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

As you know, the process for submitting presentations and panels this year was new and it presented challenges to us all. Please note that not all panels listed below or online have titles of individual presentations. Also the names of the panel chairs for some sessions may need to be updated. PLEASE NOTE: The time and place of the CLTA membership meeting will be announced online and also sent to members via email. Be sure to refer to the final version of the program online at the ACTFL site (http://www.actfl.org). Thanks so much for your cooperation.

Looking forward to seeing you in San Antonio.

--Madeline K. Spring, Conference Chair

Friday November, 16

10:45am to 12:00pm

Assessment Plus: Testing As Part of the Learning Process
Building: Convention Center, Room: 213A

Through practical examples from our own classes, this panel wishes to examine how well our test materials work as learning opportunities for our students, and explore ways in which testing might better serve them as a learning tool. While much discussion of testing focuses on accuracy of assessment, testing in our language classes has other important roles to play: regular testing acts as an incentive for students to prepare and practice what they’ve learned, and, ideally, testing itself should help them build their language skills. Apart from learning from their corrected mistakes on exams and quizzes, there are other ways students can make progress through testing itself.

Stephanie Divo, Cornell University

Peng Wang, Georgetown University
Haiwen Wang, Yale University
Vivian Ling, Goleta
Panel Chair: Stephanie Divo, Cornell University

Building Higher Level Chinese Language Skills
Building: Convention Center, Room: 213B

This panel focuses on building higher level reading, writing, and discourse skills in Chinese.

Integrating Classical and Modern Language in an Advanced Chinese Course
Zu-yan Chen, CLTA

Advanced Chinese: Engaging the High-Level Learner
Yu-lin Wang, Yale University

Helping Advanced Learners to Become Proficient in the Use of Discourse Devices in Task-Based Discussion Classes
Yang Wang, Brown University

The Impact of Interactive Discussions on L2 Chinese Essay Writing
Jianling Liao, CIEE
Beyond the Language Classroom: What do CSL Learners Need to Know
Building: Convention Center, Room: 214A

This panel focuses on non-language courses that strengthen the foundation of Chinese language learners.

What Kind of Culture Course do We Need?
Patrick Lin, Defense Language Institute

An Undergraduate Linguistics Course for Chinese-Language Learners
Marjorie Chan, Chinese Language Teachers Association

Preparing Future Teachers of Chinese in American Schools
Kylie Hsu, CSU Los Angeles

Chinese Business Culture Curriculum Design
Yan Zhang, Jinhuei Dai, Monterey Institute of International Studies

Panel Chair: Jennifer Liu, Indiana University

(Inter)Action! Using Interactive Technologies to Support Chinese Language Learning
Building: Convention Center, Room: 214B

Panel showing four different ways educators can use new technologies as an extension of face-to-face communicative language practice, with a strong emphasis on maintaining a task-based focus. Of interest to high school and college educators seeking to weave technology into their curriculum. This panel, featuring examples from high school through college level, shows four different ways in which educators can use new technologies as an extension of face-to-face communicative language practice, with a strong emphasis on maintaining a task-based focus.

Stephen Tschudi, University of Hawaii
Chunman Gissing, University Preparatory Academy, Seattle
Lo Sun Perry, University of Puget Sound
Adam Ross, Lakeside School
Jillian Tsai, Lakeside School

Panel Chair: Stephen Tschudi, University of Hawaii

1:45pm to 3:00pm

Chinese Literacy and Reading
Building: Convention Center, Room: 213A

This panel focuses on issues in reading Chinese, including the teaching of Chinese characters, the teaching and learning of formal written texts, and the development of reading strategies appropriate for Chinese.

Revaluing L2 Chinese Readers
Shaomei Wang, Tufts University

Written Chinese (shumianyu): A Sequential Approach to Build Learners' Comprehension
Yongfang Zhang, CLTA

Relevant Contextual Factors and Reading Comprehension
Shuhui Su, Defense Language Institute

Building the Automaticity of Word Recognition in both Aural and Visual through Web-based Chinese Vocabulary Builder
Song Jiang, University of Hawaii at Manoa

Panel Chair: Shuhan Wang, Asia Society

Issues in Chinese Syntax
Building: Convention Center, Room: 213B

This panel explores issues in Chinese syntax, including transitivity, topicalization, and focusing.

Re-examination of shi…de sentences: evidence from corpora
Yi Xu, University of Arizona

Some Remarks on the Three Types of “Object-Retaining Constructions”
Chao Li, Yale University

The Syntactic Structure and Pedagogical Grammar of Middle Voice Construct in Mandarin Chinese
Chuchen Wang, TCSL

Can a Chinese Double-syllable Verb-object Structure be Followed by Another?
Xinhua Zha, Chinese Language Teachers Association (CLTA)

Panel Chair: Sharon Wen, University of Houston

Approaches to Instruction and Program Design
Building: Convention Center, Room: 214A

An examination of issues in Chinese program design and instructional approaches teaching and learning Chinese as a second language

Key Elements in a Successful Chinese Program
Liuxi Meng, Kennesaw State University

Create Interesting Language Instruction Using Thematic Units
Jane Liedtke, OCDF

Cognitive Approaches and Learner-centered Designs for Chinese as a Second Language

Panel Chair: Chengzhi Chu, University of California, Davis

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Panel Chair: Chengzhi Chu, University of California, Davis
Li-li Teng, University of Connecticut
The Effects of Inductive and Deductive Instruction on Learning Mandarin as a Foreign Language
Ying Zhou, University of Hawaii
Panel Chair: Cynthia Ning, University of Hawaii

Towards a Backward Design Practice for Chinese Language Instruction
Building: Convention Center, Room: 214B

This panel introduces Wiggins and McTighe’s theory of backward design, a model that the State of New Jersey is focusing on in the development of standard-based curriculum, lesson plans, and assessments; and demonstrate how the model can be applied to the Chinese language instruction.

Dongdong Chen, Seton Hall University
Mali Ou, Watchung Hills Regional High School, N.J.
Jenny Lu, Montgomery High School
Woach Liu, Murray Hills Chinese School, NJ
Panel Chair: Dongdong Chen, Seton Hall University

3:15pm to 4:30pm

Computer-based analysis of frequent Mandarin tonal errors in continuous speech.
Building: Convention Center, Room: 213A

The panel will discuss how an Automated Speech Recognition (ASR) software designed specifically to analyze pitch changes in continuous speech can be combined with quantitative study of frequent tonal errors of beginning American learners of Chinese. The relevant theory and pedagogical implications and applications will be also discussed.

Kun An, Randolph College
John Morgan, United States Military Academy
William Burke, Student
Mary Chiara Wang, Our Lady of Corpus Christi College
Martha Gallagher, West Point
Panel Chair: Kun An, Randolph College

Can Character Learning be Less Painful?—Studies on Character Acquisition, Literacy, and Its Effect on Language Production
Building: Convention Center, Room: 213B

Chinese language is difficult largely because of its writing system. How to make this learning process less painful is the focus of the three empirical studies of this panel. How language acquisition being affected by utilizing typing, pinyin, voice synthesis software and reinforced classroom instruction is examined.

Maiheng Dietrich, University of Pennsylvania
Shu-Ting Lai, University of Pennsylvania
Grace Wu, University of Pennsylvania
Panel Chair: Maiheng Dietrich, University of Pennsylvania

Developing Effective Grammar Pedagogy
Building: Convention Center, Room: 214A

This session explores important questions of Chinese grammar pedagogy. The presenters show how linguistic analysis is applied to effective grammar pedagogy, how action research is designed to inform us about grammar pedagogy and how relevant theories are utilized in designing learning activities that facilitate students’ learning of grammar in meaningful communicative context.

Jianhua Bai, Kenyon College
Fred Chen, Taiwan National Normal University
Juyu Sung, Chung Yuan Christian University
Shou-hsin Teng, Taiwan National Normal University
Panel Chair: Jianhua Bai, Kenyon College

Noticing Hypothesis, Vocabulary and Reading Proficiency
Building: Convention Center, Room: 214B

This paper explores the extent to which Mandarin Chinese learners’ noticing of vocabulary components affect their reading comprehension performance.

Hsiu-huei Lin Domizio, San Francisco State University
Yih-fen Sun, Taiwan National Normal University
Chia-Chien Li, Southern Methodist University
Junren Wang, Taiwan National Normal University
Chuanren Ke, University of Iowa
Panel Chair: Jianhua Bai, Kenyon College

4:45pm to 6:00pm

Maximizing roles of Chinese language program at the college-level
Building: Convention Center, Room: 213A

The presentations in this panel demonstrate how a Chinese language program at the college level can maximize its roles in promoting Chinese language and culture in local communities. These innovative projects will hopefully inspire other Chinese language programs to meet the urgent needs in the fields of K-16 Chinese curriculum and TCFL teacher training.
Shu-chen Chen, University of Virginia
Ran Zhao, University of Virginia
Miao-Fen Tseng, University of Virginia
Hsin-hsin Liang, University of Virginia
Panel Chair: Shu-chen Chen, University of Virginia

**Intensive CFL/CSL Programs: Challenges and Strategies**

**Building:** Convention Center, **Room:** 213B

Within the same level at intensive Chinese-as-a-foreign/second-language (CFL/CSL) programs, students’ initial linguistic skills tend to differ, in some cases, widely, even after placement tests. This panel will discuss challenges and strategies in tackling such discrepancies. The presentations will cover teacher training, learning strategies and curriculum design.

