magagna, Director Search Associates at (Johnmagagna@cs.com or 1-570-696-4600)

MINNESOTA STATE UNIVERSITY MOORHEAD

Minnesota State University Moorhead invites applications for a tenure-track position in Chinese at the Assistant Professor rank, beginning January 10, 2006. Applicants must have ABD in Chinese language, linguistics, culture, or related fields by date of appointment. Native or near-native proficiency in Mandarin Chinese and English is required. Good communication skills and demonstrated ability to work effectively within the academic unit are required. Applicants must have demonstrated a record of excellence in teaching Beginning and Intermediate Chinese at the college level in the U.S. as well as preparation or experience teaching Chinese culture and civilization in English at the college level.

Preference is given to applicants who have a Ph.D. in Chinese language, linguistics, culture, or related fields and with experiences teaching all levels of Chinese language to undergraduate students in the U.S. Familiarity with information technology in language instruction preferred. Preparation or experience teaching in one or more of the following areas: Chinese calligraphy, Chinese linguistics, and Chinese literature, is preferred. Demonstrated ability to work successfully with students of diverse backgrounds, with sensitivity to their needs and concerns is desired.

Salary is commensurate with qualifications. Applications will include a cover letter, C.V., three current letters of reference (must be signed), undergraduate and graduate transcripts, sample course/teaching evaluations if available, and a completed MSUM Standard Application (available at <http://www.mnstate.edu/vacancy/StandAppForm.htm> <<http://www.mnstate.edu/vacancy/ApplicationForm.pdf>>).

Additionally, we welcome a short video demonstration of your language class teaching, if available. For details, please visit the MSUM web site:

<http://www.mnstate.edu/vacancy/Index.htm>.

Send all material to Dr. Takanori Mita, Chair, Chinese Search Committee, Department of Languages and Cultures, Minnesota State University Moorhead, 1104 South 7th Ave., Moorhead, MN 56563. Phone: 218-477-2912; e-mail: takanori@mnstate.edu
Fax: 218-477-5983.

Review of applications will begin August 1st, 2005, and continue until the position is filled. A member of the Minnesota State Colleges and Universities System. AA/EOEE.

UNIVERSITY OF IOWA

The Department of Asian Languages and Literature at The University of Iowa has an opening for a full-time non-tenure-track Lecturer position in Chinese Language to begin in August 2006, renewable for two additional years pending positive teaching reviews. Salary is commensurate with experience. Responsibilities include: teaching three classes per semester that may include first- to fifth-year Chinese language, supervising graduate Teaching Assistants, and assisting the Chinese language program coordinator with program development. Requirements: native or near-native fluency in Chinese and English; Ph.D. (preferred) or M.A. in Second Language Acquisition, Applied Linguistics, Chinese Linguistics, Chinese Language and Literature, or related fields; extensive experience in teaching Chinese at the college/university level in North America. Experience in technology-based CFL instruction and in

curriculum development for both domestic and abroad settings is a plus. Send letter of application, CV, a videotape of a 50-minute Chinese teaching class, and three letters of recommendation to Helen Shen, Department of Asian Languages and Literature, 661 Phillips Hall, University of Iowa, Iowa City, Iowa 52242. Review of applications will begin November 1, 2005 and will continue until position is filled. The University of Iowa is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply. (Helen Shen: helen-shen@uiowa.edu)

TELE-INTERPRETERS COMPANY

Tele-Interpreters is an interpreting company located in Burbank, CA. We provide over the phone interpreting services for top clients nationwide.

We are currently looking for Mandarin/Cantonese and Mien interpreters. Training will be provided for those who qualify.

If you or someone you know is interested, send your resume to the e-mail or fax below. We appreciate your assistance in helping Tele-Interpreters.

