

## Professional Development Award for Teachers of Chinese

The 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 (including heritage school) and collegiate teachers at training workshops, seminars, conferences, and other in-service learning experiences at local, national, or international levels; and/or 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.

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, a current Curriculum Vitae, and proof of membership in CLTA or CLASS. (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 [c.miracle@verizon.net](mailto:c.miracle@verizon.net), or to the following address by April 21, 2006:

Dr. W. Charles Miracle  
Chair of the CLTA Awards Committee  
1723 Margie Drive  
McLean, VA 22101

### Procedures:

1. Application deadline: received by April 21, 2006
2. Notification of winners: May 26, 2006
3. Names of winners will also be announced at the ACTFL Annual Conference in Nashville, TN, and in the December CLTA Newsletter.

## CLTA – MONOGRAPH #4 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.