Cecilia Chang, Williams College
Fang Liu, Oberlin College
Rong Li, University of California, Berkeley
Jin Zhang, Massachusetts Institute of Technology
Panel Chair: Cecilia Chang, Williams College

**Teaching Culture and Cultural Differences**

**Building:** Convention Center, **Room:** 214A

This panel demonstrates ways that Chinese culture can be integrated into the language classroom in the K-12 and college curriculum.

'Cultural Evolution' in Lijiang, China: Classroom Applications
   - Meng Yeh, Rice University
Cultural Evolution: A Student-produced Cultural Documentary in Lijiang, Claire Bartlett, Rice University
Conceptualizing and Teaching Chinese Culture in K-8 Second Language Programs
   - Sharon Carstens, Portland State University
Teaching Chinese through Culture-a theme based curriculum
   - David Hakam, DLI; Ling Robben, DLI
Panel Chair: Meng Yeh, Rice University

**U.S./China University Partnerships: Developing "TCFL" Licensure Programs**

**Building:** Convention Center, **Room:** 214B

St. Cloud State University, Minnesota and Beijing Normal University, China, recently developed a pilot Dual MA Degree in TCFL. During this presentation, participants will learn the process of developing an NCATE accredited licensing program and strategies for maximizing international partnerships to meet the need for licensed teachers of Chinese.

Kathy Johnson, St. Cloud State University
Chengwen Hong, Beijing Normal University
Ming Chi Own, St. Cloud State University
Panel Chair: Kathy Johnson, St. Cloud State University

6:15pm to 7:30pm

**Changing the Perspective: Applying Sociocultural Theory to CFL Research**

**Building:** Convention Center, **Room:** 213A

This panel applies the Sociocultural Theory to CFL learning in four different ways: a meta-study of current CFL research, discovering the rationale behind learner code-switching, factors affecting heritage learners’ language maintenance, issues facing life-long learners of Chinese. This panel calls for more CFL research from the Sociocultural perspective.

Michael Aaron Paul, University of Arizona
Rong Liu, University of Arizona
Xiaomei Qiao, University of Arizona
Scott W. Galer, Brigham Young University, Idaho
Panel Chair: Michael Aaron Paul, University of Arizona

**Weaving Culture into Language Learning: Curriculum Considerations for Online Courseware**

**Building:** Convention Center, **Room:** 213B

This panel aims to share 350+ Global Language Online Support System (GLOSS) Chinese lessons and discuss some important findings regarding GLOSS from the perspectives of both developers and the teachers. The presenters will discuss how this web-based courseware can serve as an effective tool to improve learners’ proficiency levels, as well as promote their awareness of the target culture.

Promoting Socio-Cultural Proficiency through Task-Based Online Autonomous Learning
   - Kuei-Lan Chen, DLI; Maria Ortenberg, Defense Language Institute
Online Interactional Feedback: Pathways to Awareness of the Target Culture
   - Shuhui Berndt, Defense Language Institute
GLOSS in Real and Virtual Classrooms: Assessment and Curriculum
   - Hang Zhang, Defense Language Institute
Integrating GLOSS into a Classroom: a Teacher’s Perspective
Chinese Language and Calligraphy Education
Building: Convention Center, Room: 214A

Calligraphy is often categorized as either an expression of artistic creativity, or as a cultural transmission of national linguistic identity. Realizing that these two approaches need not be mutually exclusive, our intention is to spark interest in the use of calligraphy for both artistic and pedagogical purposes.

Jasmine Tang, Foreign Language & Literature Dept., SUNY Geneseo
Zheng Liu, Foreign Languages College, Shanghai Normal University
Li-Hua Ying, Bard College
Carl Robertson, Southwestern University
Panel Chair: Jasmine Tang, SUNY Geneseo

Empowering Chinese Teaching with Technology—A Yale Practice
Building: Convention Center, Room: 214B

This panel will present tech-web-based activities systematically employed in daily Chinese teaching at Yale University. The topics include a powerful online placement test, multimedia in classrooms, online exercise designing and homework delivery, and finally, we will show an automatic web tool we use for hundreds of tutorial session assignments every semester.

Ling Mu, Yale University
Rongzhen Li, Yale University
Jianhua Shen, Yale University
Ninghui Liang, Yale University
Panel Chair: Ling Mu, Yale University

Saturday November, 17
8:00am to 9:15am

Teaching Theories and Methods Popular in Current Chinese Language Pedagogy
Building: Convention Center, Room: 213A

This panel discusses the advantages and disadvantages of the Proficiency Approach, the Communicative Approach and the Task-Based Approach in Chinese language pedagogy, with emphasis on evaluating the positive and negative effects of their adoption.

Fangyuan Yuan, University of Pennsylvania
Chih-p'ing Chou, Princeton University
Yongping Zhu, University of Wisconsin-Madison
Shengli Feng, Harvard University
Jenny Wang, US Naval Academy
Le-ning Liu, Columbia University
Lingjun Hu, Columbia University
Panel Chair: Chih-p'ing Chou, Princeton University

Enhancing Current CFL Teacher Preparation Process Through Beginning Teachers’ Perspectives
Building: Convention Center, Room: 213B

This panel examines the current teacher preparation structure through perspectives of beginning CFL teachers and teacher trainers. For CFL teacher trainers and educators, the panel offers illuminations and broad guidance on how to effectively prepare CFL professionals. This panel also aims to help CFL teachers to gain deep understanding of themselves and then use the understanding to develop their teaching expertise.

Chih-jen Lee, University of Pennsylvania
Jiajia Wang, University of Pennsylvania
Mien-Hwa Chiang, University of Pennsylvania
Panel Chair: Chih-jen Lee, University of Pennsylvania

Building: Convention Center, Room: 214A

Task-based approach, according to Nunan (2005), aims at providing opportunities for learners to explore a foreign language through learning activities that encourage the authentic, practical and functional use of language for meaningful purposes. This instructional approach has been recognized and sporadically adopted by instructors in the field of teaching Chinese as a foreign (CFL). However, task-based instruction (TBI) has rarely been systematically studied in terms of task nature, task types, conditions, and procedures with regard to CFL teaching, nor has it been thoroughly reported about its pedagogical effects in CFL. Our panel proposes to discuss the critical factors in TBI which affect the learner performance and consequently acquisition. Specifically, we will focus on four factors: 1. the nature of tasks such as narrative or argumentative, with or without linguistic device, and macro-structure; 2. task conditions such as one-way or two-way communication, with or without information gap; 3. task process with corrective measures such as recasting; and 4. task design and implementing procedures.

Fangyuan Yuan, University of Pennsylvania
Yin Zhang, Hamilton College
Jennifer Liu, Indiana University
Songren Cui, Bowdoin College
Hong Gang Jin, Hamilton College
Panel Chair: Fangyuan Yuan, University of Pennsylvania

**Using technology in Chinese language teaching and learning**

**Building:** Convention Center, **Room:** 214B

The papers in this panel explore the integration and use of technology in Chinese language teaching and learning, including the use of word processing, software applications, and the internet.

Applying Chinese Word Processing Software to Learning: A Cognitive Follow-up
Jiawen Wang, Michigan State University

Guidelines and Strategies on Using Textbooks and CALL Applications for Advanced Language Courses
Linda Chang, CALICO

Using Itool to Aid Chinese Learning
Tianwei Xie, California State University, Long Beach

Incorporating Internet lexis into advanced-class curriculum to improve students’ speaking
Liwei Gao, Defense Language Institute

Panel Chair: Tianwei Xie, California State University, Long Beach

**10:00am to 11:15am**

**SLA Research for Empirically-driven Innovations in CSL Studies**

**Building:** Convention Center, **Room:** 213A

This session brings together four studies, each of which focuses on a particular topic related to the acquisition of Chinese that has not been well examined in the literature, to discuss the implications of empirical evidence for improving Chinese curriculum and pedagogy in American universities.

Yanhui Zhang, Carnegie Mellon University
Xiaorong Li, Carnegie Mellon University
Dongbo Zhang, Carnegie Mellon University
Liu Li, Carnegie Mellon University

Panel Chair: Yanhui Zhang, Carnegie Mellon University

**Bridging between Classical and Modern Chinese**

**Building:** Convention Center, **Room:** 213B

The past decade has seen a growing attention to pedagogical grammar in the field of Chinese teaching. How to provide accurate, succinct, and easily-understood notional explanations of commonly encountered language phenomena to both teachers and learners has become a hot topic. Covering a spectrum from Classical to modern Chinese teaching, this panel will share some thoughts and concerns based upon our own experience gained from research and actual classroom instruction.