Sincerely,
Karen Gomez
Interpreter Coordinator
(818) 736-4004 ext.3603
(818) 244-3108 Fax
kareng@Teleinterpreters.com

NEWS OF THE FIELD

Languages in the National Interest: Policy Statement

The Joint National Committee for Languages and the National Council for Languages and International Studies, composed of sixty-two associations representing over 250,000 language professionals, endorses the study of world languages in addition to English to assist in meeting national interests related to:

- Increased diversity in communities and schools nationwide;
- The need for an internationally competent workforce;
- New national and human security challenges, and
- The need to develop a well-educated, culturally literate, and globally responsible citizenry

Among groups from the government, academic and private sector, there is consensus for the creation of a sys-

tematic and systemic approach to language education in the United States. JNCL-NCLIS endorses:

1. Language and culture instruction that begins in the early grades, continues with well articulated sequences of instruction throughout grades K-12 and two and four year colleges and universities, allows for multiple entry points, and encourages life long language learning.
2. A broad offering of languages that support global literacy and communication goals related to the learning of languages and their cultures that are important for future economic and security needs.
3. Adequate financial support for, and philosophical commitment to, language education in the federal budget and by state legislatures.
4. Recruitment of highly qualified teachers along with the promotion of teaching excellence through effective pre-service education, professional development, and opportunities for participation in exchange and study abroad programs.
5. Incorporation of standards-based assessments of language and culture into state and/or federal accountability systems.
6. Maintenance and continued development of heritage language proficiency to promote bi-literacy and cultural awareness to enhance opportunities for further achievement—both for cultivation of heritage resources to teach these languages and for cultural understanding within our communities.
7. Establishment of standards-driven, research-based policies for teaching language and culture.
8. Integration of other content areas into the teaching of language and culture at all instructional levels.
9. Improved access to currently available foreign language instructional materials, distance learning resources, and technologies to expand foreign language and cultural learning opportunities.
10. Support for advanced research and development in second language acquisition, foreign language pedagogy, heritage languages, assessment, and other areas critical to the advancement of language education.
11. Continued development of policy and legislation to address gaps in national language capacity by creating a variety of program models and financial incentives for learning, maintaining, and teaching languages other than English.
12. Establishment of a national coordinating entity to develop, organize and oversee the implementation of a national world language strategy that will provide US students with the kinds of instructional programs

needed to acquire meaningful levels of language and cultural competence.

(Forwarded by: Wang Shuhan <swang@DOE.K12.DE.US>)

K-12 Chinese Language Programs are Catching On!

By Beth Ruggiero, Hingham High School

When I graduated from college in 1984, the Dodge Foundation was providing funding to establish Chinese language programs in select secondary schools. At that time, it was quite a novelty and very exciting to the Chinese language academic community. It is not quite so much of a novelty anymore, but still exciting as the growth rate of elementary and secondary schools offering Chinese continues to increase. My own enthusiasm for this trend led me to produce a detailed list of the schools and their locations.

Because states do not keep statistics about the specific programs offered in their schools, there is no single source of this information, and it is time consuming and tedious to track down the information. Fortunately, CLASS (Chinese Language Association for Secondary-Elementary Schools) has posted a substantial list on their website (www.classk12.org), but with the statistics constantly changing and many statistics not readily available, there was a lot more work to be done.

The list I created grew out of the CLASS list with additions and corrections. It includes a total of 300 programs. Massachusetts takes the lead with 18.7% (56) of the programs, followed by California with 15.7% (47), and Illinois, New York, and New Jersey with 8.3% (25), 8% (24), and 7% (21), respectively. The numbers fall off rapidly behind these states, with nine states having only one school. I was unable to find any Chinese programs at all offered in 18 of the states.

Recent numbers have been increasing in great part due to the generous funding of the Freeman Foundation. If the legislation proposed by Senators Joseph Lieberman and Lamar Alexander, the United States-China Cultural Engagement Act of 2005, is passed, the numbers will increase even more dramatically. These statistics will continue to require updating if they are to be used purposefully – that is, to reach out to the individual schools so as to create a cohesive and exchange-minded Chinese language teaching community.