Sue-mei Wu, Carnegie Mellon University
Zheng-sheng Zhang, San Diego State University
Jie Cai, Duke University
Wenze Hu, US Naval Academy

Panel Chair: Sue-mei Wu, Carnegie Mellon University

**Issues in Chinese Pedagogy**

**Building:** Convention Center, **Room:** 214A

This panel explores various issues in Chinese pedagogy, including the relevance of grammatical information in the language classroom, the focus on formulaic sequences in the teaching of Chinese, the use of form-focused instruction to raise students awareness of grammatical rules, and an evaluation of testing and student needs in study abroad programs.

Parts of Speech in Modern Chinese and its Pedagogical Extensions
Shou-hsin Teng, Taiwan Normal University

Form, meaning, and function: An interactive way of teaching grammar
Sharon Wen, University of Houston

A Study of Translation Differences Across the Taiwan Straits
Chia-ning Chu, National Cheng Chi University, Taiwan

Research on TCSL syllabi: focus on formulaic sequences
Ming-yi Li, National Central University, National Taiwan Normal University; Yu-chun Hwang, National Taiwan Normal University

Panel Chair: Shou-hsin Teng, Taiwan Normal University

**Discourse in Chinese Linguistic and Cultural Terms**

**Building:** Convention Center, **Room:** 214B

Focusing on advanced level discourse in Chinese, this panel explores these three key areas: a strategy-oriented discourse approach and a structure-based method to teaching spoken Chinese; discourse strategies in written texts discussing sensitive issues in Chinese civilization;
and materials and methodologies in teaching classical/literary Chinese still practiced today.

Xiaobin Jian, College of William and Mary
Xiao Wang, College of William and Mary
Minru Li, Ohio State University
Galal Walker, Ohio State University
Panel Chair: Xiaobin Jian, College of William and Mary

1:15pm to 2:30pm

Issues in Teaching Chinese: Syntax, Pragmatics and Oral Assessment
Building: Convention Center, Room: 213A

This panel consists of three empirical studies on the acquisition of Chinese in the areas of syntax, pragmatics, and oral assessment. The common goal is to understand how effective learners are in the acquisition of Chinese in those areas and to draw pedagogical implications from the studies.

Xia Zhang, University of Iowa
Weidong Zhang, University of Iowa
Lin Gu, University of Iowa
Panel Chair: Xia Zhang, University of Iowa

Tone and Phonology
Building: Convention Center, Room: 213B

An examination of the ways that CSL learners acquire Mandarin phonology and use their phonological knowledge in reading tasks

Tone Variation in Mandarin Chinese and Its Pedagogical Implications
Chun-Mei Chen, National Chung Hsing University
A Preliminary Survey of Tone Deafness
Liwei Jiao, University of Pennsylvania
Chinese Listening Strategies Used by the Students at the Beginner’s Level
Wei Cai, University of Calgary; Shu-ning Sciban, University of Calgary
The Effect of Phonological Information on Chinese L2 Lexical Inferencing and Retention through Reading
Chunhong Teng,
Panel Chair: Jerry Packard, University of Illinois

Curricular Models for Advanced-level Chinese in Two Flagship Programs
Building: Convention Center, Room: 214A

As more and more students start learning Chinese at earlier ages, instructors will increasingly need to address the challenge of providing instructional opportunities for students with advanced-level proficiency. How can we create materials and teaching strategies that will help them achieve superior level language usage? This is one of the explicit goals of the Chinese Flagship programs nationwide. This panel focuses on two Flagship programs, i.e., at the University of Oregon and Brigham Young University, and examines curricular models that can be replicated by instructors nationwide who are also teaching students at this level.

Madeline K. Spring, Arizona State University
Dana Bourgerie, Brigham Young University
Qian Gao, Oakland College
Panel Chair: Madeline K. Spring, Arizona State University

Techniques and Technology in Chinese language learning
Building: Convention Center, Room: 214B

An exploration and evaluation of techniques and technologies used in the Chinese language classroom.

Use Wave Sound, MP3 file, and Video to Create a Dynamic Learning Environment for Chinese Language Beginners in a Small College
Daliang Wang, Mercyhurst College
PowerPoint-Facilitated Classroom Chinese Language Teaching: Five Design Principles
Chunxia Wang, University of California, Davis; Ping Wei, University of California, Davis
Is the Use of PowerPoint More Effective in Teaching Chinese or Is It Just Fancy?
Nansong Huang, USC
A Great Leap Forward in Chinese Reading Proficiency within 10 Months
Junren Wang, National Taiwan Normal University
Panel Chair: Hsin-hsin Liang, University of Virginia

3:15pm to 4:30pm

Coping with diverse student backgrounds: teaching heritage and non-heritage students
Building: Convention Center, Room: 213A

The panel will examine and reflect on the current teaching methods in-depth. Pedagogical implications will be proposed based on various studies, ranging from placement test criteria, different learning patterns of heritage and non-heritage students and finally an investigation of teaching in a classroom with the two types of students.
Re-positioning and Re-defining Intermediate- and Advanced-level Chinese Classes  
**Building:** Convention Center, **Room:** 213B

In the college-level CFL field, what are better approaches for third- and fourth-year Chinese pedagogy remains an open debate. This panel proposes that it is time to re-position and re-define intermediate- and advanced-level Chinese classes. The panelists will also provide some effective and unique teaching methods in this regard.

Kai Li, Oberlin College  
Yu-wen Yao, University of California, Los Angeles  
Meiqing Zhang, Brown University  
Fengtao Wu, Washington University  
Panel Chair: Kai Li, Oberlin College

Assessment in the Oregon K-16 Chinese Flagship Program  
**Building:** Convention Center, **Room:** 214A

Assessment will be discussed in a broad sense in this panel. Ongoing formative evaluation processes such as in class presentations and portfolios as well as the traditional summative assessments like final exams or online proficiency tests developed by the Oregon K-16 Chinese Flagship program will be introduced.

Yifang Zhang, Center for Applied Second Language Studies (CASLS), University of Oregon  
Martyn Clark, Center for Applied Second Language Studies (CASLS), University of Oregon  
Jessica Bucknam, Portland Public Schools  
Panel Chair: Yifang Zhang, CASLS, University of Oregon

Preparing for a New Era: AP Chinese Course & Exam  
**Building:** Convention Center, **Room:** 214B

Many schools are making decisions about what to do with the new AP Chinese course and how to prepare their students for the first AP Chinese Exam. In this panel, curricular requirements, survey results, and a curricular model with sample lessons following the AP Chinese course description will be presented.
De-an Swihart, Center for Teaching and Learning in China
Panel Chair: John Jing-hua Yin, University of Vermont

Acquiring Functional Ability in Mandarin
Building: Convention Center, Room: 214A

Successful interaction in a foreign culture requires control of complex behavior that is often culture-specific. This panel explores the linguistic behavior associated with refusals, disagreements, and expressions of gratitude in Mandarin, and discusses ways to distinguish factual and counterfactual statements.

A Cross-cultural Study on the Expressions of Disagreement by English Learners of Chinese. Yu-Fang Wang, Ya-Ting Yang, National Kaohsiung Normal University
Expressions of Gratitude: A Cross-cultural Comparison between Chinese Speakers in Taiwan and English Speakers in the U.S.
   Grace Yuh-Huey Lin, National Sun Yatsen University
“A Cross-cultural Study on the Refusal Strategies Used by English Learners of Chinese”
   Hsi-Chi Lee, Feng Chia University
“Is it a Reality or a Counterfactual Statement?”
   Shiyao Chen, National Kaohsiung Normal University; Ai-li Hsin, National Kaohsiung Normal University, Taiwan
Panel Chair: Marjorie Chan, Ohio State University

Testing and Evaluation
Building: Convention Center, Room: 210A

An evaluation of testing and evaluation criteria, how they shape and are shaped by the curriculum.

Considerations in Selecting Teaching Materials for AP Chinese Courses
   Xiaoning Wang, ChinaSprout, Inc.; Henry Ruan, Lower East Side Prep. High School
AP Chinese Exam Pre-Visited: Analysis on Chinese Exams in North America
   Iris Xu, World Education Bureau, Canada; Rui Feng, University of Alberta
Testing and Students' needs in Chinese Study-abroad Programs- A Case Study of IUP at Tsinghua
   Yue Cui, Inter-University Program at Tsinghua University
Applying the ACTFL Oral Proficiency Guidelines in an Intermediate Chinese Conversation Class: Voices from the Classroom
   Youping Zhang, Stanford University

Panel Chair: Qinghai Chen, University of Michigan

9:00am to 12:00pm

Learner-friendly Grammar for Chinese Instruction
Building: Convention Center, Room: 210A

The “grammar” of a language is a set of generalizations about how phrases and sentences are formed. Learners who understand the rules of grammar can make the leap from reciting sentences in a textbook to expressing their own ideas. The challenge for the language teacher (and the language textbook) is to present grammar in jargon-free terms, and to help students to use the rules of grammar to communicate. This workshop introduces a learner-friendly grammar of Mandarin Chinese, focusing on the presentation of resulative verbs, the “ba” construction, and sequence structures involving “yihou” after and “yiqian” before. It examines some “do’s” and “don’ts” in the presentation of grammar, and presents communication-based activities that support the learning of these structures.

Claudia Ross College of the Holy Cross Presenter

10:00am to 11:15am

Innovated Ideas in Chinese Textbook Development
Building: Convention Center, Room: 213A

In recent years, many new Chinese language textbooks have been published. These new textbooks brought about many innovated ideas in curriculum and textbook design, which will meet the diverse needs of the field. This panel will focus on discussing the innovated ideas in the three newest Chinese language textbook series published in 2007. These new ideas fill in the gaping holes left by the traditional textbooks, meet the needs of different users and create new curriculum and teaching approach.

Wayne He, New York University
Dela Jiao, New York University
Qun Ao, Brandeis University
Weijia Huang, Boston University
Frank Tang, New York University
Panel Chair: Wayne He, New York University

Developing Real Fluency, Increasing Motivations and Confidence—Introducing the Hànyǔ Fēng (Chinese Breeze) Chinese Graded Reader Series
Building: Convention Center, Room: 213B
Hànyǔ Fēng (Chinese Breeze) is a large and innovative series of Chinese graded readers. It is designed to not only help Chinese L2 students develop real fluency but also increase their motivations and build confidence in Chinese learning. This panel introduces the rationale, design, writing, features, and pilot using results of Hànyǔ Fēng.

Chengzhi Chu, University of California, Davis
Yuehua Liu, retired
Dehua Yang, The Writers Publishing House, Beijing
Nyan Ping Bi, University of Washington
Panel Chair: Chengzhi Chu, University of California, Davis

**Reading Chinese: Characters and Beyond**

**Building:** Convention Center, **Room:** 214A

An exploration of strategies to strengthen character retention and build Chinese literacy.

Learning of Chinese Characters and Reading Comprehension

CHIA-CHIEN LI, Southern Methodist University;
Yih-fen Sun, National Taiwan Normal University
Logical, Relevant Approaches for Fun-loving Independent School Learners of Chinese

Susan Ying-chu Kramer

The Impact of Chinese Character Strategies Training on Chinese beginners

Yanmei Liu, Defense Language Institute

Beyond Character Count: Setting Deep Roots for Chinese Literacy

Carol Ann Dahlberg, ACTFL, AATG; Shuhan Wang, Asia Society

Panel Chair: Songren Cui, Bowdoin College

**Unlocking the Potential of Chinese Heritage Language Learners**

**Building:** Convention Center, **Room:** 214B

An examination of the attitudes, learning strategies, and background cultural knowledge of Chinese heritage learners

Attitudes and Motivations of Chinese HLLs and non-HLLs: A Comparative Study

Chunsheng Yang, Department of East Asian Languages and Literatures

Chinese Heritage and Non-Heritage Learners’ Learning Strategies

Yunzhen Liu, University of Newcastle upon Tyne

The influence of Chinese culture in Chinese language learning

Chu-Chao Tsai, University of St. Thomas

Chinese Heritage Language Teaching and Community Service Learning

Jack Liu, California State University, Fullerton

Panel Chair: Baozhang He, College of the Holy Cross

**11:30am to 12:45pm**

**Comparative Grammar and Chinese Language Education**

**Building:** Convention Center, **Room:** 213B

The comparative method in foreign language education is designed to make contrastive analysis of both L1 and L2, and find their differences and similarities. When teaching L2, emphasis will be given to the differences rather than the similarities and measures will be taken to prevent errors caused by L1 transfer in an early stage of language education.

Qian Gao, Defense Language Institute Foreign Center
Henrietta Yang, Defense Language Institute
Lianqing Wang, Defense Language Institute
David Y. Dai, ACTFL

Panel Chair: Qian Gao, Defense Language Institute Foreign Center

**New Approaches to Curriculum and Textbook Innovation**

**Building:** Convention Center, **Room:** 214A

This panel reports efforts enabling more successful learning through Chinese basic curriculum innovations. They will discuss the curriculum development in perspective of language contents and activities; explore the bridging of the conceptual gaps between textbook writers and instructors; demonstrate the duality of diagnostic assessment in helping students learn and evaluating curriculum; and introduce diagnostic assessment models used.

Heping Xu, Defense Language Institute
Peiyu Chen Roth, Defense Language Institute Foreign Center
Yi Long, Defense Language Institute Foreign Center
Zhenlin Qiao, Defense Language Institute Foreign Center

Panel Chair: Heping Xu, Defense Language Institute

**Mandarin Tones’ Acquisition among L2 Learners: Errors, Feedbacks, and the Phonology**

**Building:** Convention Center, **Room:** 214B

This panel tackles the issue of L2 learners’ acquisition of Mandarin tones. Error analyses are conducted be-
tween heritage and non-heritage students and with the consideration of intonation factors. Tonal acquisition is studied phonologically through the investigation into stress to tone mapping, and through the visual feedback effect.

Chenqing Song, University of Wisconsin, Madison
Xiaojuan Jin, University of Wisconsin, Madison
Tianlin Wang, University of Wisconsin, Madison
Xingyun Wu, University of Wisconsin, Madison
Na Yuchi, University of Wisconsin, Madison
Quyuy Tan, University of Wisconsin, Madison
Panel Chair: Chenqing Song, University of Wisconsin, Madison

CEG (Calligraphy Education Group) Demo
Demo Calligrapher: Mr. Bertrand Mao, "Sino-American Cultural Society", Baltimore, MD
Demo Assistant: Professor Zheng Liu, Shanghai Normal University, Shanghai, China.
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, NY
Date & Time: Friday & Saturday, November 16-17, 2007 9:30a.m.-1:30p.m.
Location: CEG Exhibition Booth in the ACTFL Exhibition Area

ANNOUNCEMENTS

AN IMPORTANT ANNOUNCEMENT
ACTFL 2008 Call for Proposals

The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention will be held in Orlando, FL - November 20-23, 2008. The Call for Proposal submission deadline is January 11, 2008 for ALL co-sponsors and ACTFL sessions.
Please note: This deadline applies to all proposals to CLTA. No exceptions can be made.

Also please note the following changes to the submission process:

- **Literacy** is now added to the Keyword list. This category allows presentations in the areas of the development and strategies of teaching reading and writing.
- Presenters will be able to check up to three categories under **Target Audience**, which now replaces Level.
- Paper submissions that can be grouped into Panels will now be allowed only for ACTFL SIGs and those Co-sponsoring organizations wishing to have this option.
- Paper presentations can be no more than **20 minutes** in length and must be presented by the **primary author**.
- There is a limit of **four** speakers in total for a Panel session.
- Proposal title is now limited to **10 words**.
- Content, Method of Presentation and Benefits to the Participants for each proposal must have a **150-word limit**.
- Primary presenters may submit no more than **one proposal to CLTA** but may also submit **one separate proposal to ACTFL**.

The 2008 Call for Proposals will be on the ACTFL web site in October 2007.
A New Empirical Research Workshop for CLTA Members in November 2007
Finding Research Topics and Designing Empirical Studies on CFL

The Jiede Committee is pleased to offer a brand new workshop by Professor Xiaohong (Sharon) Wen during the ACTFL/CLTA Annual Meeting in San Antonio this year. To meet the increasing need of our CLTA members who are interested in empirical research but do not have specific ideas where to start with, this workshop is designed to help participants, particularly junior faculty members who will be up for tenure review, engage in meaningful and feasible research on Teaching/Learning Chinese as a Foreign Language (CFL). The workshop will first review research studies conducted in teaching or learning Chinese as a foreign language in the United States. Drawing upon the findings of previous studies, potential topics will be identified and discussed. Feasibility and requirements of prospective projects will be analyzed. Considerations and concerns on designing the study, collecting data, and carrying out the project will be examined. Participants are encouraged to share their current research topics, and discuss their approaches in conducting their studies. This is hands-on experience, a time and a place to exchange our thoughts and viewpoints on research in learning and teaching Chinese as a foreign language.

The workshop will be offered on Friday evening, November 16th, 2007, and the specific time and place will be announced soon. If you are interested in this workshop, please contact Professor Sharon Xiaohong Wen at the University of Houston (xwen@uh.edu) as soon as possible. There is a charge for $50 per person to cover the organizational expenses. We will update the information periodically in the CLTA Newsletter and through e-mail.