I am sure the list is still not complete. If anyone has any knowledge of programs not included, or any corrections to the existing data, please e-mail me at bethrugg@comcast.net.

("To see this list, go to the CLTA website at [<clta.osu.osu>](mailto:clta.osu.osu)."

Information for prospective teachers of Mandarin

If anyone wishes to become certified in California to teach Chinese (Mandarin), he/she can earn a secondary teaching credential through the Single Subject Credential Program at California State University, Long Beach. Candidates must demonstrate their subject matter competence by passing the California Subject examinations for Teachers: Mandarin. They must also complete the 44-unit credential program (9 courses plus student teaching). Email hsturley@csulb.edu for more information.

For more information for the Single Subject Credential Program, please visit the web site at www.ced.csulb.edu/single-subject (Tim Xie)

Lincoln Commission seeks input from community

The Abraham Lincoln Fellowship Commission is seeking input from the exchange and higher education communities about the proposed Lincoln program, which would significantly increase the number of American undergraduates studying abroad. To facilitate this process, the commission has established an inter-associational online discussion forum. Through this web-based tool, participants can submit comments and respond to those posted by others. The web site is co-sponsored by the Alliance, the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), NAFSA: Association of International Educators, and the National Association of Land-Grant Colleges and Universities (NASULGC). The discussion forum is hosted on NAFSA's web site and can be accessed at: <http://www.nafsa.org/lincolnforum>

The discussion forum can also be accessed through a link

on the Alliance homepage: www.alliance-exchange.org.

Alliance for International Educational and Cultural Exchange
1776 Massachusetts Avenue, NW, Suite 620 Washington, DC 20036
202-293-6141
202-293-6144(fax)
www.alliance-exchange.org

“Study in Taiwan” Website

<http://www.studyintaiwan.org/>

The “Study in Taiwan” website contains all the necessary information for students who are interested in studying in Taiwan, but may not be sure where to begin or what next step to take. The website includes a brief history of Taiwan and its education system so students can become more familiar with its unique cultural heritage as well as the institutional setting they will be entering. It discusses everything one may need to know about the kinds of scholarships available to foreign students and the procedures for applying, including all the necessary application forms. The scholarships for international students highlighted on the website include the “Taiwan Scholarship Program”, the “Taiwan International Graduate Program (TIGP) of Academia Sinica”, and the “General Scholarship”. The “Taiwan Scholarship Program” includes scholarships for undergraduates, Master’s and Doctoral students, and includes a monthly stipend. The “TIGP of Academia Sinica” scholarship provides fellowship support for full-matriculated students for three years. Both the “Taiwan Scholarship Program” and TIGP accept applications annually in March. The “General Scholarship” is sponsored by the Ministry of Education and accepts applications at the beginning of every semester. Additionally, students can find tuition information as well as a college guide that includes a brief background and a listing of programs for each university. This college guide makes learning about the specializations and offered degree programs of every university extremely uncomplicated. All the information is presented in a convenient chart, which makes a quick comparison of universities quite simple and effortless. Students will be able to find the universities that most closely match their own educational interests instantly. To carry out a more detailed examination of a university’s programs, the “Study in Taiwan” website contains the contact information and URL address for each listed university.

In addition to academic and scholarship information, there is also a wealth of advice about more practical matters such as working in Taiwan as a foreigner, banking concerns, living expenses, getting around Taiwan and using the public transportation systems, and applying for visas and residency (links to visa and residency applications are accessible through the website). One can also find various useful contact numbers and offices such as the overseas offices, the Bureau of National Health Insurance, and Chunghua Telecom, to name a few. Included in the historical description of Taiwan are pages dedicated to Taiwan's geography, climate, holidays and festivals, and people and culture. This information provides just a taste of the wonders students may encounter throughout their journey studying in Taiwan. [Information provided by Emily Shen, TECO]

"Year of Languages" Radio Series Available

As part of the "Year of Languages" (YOL) celebration, the College of Charleston and National Museum of Language have jointly sponsored development and distribution of a series of fifty-two radio spots on languages and linguistics. The spots are 5-minutes long and address a wide range of questions that a general audience might have about language, such as: Which language is the oldest? How do babies learn to talk? Where did the southern dialect come from? Whatever happened to Esperanto? The materials were written by 48 language experts from 23 states and the United Kingdom under the direction of Dr. Rick Rickerson of the College of Charleston. Information about the series, including brief biographies of the authors, can be found at: www.cofc.edu/linguist

The series has been aired on public radio stations in several states as well as on campus radio stations. It will soon be available for use by language professionals as part of a curriculum, a motivator in the spirit of the YOL, or in many other ways. High schools have played the spots through their intercom systems; a middle-school teacher has used them as part of a Language Arts class; universities are using them to supplement courses that prepare new language teachers. Above all, their purpose is to raise awareness about languages and the language profession during this year of celebration.

Audio files for the series are available on the website of the American Council on the Teaching of Foreign Languages (www.actfl.org) and its YOL site www.yearoflanguages.org. The materials will also be available in September on compact disks at cost (\$9.65 plus postage for the set of 4 disks,) from Georgia Schlau, Director, Michael Pincus Language Resource Center (schlaug@cofc.edu), College of Charleston. Campus radio stations may be particularly interested in broadcasting the series in Fall 2005. If you wish to have the series broadcast in your area or on your campus, send the name of the station and e-mail address of the station manager -- or other questions or comments about the series -- to Dr. Rickerson at ricker@comcast.net

E.M. Rickerson, Ph.D
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Director Emeritus, Division of Languages
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BOOK NEWS

Reflecting on the Future of Chinese Language Pedagogy:

Honoring the 40-year Distinguished Career of Professor George Chih-ch'ao Chao

中文教學理論與實際的回顧與展望:

慶祝趙智超教授榮退學術研討會論文集

Edited by Chen-chin Li, Yea-Fen Chen, and Hsin-hsin Liang

Published by 台北師大書苑 2005

ISBN 957-496-450-7

This is a collection of 29 articles submitted to an international conference on Chinese language pedagogy honoring Professor George Chih-ch'ao Chao's retirement and held at the University of Chicago in October 2002. It opens with Professor Chao's "Observations of and Reflections Upon Chinese Language Teaching", followed by "Fluency & Accuracy" written by Chih-p'ing Chou (周質平), "On the Reflections of Genetics, Marriage, and Oral Ability in Mandarin" by Perry Link(林培瑞) and "Teaching Chinese as a Second Language in the 21st Century" by Jianming (陸儉明). The remainder of the volume is divided into seven sections devoted respectively to Pedagogical Issues, Literacy Development, Grammar Instruction, Second Language Acquisition, Teaching and Learning Aural/Oral Skills, Multimedia and Language Instruction, and Issues Beyond the Basics.

In response to a fundraising initiative announced by the CLTA Board, all the profits from the sales will go to CLTA and the Calligraphy Education Group (CEG). Each copy is \$25 including shipping and handling (in the United States). Anyone who is interested in purchasing the book can contact Professor Yea-Fen Chen, Department of Foreign Languages & Linguistics, University of Wisconsin-Milwaukee, PO Box 413, Milwaukee, WI 53201. Phone: 414-229-2492. Email: yfchen@uwm.edu.

BUSINESS CHINESE 商业汉语

By Jiaying Howard and Tsengtseng Chang

庄稼婴、张增增合著

Business Chinese is designed for advanced learners, who are non-native speakers of the language. Incorporating both current and accurate terminologies, the authors demonstrate the usage of the language in a business setting, whether transactions of securities and insurance, banking, trading, e-commerce or real estate investments. It is hoped that this combination of theories on second language acquisition and content-based instructions can assist students to acquire the much needed language skills and content knowledge at a brisk pace. The book includes 12 units and comes with 2 audio CDs (optional). ISBN: 962-996-216-0

Published by The Chinese University Press

www.chineseupress.com

Sha Tin, N. T., Hong Kong

Fax: +852 2603 6692, +852 2603 7355 Email:

cup@cuhk.edu.hk

CHINESE BUILDERCARDS, THE LIGHTNING PATH TO MASTERING VOCABULARY

By Song Jiang and Haidan Wang

ISBN#: 088727434X (Simplified); 0887274269 (Traditional)

BINDING: BOXED SET.