AP® Chinese Language and Culture Exam Needs Readers to Score AP Chinese Exams

As Chief Reader for AP Chinese Exams, I would like to invite all Chinese language teachers who have taught Second-Year Chinese at the college level, or AP Chinese courses at the secondary school to become AP Chinese exam readers. Teachers who have taught courses that are more advanced than AP Chinese courses are also encouraged to apply. Applications will be accepted continuously year round. Here is the link for AP Chinese Reader application:
http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20be47c3921509/?vgnextoid=1d8216bb884f69010VgnVCM1000002f95190RCRD&vgnextchannel=88067f95494f4010VgnVCM1000002f95190RCRD
You may also try:
1. Go to AP Central Chinese
2. On the green menu on the left, move your mouse over "Professional Development"
3. On the dropdown menu, click "Become an AP Exam Reader"
4. There are several links at the bottom of the page. Click "Online Reader Application"
5. Below "Information for Prospective AP Readers" click "For information about AP Chinese and Japanese Online Scoring"
6. Toward the bottom of page, under "How to Apply," click "AP Reader Application"
7. Fill out the application form.
- Ted Yao
Abstracts are invited for 20-minute talks in all theoretical, as well as applied, research areas of Chinese linguistics. Abstract submission details and other information on the conference are online at the NACCL-20 website at:

http://chinalinks.osu.edu/naccl-20/

There will be two keynote speakers. They are: Professor James H-Y. Tai (National Chung Cheng University, Taiwan), who was the architect and senior organizer of NACCL-1 while he was a faculty member at The Ohio State University, and (2) Professor Yen-hui Audrey Li (University of Southern California), organizer of NACCL-6 and creator of the NACCL Proceedings series that is distributed by GSIL Publications at USC.

A special invited guest is Professor Edwin G. Pulleyblank (Professor Emeritus, University of British Columbia, Vancouver, Canada), to whom The Proceedings of the Twentieth North American Conference on Chinese Linguistics will be dedicated, in honor of his eighty-fifth birthday, which he celebrated in early August 2007.

Canadian TCSL Association
Web:http://www.canadian-tcslassociation.ca

“第五届中加汉语教学研讨会”征求论文启事

“中加汉语教学研讨会”由加拿大中文教学学会筹办, 中国国家汉办、中国驻温哥华总领馆教育组、与加拿大BCIT孔子学院赞助。过去四年来已经在温哥华成功举办了四届。

今年大会决定: 第五届中加汉语教学研讨会将于2008年4月25-26日在加拿大BC省列志文市召开。会议主题是:“汉语教学课堂策略的探讨。”论文包括对理论、实践、教材、资源、评估、与反馈等方面的探讨。
提交论文的有关要求: 1) 填写报名登记回执, 提交论文摘要(50-100字)与个人简历(200字), 以电子邮件附件发给吴丽珠老师(E-mail: billie@sfu.ca 以收到回复确认为准). 报名登记截止日期: 国际论文为2008年1月15日. 国内论文为2008年2月15日. 大会筹委会将组织专家对论文摘要集中讨论, 并于收件后两个星期内向入选作者回复并发出邀请信.


有关加拿大中文教学学会, 加拿大中文教学学报, 以及大会其它事宜, 敬请浏览加拿大中文教学学会的网页(http://www.canadiantcslassociation.ca).

（加拿大中文教学学会 Canadian TCSL Association 供稿）
interaction, Jun Da, Middle Tennessee State University

Registration

Registration is required. Because the space for workshops is limited, the conference will accept applicants on a first come first serve basis except for presenters. Early on-line registration is recommended. Please be aware that there is a registration fee for both presenters and participants which will be used to subset the cost for meals and conference materials.

Subsidies and Lodging

For participants who present papers (demonstrations), the conference will provide

1. Up to $300 for airplane tickets (Asia, $100; Europe, $200; North America, $300)
2. $100 for hotel cost
3. Materials for the conference and workshops including Conference Proceedings
4. All meals during the conference

For participants who do not present papers (demonstrations), the conference will provide all meals during the conference and the materials for the conference and workshops including Conference Proceedings.

All participants shall reserve and pay for their own lodging individually. The detailed information on hotel reservation/campus housing will be provided on the conference website (see above) after 10/1/07.

NEWS OF THE FIELD

Chinese Language Education in Texas: Present and Future

Chinese Language Teachers Association of Texas (CLTA-Texas, www.clta-texas.org) will hold a panel discussion, together with Rice Asian Studies, on ‘Chinese Language Education in Texas: Present and Future,’ 5-7:00pm, October 25th, 2007, Rice University.

The purpose of the discussion is to initiate the dialogue among language educators, school administrators and local community supporters on the development of Chinese language education in Texas. CLTA-Texas will ‘webcast’ the discussion which can be a useful resource for schools that plan to start a Chinese language program. Three panelists will be in the discussion: Maria Trevino (Director of Languages Other Than English, Texas Education Agency), Greta Lundgaard (LOTE coordinator, Plano Independent School District), Siva Kumari (Associate Dean of Continuing Studies at Rice). The panelists will present the current status of K-12 in Texas, Texas foreign language curriculum, teacher certification process and requirements as well as provide suggestions with respect to the establishment of the Chinese program.

Report to CEF on the Second Chinese Calligraphy Workshop

The second Chinese Calligraphy Workshop, jointly sponsored by Confucius Classroom in Denver and Calligraphy Education Group, successfully concluded its 17 day study and exchange programs on July 4th, 2007. The workshop was held principally in three locations: Beijing, Shandong and Shanghai. Fifteen faculty members from 15 academic institutions, including John Hopkins University, Iowa State University, Rutgers University, The American University, Hamilton College, the State University of New York at Geneseo, Lakes International Language Academy, University of Florida, Austin College, Vassar College, Bowdoin College, American School in Taiwan, and Confucius Classroom in
Denver participated in the workshop. The diverse background of the participants, from Chinese Language and Culture Studies to Chinese Calligraphy, Art History, Linguistics, etc. contributed to the success of the workshop beyond its original intention.

The Beijing portion of the workshop built a general structure of knowledge in terms of the history, development, styles, the aesthetics and appreciation, and the pedagogy and scholarship of Chinese calligraphy. The curriculum was especially designed for the workshop by both nationally-renown professors and bright, young faculty members from Beijing Normal University (BNU). The eight well-structured lectures were interspersed by three demo sessions by BNU professors and graduate students. Six members of the workshop also gave their presentations on teaching Chinese calligraphy in the United States. The Shandong part of the workshop was highlighted by the visits to Confucius’ hometown in Qufu and Mount Tai in Tai’an. The stone inscriptions, among other things, at both sites complemented the more theoretical learning in Beijing in many ways. At Shanghai Normal University, learning extended from calligraphy to painting. The hands-on, interactive session on painting Chinese plum flower, orchid, bamboo, and chrysanthemum was among the most rewarding experience of the workshop. The visits to the Confucius Temple in Shanghai and Shanghai Museum added extra cultural dimensions to the workshop. The learning and exchange activities culminated in the observation of a calligraphy class at a school that specializes in calligraphy education – Anshan Middle School in Shanghai. There, members of the workshop learned much about teaching Chinese calligraphy from both disciplined students and their dedicated instructor. The workshop ended with a graduating ceremony hosted by Shanghai International Culture Association.

Learning from the positive experience of the first workshop, the second one accomplished its designed goals: a better-structured curriculum and a richer variety of extra-curricular activities. Together, they made the experience of the workshop more relevant to calligraphy education in the West. The more diverse composition of the participants brought more plurality of experiences and views to this workshop than the first one. The exchanges among them not only led to a better knowledge of the self for many, but also started conversations about how to bring calligraphy study to a new level, in both the United States and China and through a closer examination of formal properties. (Aili Mu)

Second annual Central California Chinese language colloquium
March 27, 2007
On Sunday, February 25, 2007, Cate hosted the second annual Chinese Language Pedagogy Colloquium. The meeting was organized by Mr. Winston Zai -Yang Li, Cate's Chinese instructor, and Dr. Hsiao-Jung Yu, a professor from the UCSB Department of East Asian Languages and Cultural Studies. Eleven people attended the day-long event.

A diverse assortment of Chinese specialists participated in the colloquium, and six individuals presented papers on topics related to Chinese language pedagogy. Specialists included Dr. Vivian Ling, a renowned Chinese language expert, and Dr. Yong-Jin Park, a Chinese linguist and Chinese language professor from Korea.

Each presenter spoke for twenty minutes and then answered questions. The list of presentations is below.