Trim Size: 5.75 x 7.5, individual cards 3.25 x 2.5

Pages: 768 cards; 55-page booklet

List Price: \$39.95

Availability: From bookstores or directly from the publisher at www.cheng-tsui.com

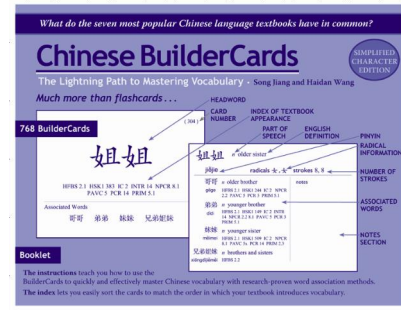
In a major step forward from flashcards, *Chinese BuilderCards* is a learning supplement that uses proven word-association techniques to accelerate the pace at which beginning and intermediate-level Chinese learners acquire vocabulary. As an added benefit, the set is indexed to dovetail perfectly with seven leading Mandarin Chinese language textbooks.

Lead author Song Jiang surveyed those seven textbook series, including *Integrated Chinese*, *Hanyu*, and *New Practical Chinese Reader*, and identified the 768 most frequently occurring headwords. Using these as stepping stones to related words, *Chinese BuilderCards* introduces several additional vocabulary entries per card, based not on individual characters, but on eight distinct semantic and linguistic relationships. On *BuilderCards*, related items may be antonyms, synonyms, or homonyms. They may also be related by character, semantic field, or grammatical function. For example, the word for "table" 桌子 has semantic associations with "chair" 椅子, "furniture" 家具, and "to wipe" 擦. It has rhyming associations with words such as "son" 兒子 and "child" 孩子. By clustering vocabulary in this manner, *BuilderCards* provides learners with a mnemonic network, in which new words are connected in a profoundly intuitive way.

The *Buildercards'* structure allows for a wealth of information to be presented, including part of speech, English translation, *pinyin* transliteration, and even radicals and stroke count. Space on the back of *BuilderCards* lets students make notes as they construct their own associations for the headword. The accompanying 55-page booklet offers a cogent explanation of the set's rationale and organization, and also includes a *pinyin* index to all 2,892 words covered by *BuilderCards*.

An additional feature of *BuilderCards* is a simple index on the face of each card that allows students of seven major textbook series to group the cards in the order in which they are presented in class. The cards may also be used successfully apart from textbooks. They

provide exceptional vocabulary preparation for the HSK, SAT II Chinese Language Test, or any other Chinese language proficiency or advanced placement test. The set is available in simplified and traditional character editions.



SOFTWARE AND WORLD WIDE WEB NEWS

newsinchinese.com

This is a website which displays a stream of constantly updated, annotated news items. Users should visit the site with a CSS-compliant browser like Firefox -- in addition to popups the individual words will highlight in yellow as the mouse passes over them (useful training for mentally segmenting text). The software can be downloaded and installed locally for more control over output. Users may help by adding and correcting definitions, and tagging words by part of speech and ontological category (we currently have over 30 tags in the database: NOUN, VERB, ADVB, CITY, COUNTRY, etc.). Database changes can be made through an online interface. They take effect in real-time, although contributions are reviewed by bilingual speakers before becoming a permanent part of the distribution. The database, currently at about 137,000 entries and is available for free download with the source code. Contact David Lancashire (david.lancashire@gmail.com) if anybody is interested in collaborative work with him.

www.blabi.com

Blabi.com is a free site devoted to helping students learn mandarin Chinese. The site features several dictionaries, phonetic transcriptions, stroke orders, etc, but the most powerful features let registered users (registration is free) make their own "decks" of words, take tests and view the results, print flashcards, print sheets for writing practice, view many progress statistics and much more. (Alexander Hristov, ah@planetalia.com)

InputKing On-line Chinese Input System

www.InputKing.com is a web-based Chinese input platform. Using this system, people can input Chinese on almost any PC with Chinese fonts and an Internet connection, without installing any software. It supports both traditional and simplified Chinese characters, and provides multiple input methods such as Pinyin, Double Pinyin, WuBiZiXing, Zhuyin and Cangjie. Users can use all of the available input methods at the same time.

“Chinesisch multimedial” - An Interactive German-Chinese Multimedia Language Training System

Based on a project under a grant of the ministry of education, science, research and culture of the federal state of Schleswig-Holstein, Germany, the “Chinese multimedia” has been developed as a Beginner’s course of Chinese. It simulates experienced teachers by means of modern multimedia technology and provides the learners with an interactive quasi-authentic language environment to cultivate their capability of Chinese. Special attention has been paid to overcoming difficulties for learners with western languages as mother-tongues.

It consists of two parts: A basic course and a secondary course. Their German editions, entitled “Chinesisch multimedial” were published through the Hueber Publishing House in Munich in February 2002 and April 2005 respectively. The level of the whole course corresponds to that of the basic level of HSK. They are suitable for first-year students of Sinology, pupils of high schools, learners at the evening schools as well as for self-taught.

Main Features

- Simple user-interface designed for users without computer-knowledge
- Linear course-flow combined with a flexible navigation system
- Interactive exercises of various kinds with immediate feedback
- Detailed introduction for Chinese phonetics and writing Chinese characters
- Systematic contrastive explanation of the Chinese grammar through animation
- Context-sensitive hypertext-based explanations for the Chinese texts
- Intelligent vocabulary-trainer with longtime memory function based on modern learning psychology
- Recording and playback of user's own voice for each sentence in the text
- Integrated electronic Chinese-German dictionary sorted according to the pronunciation and radicals
- Videos with information about Chinese culture and tradition

The English editions of the courses are in preparation and will be available in 2007. (Kechang Dai kcdai@online.de)

Learn Chinese 2005

Learn Chinese with modern technology.

Learn Chinese 2005 provides a Chinese-English character database (16,000 characters of modern Chinese, simplified and traditional) that you can select in personalized lists. These lists will feed the quizzes system – the software's core - so that the student can practice and test his/her knowledge. Being able to recognize characters from their pronunciation, selecting the right character among randomly selected Chinese characters are examples among the 6 exercises available. Statistics will help students monitor their daily progress.

In addition, a unique stroke order animations database is available and is combined with a handwriting exercise (to actually write characters with the mouse) allowing students to practice over and over on custom lists of characters.

Thanks to a unique modules system, users are able to build custom character libraries allowing to follow exactly their Chinese lessons on their textbook or in their Chinese course. This feature allows users to share their character lists very easily using the Learn Chinese 2005 platform. Lists can also be exported to html and printed.

Learn Chinese 2005 runs under Windows NT4 / 2000 / XP. A trial version is available for free on <http://www.lchinese.com> where the full package may be purchased for \$32 US or 25 EUR. A free forum is available on <http://www.lchinese.com/forums> (By Jérôme Dangu jdangu@gmx.net)

Chinese Pear Stories

Chinese narratives in 7 main dialects are available at www.pearstories.org. Native speakers of Mandarin, Cantonese, Shanghai Wu, Hakka, Southern Min from Xiamen, Changsha Xiang, and Nanchang Gan all tell the story from Chafe's 'Pear Stories' elicitation film about a boy who steals some pears and runs away.