Teaching theory and practice related to VSR (Visually-Stimulated Response) - Winston Zai -Yang Li

“Investigating Teaching Styles Through Students Perspectives” - Miyoki Chan

“Teaching Listening via Cognitive and Meta Cognitive Process - Course Design and Teaching Strategy for Novice level CFS Learners” - Shiying Pang

“Cognitive Processing in the Recognition of Chinese Characters: Implications for Teaching Chinese as a Foreign Language” - Joshua Dryer

“Exploration on Teaching Chinese Relative Clause Construction" - Fanqiong Zhan

“Evaluating Cultural Content in Elementary Chinese Language Textbooks" - Haiping Wu

The colloquium was so invigorating that the participants were reluctant to leave when the day officially concluded. Participants unanimously agreed to explore the idea of establishing an organization. The tentative name of this organization is "The Central California Chinese Language Pedagogy Research Society." Mr. Li will convene a steering committee to further investigate this idea.

Participants wish to thank Cate School for hosting this meaningful and highly successful event, and Jim Masker, a Cate history teacher, for helping to set up the technology that was used during the colloquium. (Zai-Yang Li, Zai-Yang_Li@cate.org)

32nd Annual Mandarin Speech Contest in Northern California

The 32nd Annual Chinese Speech Contest of California was held at Lowell High School, San Francisco, CA, on Saturday April 21, 2007. This event was hosted by Chinese Teachers Association of California (CLTAC). About 120 teachers and professors were involved, and a total of 780 students of K-16, from across levels, participated in this huge event. This annual competition event grows bigger and more mature each year since the year of 1975. It has been known for its ability to tap into intelligent resources, and organizations with great teamwork. The program that students of all levels especially enjoyed the most was the voluntary entertainment program between 2:30 and 3:30p.m. During that time, all judges finalized runner-ups. After the entertainment program, CLTAC distributes trophies and prizes. Parents and students were all happy about what they saw. For detailed information please visit http://www.cltac.org. (Lin Hsiuhuei)

2007 AP Summer Institute in Taipei

The 2007 APSI_TAIPEI professional institute was hosted by the Graduate Institute of Teaching Chinese as a Second Language at National Taiwan Normal University, June 27- July 10, 2007 in TAIPEI. The 30 participants of this institute were all high school teachers from the United States sponsored by the Ministry of Education in Taiwan.

Keynote speakers before the AP workshop were Prof. Teh-ming Yeh, Shih-chang Hsin, Jin-jin Tseng, Fred Chen, H. Lin Domizio (Director of 2007 APSI_TAIPEI), Yih-fen Sun and Huaishuan Chen. Their topics included the Past and Future of TCSL, Technology and Instructional Design,
Guided by three local folk art masters, the participants enjoyed hands-on experience in traditional and contemporary poetry chanting, play dough and clay figure, and Chinese knot making. Field trips to Hakka Village, traditional Chinese opera, exhibition of terra cotta in museum of history were also highlights after the AP and Pre-AP workshop.

Dr. Yea-fen Chen served as the AP and Pre-AP Consultant whose workshops required participants’ full involvement. “Both workshops were practical and right on the mark. She made us all participants work passionately in designing unit plans and devising teaching strategies and yet we were surrounded by playful good humors at the same time” a participant said. Daily glimpses and reflections about the AP and Pre-AP workshops from the 30 American participants were posted in a blog site. It is hoped that it may further propel their professional networking and leave them an indelible memory. (Lin Hsiu-huei)

**StarTalk Program, Southern California Council of Chinese Schools**

About 250 high school students in greater Los Angeles area were awarded with the StarTalk federal scholarship to learn Mandarin Chinese and 34 Chinese heritage school teachers were sponsored by the same grant project to enjoy their advanced study in teaching Chinese as a second/foreign language in summer 2007.

Among the total of 34 StarTalk funded programs in U.S.A., Southern California Council of Chinese Schools is the largest program in size and funding which benefited the greatest number of participants in a single program this year. The teacher training program was conducted by Lin Domizio, who offered three graduate credits/units through San Francisco State University. In addition, other than Chinese heritage students, there were many students from L.A. inner city with diverse cultural background. At the end of the five-week program, one student testified and said “My mom is Irish and German, my dad is half Mexican half American, I attend the StarTalk Chinese Program at Troy High School in Fullerton…One thing that I really enjoy these days is going out in public and hearing people speak Chinese, and I get really excited when I hear even one word that I know.” The success of this StarTalk program was reported many times on CNN, L.A. Times, and other various types of media. (Lin Hsiu-huei)

**Recognition of Chinese Character Canon by Institute of Applied Linguistics, Ministry of Education of the People's Republic of China**

《中华字经》被列为为中国教育科学"十五"规划课题"文化教育传统的现代价值研究及创新实践"的核心实验教材

文化教育传统的现代价值研究及创新实践（全国教育科学"十五"规划课题）开题报告
http://www.china-language.gov.cn/jgsz/jxsh/word/item_jx_03.doc

中国教育部语言文字应用研究所 普通话和语言教学研究室科研项目
http://www.china-language.gov.cn/jgsz/jxsh/item.htm#

开题报告
课题负责人：张一清
课题参加者：佟乐泉 孙曼均 陈菲等

识字教学是我国九年义务教育阶段语文教学
的一个非常重要的组成部分，尤其是小学阶段，儿童的语文知识，以至其他一切知识的学习，都是以识字为前提和基础的，不识字，任何知识的学习都是瘸腿的，甚至是不可能的。

而识字的本质之一，就是学习并掌握一种阅读的工具，以便学习者能够领会、理解各种书面材料的意义，具备涉猎各种知识的能力。

在我国，识字教学的研究和实践由来已久，从传统的蒙童识字到现在已有几千年的历史，传统启蒙教育给我们留下了一大笔宝贵的历史文化财富，《三字经》《百家姓》《千字文》等蒙书在民间流传甚广，正如著名教育家周谷城先生所言：“周兴嗣编的《千字文》，从南北朝直到清末，流行了一千四百多年，成为世界上现存出书最早、使用时间最长、影响最大的识字课本，不能不说是世界教育史上的一个奇迹。”

这些蒙书为现在研究识字教学提供了非常有价值的素材。仔细分析研究这些蒙书，可以发现它们主要有以下几个特点：第一是生字集中出现；第二是字与字连在一起，组成有意义的词、短语或句子，也就是把字放在具体语言环境中呈现；第三是以韵文形式编排，文句整齐、合辙押韵、节奏分明，读起来朗朗上口。这种把生字集中起来传授、同时把识字与阅读融合在一起的方法，明显有助于识字效率的提高和书面语学习的全面开展，对目前的识字教学和语文教学显然具有十分重要的指导作用，而且与国际上语言教学的发展趋势也是非常一致的。既然阅读教学的要求提高了，那么也就对识字教学提出了新的要求，这个要求就是使学生尽快进入阅读，必须探索某些方法，以便让学生在最短时间内积累能够开展阅读的识字量。围绕这一主题，小学语文教育工作者做了大量卓有成效的工作，取得了一定的成果。

教育部在颁布“全日制义务教育《语文课程标准》”的同时，还颁布了《幼儿园教育指导纲要》，其中明确提出：幼儿园要“利用图书、绘画和其他多种方式，引发幼儿对书籍、阅读和书写的兴趣，培养前阅读和前书写技能”，还要“提供普通话的语言环境，帮助幼儿熟悉、听懂并学说普通话”。这些幼儿语言教育的指导性原则，完全贯彻和遵循了《中华人民共和国国家通用语言文字法》，符合其根本精神。《中华人民共和国国家通用语言文字法》规定“学校及其他教育机构以普通话和规范汉字为基本的教学语言用字用语”“学校及其他教育机构通过汉语文课程教授普通话和规范汉字”。另外，从欧美各国、日本等幼儿教育的实践和发展趋势看，培养幼儿的前阅读和前书写能力也是幼儿教育阶段的一项主要和重要任务，因此，如何培养幼儿的前阅读和前书写能力，已经成为我国幼儿教育的一个热门话题和课题。

经过几年的研究和实践，我们认为在幼儿园和小学低年级开展阅读教学的尝试是可行的。为了和目前的识字教学有所区分，我们把专门针对阅读而进行的汉字教育称为“认字”，即只认读而不书写，这样更有助于和阅读教学紧密结
合。此外，通过对传统启蒙教育的研究和有关汉字用字情况统计分析、汉字教学理论与实践的整理和总结，我们认识到：整齐划一的韵文形式，有助于人的诵读和记忆；文意和字义的结合有助于提高认字效率和认字效果；根据字频统计的结果集中安排常用字的教学，能够更有针对性地与阅读教学相衔接；而阅读又有助于所学汉字的巩固和对个别生字的随意识记。因此，课题组吸收了郭保华先生多年潜心研究的幼儿认字成果——《中华字经》，并在此基础上，结合常用汉字在当代大型语料库中的覆盖率调查和一些幼儿园语言教育的实践，编制幼儿语言教育，特别是幼儿前阅读技能训练目标和实验教学大纲；并在训练目标和教学大纲的指导下，以800字→1600字→2000字的序列编写分阶段的韵文体认字教本，同时辅以相应的阅读教本和说话训练教本；研制针对阶段目标和总体目标的教学、学习评估体系，并在教学过程中实施评估；在实验教学过程中跟踪教学，整理分析数据，研究教材、教法，并不断加以修订和完善。

本课题的运作，拟采用理论研究和实验教学相结合的原则，在课题的总体框架内，划分子项目，并在实验教学整体方案指导下，由具备实验教学和承担子项目条件，并有承担子项目意向的具体教学单位提出承担子项目申请，经课题组审核同意后，与课题组就子项目研究进行合作，共同推进幼儿语言教育的理论研究和实践。

Bider Technology Inc. Donates Software to Help Long Beach Visually Impaired Student to Learn Chinese

Bider Technology Inc. (Singapore) has recently donated software Chinese Plus and Speech Plus to Anthony Vasquez, a visually impaired student at California State University Long Beach who started to learn Chinese a year ago. Chinese Plus is a program which processes Chinese text and converts characters to Pinyin. Speech Plus is a text-to-speech program that reads digitized Chinese text. The programs greatly helped Anthony in his learning. In order to help him to learn Chinese, the university disability office and Chinese professors worked together to get familiar with Chinese Braille. A special assistant was employed. Now Anthony can type Chinese and hear any Chinese text seamlessly with these two programs donated by Bider Technology Inc. (Xie Tianwei)

CLTA-FL’s Second Annual Conference
January 5, 2008
South Florida.