Students, teachers and researchers can:

- Listen to dialect differences in the online sound. Compare full transcripts in characters (and romanized Mandarin, Cantonese, and Hakka).
- Contrast the Chinese stories with the English language transcripts from Berkeley students.
- Check out the bilingual dialect maps and research materials. Watch the original 6 minute 'Pear Stories' film to create their own stories.
- Do research using this statistically significant data set from over 30 speakers for each dialect (19 for Mandarin, 20 for English).

Mary Erbaugh developed this website, in collaboration with linguists in Hong Kong, Shanghai, Xiamen, Changsha, Nanchang, and Taipei, with support from the Research Office at the City University of Hong Kong and the University Grants Committee of Hong Kong.

Learn Chinese 2003

<http://www.lchinese.com>

Learn Chinese 2003 provides a Chinese-English dictionary containing 16,000 characters (about all characters of modern Chinese) that users can select in personalized lists. A special set of 400 characters has been pre-selected by professional Chinese teachers as the most important ones. They represent the most used characters in modern Chinese (Talks, TV, newspapers, etc.).

User-personalized lists will feed the quizzes system - the software's core - so that the student can practice and test his/her knowledge. Being able to recognize characters from their pronunciation, selecting the right character among randomly selected sinograms (Chinese characters) are examples among the 6 exercises available. Statistics will help students monitor their daily progress.

Thanks to a unique modules system, users are able to build custom character libraries allowing to follow exactly their Chinese lessons on their textbook or in Chinese course. Cryptopowah is seeing this feature as an opportunity to let users share their knowledge and learning methods using the Learn Chinese 2003 platform.

Learn Chinese 2003 runs under Windows NT4 / 2000 / XP. A trial version is available for free on <http://www.lchinese.com> where it may be purchased securely for \$32 US or 25.00 EUR.

“中文助教”软件功能简介

Introduction to the *ChineseTA*™ software

“中文助教”(ChineseTA™)是一个针对中文教师编写教材和日常备课的实际需要而开发的现代化工具软件。该软件集成了很多独创而且实用的功能, 不仅为中文老师提供便利、节省时间, 也能从多方面帮助老师提高教材和备课的质量。对于汉语语言学家和中文编辑人员来说, “中文助教”也能为他们的研究和编辑工作提供很多帮助。

字词注音: “中文助教”在一个简单的界面中集成了很多功能, 其中一个功能是灵活地给中文字词和文章加注拼音。

生词生字表: 查找确定生词生字、做生词和生字表是编写教材或日常备课时必须要做, 但既费力又容易出错的事。在“中文助教”里, 只要课文确定了, 生词(生字)表就自动生成了, 生词的拼音、词性、英文翻译等也是自动生成, 甚至连生词生字在课文里的出处也一一标示出来。

汉字繁简对照: 教学材料中汉字的繁简对照是海外中文教学的一个实际需要。在“中文助教”里, 只

要放进一个文本, 该文本的繁体或简体对照文本即自动生成, 该文的生词(生字)表也可设定为繁简字对照着出现。

词语随文注音翻译: 给文本中的特定词语随文加注拼音和英文翻译, 这是“中文助教”的又一常用功能。

字词索引、统计、选择和分布控制: 教材中用字用词的选择, 它们的常用度与合适性, 它们在教材中的分布广度和重现频度, 以及课文里生词生字的分布密度等等, 是考量一部教材科学性和适用性的重要指标。以前编写中文教材在这些方面缺少工具, 少有作为。“中文助教”在这些方面功能强大, 可以灵活地做字词分布索引, 进行各种各样的字词使用情况的数据分析, 从而为评量和改进教材提供客观科学的依据。

字词常用度和HSK等级标示: 词语的常用度和HSK等级是选择教材用词的重要依据。“中文助教”对教材中的用词提供常用度(S-Rank)和HSK等级信息。

“中文助教”里词的常用度是通过对一个大型的平衡语料库的计算分析得出的。语料库由中国大陆、台湾、香港等地的各种当代(1980年代至2002年)中文书面语和口语语料抽样构成。

新词旧词关联: 在中文词汇里, 复合词占大多数, 一个词的构成语素常常也在其他很多词中出现。因此, 中文教材中一篇课文的“新词”很多是由“旧字(语素)”构成的。“中文助教”在自动生成的生词表中列出每个“新词”通过共用语素(字)所关联的“旧词”, 帮助学生“以旧学新”“以新习旧”, 以提高词语学习的效率。

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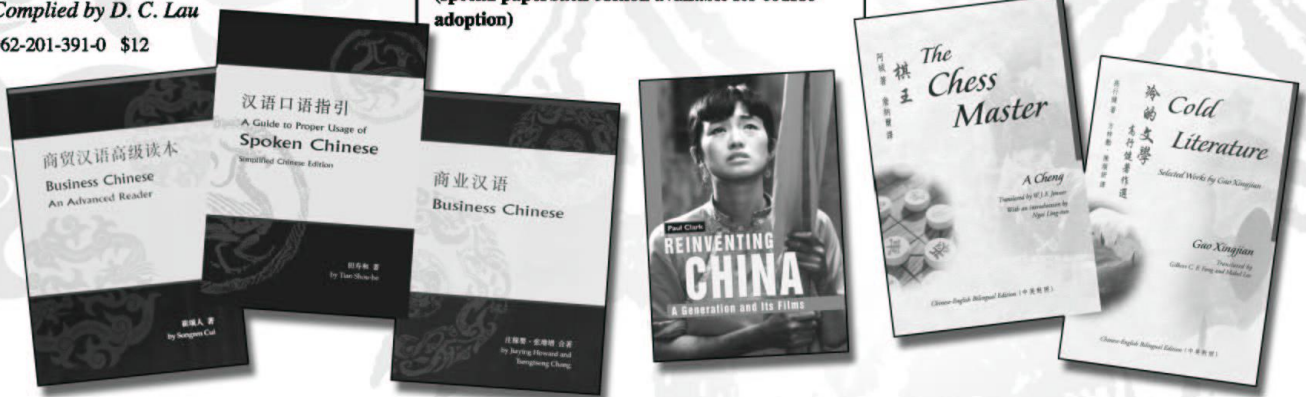
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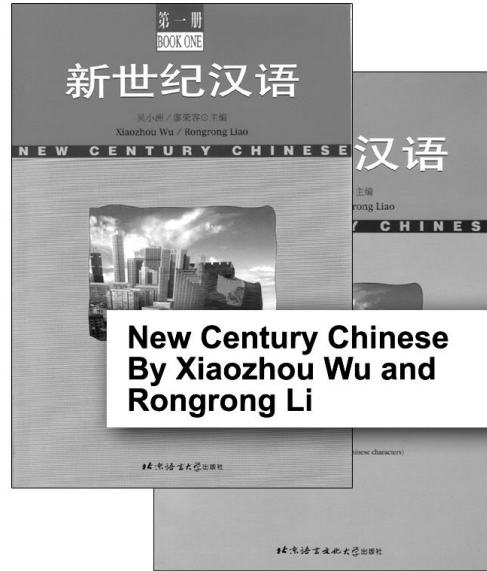
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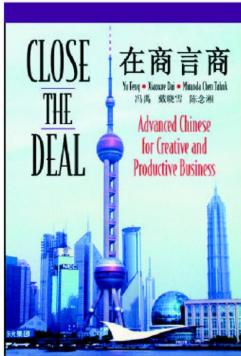
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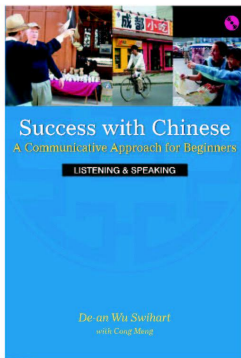
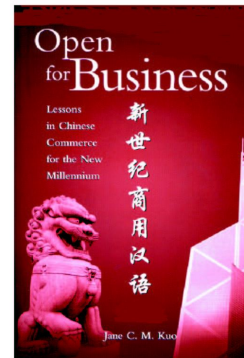
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