CLTA’s Florida chapter has announced its second annual conference for January 5th of 2008 in South Florida. CLTA-FL has a membership of over 100 just in a year since its inaugural conference in January of 2007. It has regularized its conference date and annual training date and works closely with members on the mission of promoting Chinese teaching and learning.

This conference will cover the issues that members concern the most, which include certification and training. Experts in the area will address those two issues at the conference. It will also elect new members to the board of CLTA-FL. The agenda included will also cove the press issues the organization faces, such as funding and advocating for members. Those two areas will also among the main focus for year 2008.

The same as the trend countrywide, Florida’s Chinese education has boomed both in K-12 schools and post-secondary education institutions. CLTA-FL is working to meet the challenges.

CLTA-FL’s web site is http://www.clta-fl.org

Online Pinyin Tutor Project Needs Your Help

Dear Professors,

I am Yanhui Zhang, a doctoral student in Second Language Acquisition in the Carnegie Mellon University. Currently I am working on a study of online Pinyin tutor, which is to help improving
Chinese learners’ phonological perception (including the perception of Chinese tones, initials, finals, etc.) through a series of online Pinyin dictation tasks.

The format of Pinyin Tutor is that the students will participate in a weekly or bi-weekly curriculum-appropriate Pinyin training, and spell out the Chinese words through a series of Pinyin dictation tasks. Highlighted features of Pinyin tutor are 1) Graduated interval recall, which is to repeatedly exercise Chinese syllables that are difficult for learners in an optimal schedule; and 2) Cue focusing, which is to direct learner’s attention to key features of Chinese syllables, by allowing learners to directly compare the target sound and the sound of the orthography they have produced (the sound they thought they heard), and providing feedback to errors occur.

For a demo of how the tutor works, you may go to the following links,

http://talkbank.org/pslc/col/syllableTutorDemo
http://talkbank.org/pslc/col/syllableTutorDemo/index2.html

The Pinyin tutor can use a generic list to train students by randomly select stimuli from all possible monosyllables, or it can be adapted to match the words from your textbook.

I am wondering whether it is possible for you to incorporate this online Pinyin tutor as homework assignments to your students into the elementary courses in your university, which will help to improve the Chinese pronunciation of your students, as well as help me with data collection for my dissertation. It will take students less than 20 minutes in each training and won't constitute heavy burden to them. And the instructor can also access the log files to check students’ progress and performance.

If you are interested in using this tutor or would like to know more information about the study, please feel free to contact me at yanhuiz@andrew.cmu.edu.

Thank you very much!

Sincerely,

Yanhui Zhang
NANYANG TECHNOLOGICAL UNIVERSITY
National Institute of Education

The Asian Languages and Cultures (ALC) Academic Group at the National Institute of Education, Nanyang Technological University invites applications for 2 academic positions in Chinese starting January, 2008. The Chinese Division of ALC provides training for Chinese language teachers through both pre-service and professional development programmes in Singapore.

Applicants must have a doctoral degree in Chinese applied linguistics, second language acquisition and pedagogy or other appropriate field allied to teaching Chinese as a second language and native or near-native competence in oral and written Mandarin Chinese and English. Extensive experience in teaching Chinese as a second language and expertise in second language studies, translation and contrastive Chinese-English linguistics are preferred. The appointment may be at the level of Assistant Professor or Associate Professor, depending on qualifications and experience.

For enquiries, interested applicants may write to the Head of ALC, Assoc Prof Goh Yeng Seng, at yengseng.goh@nie.edu.sg.

Please complete and send the prescribed application form obtainable from the NIE website at http://www.nie.edu.sg, together with your detailed curriculum vitae, which should include areas of research interest, list of publications and names and addresses, email addresses or fax numbers of at least three referees to:

Head, Human Resource Department
National Institute of Education
1 Nanyang Walk
Singapore 637616
Tel: (65) 6790 3098
Fax: (65) 6896 9360
Email: hrdacad@nie.edu.sg

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Tenure-track position in Chinese Studies Fall 2008

The Department of Asian and Asian American Studies invites applications for a tenure-track position in Chinese Studies, starting August 27, 2008. Applicants should have a Ph.D. in Chinese Linguistics, Pedagogy, Second Language Acquisition or relevant fields, native or near-native competence in Chinese, and substantial knowledge and appreciation of Chinese Culture. Expertise in teacher training or experience in developing a credential program in Chinese is preferred. Also preferred are candidates who have expertise in Chinese Culture, instructional technology, or writing grant proposals with a successful record.

Responsibilities include teaching all levels of Chinese language classes as well as some courses in Chinese Linguistics and/or Pedagogy, supervising student teaching in Chinese, developing new courses, and contributing to the department through research, publications, and University service. Salary range: commensurate with qualifications and expertise. The probable starting salary will be $58,000.
Send a letter of application; a résumé; three recent letters of recommendation; official transcript from institution awarding highest degree; writing/research samples; and teaching evaluations or other indications of teaching effectiveness to:

Dr. Cassandra Kao  
Chair, Chinese Studies Search Committee  
Department of Asian and Asian American Studies  
California State University, Long Beach  
1250 Bellflower Boulevard  
Long Beach, CA 90840-1002  
Tel: 562-985-7530; E-mail: ckao@csulb.edu

Position open until filled or recruitment canceled. Review of applications will begin February 1, 2008. CSULB is an Equal Opportunity (E/O) Employer committed to excellence through diversity, and takes pride in its multicultural environment.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY  
Senior Lecturer in Chinese Language Fall 2008

The Massachusetts Institute of Technology's Foreign Languages and Literatures Section invites applications for a Senior Lecturer in Chinese Language, appointed for five years with the possibility of renewal, beginning fall 2008 (appointment to begin July 1, 2008).

Candidates must have proven record of excellence in language teaching, curriculum design, and program administration. Preference will be given to candidates with evidence of commitment to pedagogical innovation. M.A. or above and native or near-native proficiency in Mandarin Chinese is required.

MIT is an EO/AA employer and welcomes applications from women and members of minority groups. Please send letter of application, CV, samples of materials development (print, no longer than 20 pages, or digital), and three letters of recommendation by October 30, 2007 to:  
Chinese Senior Lecturer Search Committee  
Foreign Languages and Literatures, 14N-305  
Massachusetts Institute of Technology  
77 Massachusetts Avenue

Cambridge, MA 02139

The Senior Lecturer position in the Foreign Languages and Literatures Section is a non-faculty appointment, renewable every five years. It is reserved for people who have made a special impact on their field through their innovative leadership in language pedagogy broadly defined, such as materials development. The Senior Lecturer in Chinese will provide leadership in all areas of the program: administer and advance a first-rate language program; teach in the program and mentor lecturers; develop innovative teaching methodologies; and play a key role at MIT and at the national and international level in promoting the study of the Chinese language.

UNIVERSITY OF MICHIGAN  
Lecturer in Chinese at University of Michigan

The Department of Asian Languages and Cultures at the University of Michigan invites applications for three renewable one-year Lecturer positions in Chinese language starting September 1, 2008.

Applicants should have an MA in a relevant field, native or near-native competence in oral/written Chinese and English, at least two years of experience in teaching Chinese as a second or foreign language at the college/university level, knowledge of US educational system, and familiarity with language teaching methodologies as well as computer-assisted language instruction. Expertise and experience in curriculum and program development are preferred.

Responsibilities include 10-12 instructional hours a week at any assigned levels and active involvement in teamwork and program affairs. A complete dossier includes a letter of application explaining your qualifications and teaching philosophy, a current CV, evidence of teaching excellence, a teaching demo DVD, and three letters of recommendation. Samples of materials and/or project development are strongly recommended.

Please have all your application documents sent to ALC Chinese Search Committee, University of Michigan, Suite 6111, 202 S. Thayer Street, Ann Arbor, MI 48109-1050.
Arbor, MI 48104-1608. Review of applications will start on November 1 and continue until the position is filled. Preliminary interviews will be held at the ACTFL conference in San Antonio, Texas on November 16 and 17.

The University of Michigan is an Equal Opportunity/Affirmative Action employer. Terms and conditions for this position are subject to the provisions of a Collective Bargaining Agreement between the University of Michigan and the Lecturers’ Employee Organization. Inquiries should be directed to chinesesearch07@umich.edu.

UNIVERSITY OF SOUTHERN CALIFORNIA
Lecturer in Chinese

The Department of East Asian Languages and Cultures at the University of Southern California invites application for a full time appointment at the level of lecturer in Chinese beginning in the spring or the fall of 2008. Renewal is possible, depending on the need of the language program. Salary package and fringe benefits are competitive. MA in Chinese language pedagogy, second language acquisition, or Chinese linguistics is required. Candidates must possess native or near-native fluency in both Chinese and English. Evidence of commitment to dynamic and effective language teaching is essential. Experience with computer-assisted instruction and Chinese language instructional software is a plus. Submit application letter, curriculum vitae, statement of teaching interests, teaching evaluations, sample teaching video (preferably two levels, such as basic and intermediate or basic and advanced level classes), and three recommendation letters to:

Chair, Chinese Language Search
East Asian Languages and Cultures
Taper Hall 356
University of Southern California
Los Angeles, CA 90089-0357

Review of complete applications will begin December 1, 2008. We will continue to accept applications until the position is filled. USC is an AA/EOE employer.

WHITMAN COLLEGE

CHINESE (Language and Culture): Tenure track position anticipated in Chinese Language and Culture, at the rank of Assistant Professor, effective August 2008. Ph.D. required. The holder of this position will teach 6 courses per year, including 4 language courses at all levels and 2 courses in modern Chinese literature, culture or film. The candidate must be willing to teach Asian Studies 160, Introduction to Asian Studies, when necessary and to participate in the Asian Studies Senior Seminar and direct senior theses. Native or near-native fluency in both Chinese and English, and teaching experience in Chinese language and culture at the college level are required. Whitman College wishes to reinforce its commitment to enhance diversity, broadly defined, recognizing that to provide a diverse learning environment is to prepare students for personal and professional success in an increasingly multicultural and global society. In their application, candidates are strongly encouraged to address their potential contribution to the promotion of diversity, a core value of the Whitman College community; their interest in working with undergraduates as teachers and scholars in a liberal arts environment that emphasizes close student-faculty interaction; and their interest in participating in the College's general education offerings. Deadline: October 19, 2007. Preliminary interviews will take place at the annual ACTFL meeting in San Antonio, TX, November 16-18, 2007. Materials should include a letter of application; curriculum vitae; three letters of reference; undergraduate and graduate transcripts; teaching evaluations or other evidence of demonstrated or potential excellence in undergraduate instruction; and separate statements on the candidate's teaching interests and scholarly agenda. Send to: Professor Mary Anne O'Neil, Department of Foreign Languages and Literatures, Whitman College, 345 Boyer Ave, Walla Walla, WA 99362. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability. Whitman College, located in the scenic Columbia River Valley, is a small, selective, liberal arts college dedicated to providing excellent educational opportunities for
students. The College has a generous sabbatical leave program and professional development support for both research and teaching. For additional information about Whitman College and the Walla Walla area, see www.whitman.edu http://www.whitman.edu/ and www.wallawalla.org <http://www.wallawalla.org/>

BOOK NEWS

Chinese Link: 中文天地 (Intermediate Chinese)
Authors: Sue-mei WU 吳素美, Yueming YU 于月明 & Yanhui ZHANG 張燕輝
Publisher: Pearson/Prentice Hall, World Languages, Upper Saddle River, NJ 07458. 2007.
Website: www.prenhall.com/chineselink

Following the main principles and guidelines of the successful Chinese Link: 中文天地 series, this intermediate level program systematically emphasizes and integrates the “5Cs” principles of the National Standards for Foreign Language Education - Communication, Cultures, Comparisons, Connections, and Communities- within every lesson. As with the elementary level materials, this intermediate level program continues to provide a practical, learner-centered, and enjoyable language and culture learning experience for students studying Chinese, as well as an efficient and comprehensive teaching resource for instructors.

Chinese Link: 中文天地 (Intermediate Chinese) Level 2/Part 1 and Level 2/Part 2 includes coverage of both simplified and traditional characters and covers: Core Vocabulary (721 items), Characters in the Character Book (526 items), Text Notes (70 notes), Grammar (60 points), Fun with Chinese (20 items), Culture Notes (20 items), Let’s Go (20 items), Idiom Story (20 items), Media Literacy (20 items)

LEVEL 2/PART 1
Student Resources
Text, ISBN 0-13-194766-4
Audio CDs to accompany Text and Workbook, ISBN 0-13-241193-8

LEVEL 2/PART 2
Student Resources

Instructor's Resources (LEVEL 2, Parts 1 & 2)
Instructor's Resources Manual, available online for instructors in downloadable format

Online Resources
Companion Website:
For information on the LEVEL 1 textbook program, Chinese Link: 中文天地 (Elementary Chinese), please visit Chinese Link’s companion website: www.prenhall.com/chineselink

Historical Dictionary of Chinese Theater
Author: Tan Ye
Publisher: The Scarecrow Press, Inc. Oxford, Toronto, Maryland
Year: 2007
ISBN: 978-0-8108-5514-4

First-of-its-kind, the Historical Dictionary of Chinese Theater covers all the major dramatic forms; famous plays; basic performing techniques; costume designs; important dramatists and their works; and cultural and historical events that fostered the theater. In addition to an introduction, a chronology, a map, and many illustrations, there is a comprehensive glossary at the end.

Working Languages series: Working Mandarin for Beginners
Authors: Yi Zhou with M. Lynne Gerber
Publisher: Georgetown University Press is pleased to announce a new book in our "Working Mandarin for Beginners/ is specifically designed for business students and working professionals to develop oral proficiency in work environments. It breaks away from the traditional classroom, uses modern technology for course delivery, and incorporates onsite learning to achieve optimal results. A truly innovative and unique program." --Wendan Li, University of North Carolina at Chapel Hill

Paperback with CD-ROM available for examination.
Paperback w/CD, $64.95. Online access for students, available at Quia for only $24.95.

Use the link below to learn more about this important book!
http://press.georgetown.edu/detail.html?id=978158

To learn more about our examination copy policy, please visit us at www.press.georgetown.edu/desk.html or Contact Gina Armento Lindquist <gla2@georgetown.edu>

A New Practical Primer of Literary Chinese
Harvard East Asian Monograph 276
By Paul Rouzer
Harvard University Asian Center
ISBN-10: 0-674-02269-6

Teaching Demonstrations for Beginning Chinese
Teaching Demonstrations for Beginning Chinese is a great aid for helping to prepare new or inexperienced Chinese language instructors for classroom teaching. The four-DVD series presents twenty-two basic units for beginning Chinese classes. Each of the twenty-two units introduces form-focused language instructions in contextualized settings. Viewers can observe interactive classroom practices that focus on language functions, substance, and accuracy. The four DVDs, with five and half hours of teaching content, not only bring viewers directly into the classroom, but also provide subtitles covering teaching techniques and classroom management. The DVDs can be easily adapted for self-teaching or TA/teacher training, and are not limited to any particular curriculum or teaching materials. The instructor in the DVDs, Ms. Nyan-Ping Bi, has many years of experience in teaching Chinese as a foreign language in the United States, and in teacher training. The project advisor, Professor Yuehua Liu, is a renowned scholar of Chinese grammar and has taught extensively in both China and the United States.

Please go to the publisher’s resource center at http://chinese.fltrp.com to view a clip from the Teaching Demonstrations for Beginning Chinese and for additional information on the DVDs. Please contact Ms. GUAN Lei at guanl@fltrp.com or 86-10-88819625 if you have any questions. To place
Poetry As Power: Yuan Mei's Female Disciple Qu Bingyun (1767-1810)
Author: Louis Liuxi Meng, Kennesaw State University, CLTA member
Publisher: Rowman & Littlefield Pub Inc, ISBN: 0739112570 (0-7391-1257-0), Hardcover, $65

In this thought-provoking analysis, Liuxi Meng profiles eighteenth-century poet Qu Bingyun and her development as an artist. By giving special attention to her dynamic interaction with contemporaries, Meng provides an extensive and detailed picture of the female writer's life and art in the golden age of Chinese women's literature.

http://www.bestwebbuys.com, or

Liuxi (Louis) Meng, Ph.D.
Chinese Program Coordinator & Assistant Professor of Chinese
Department of Foreign Languages
Kennesaw State University
1000 Chastain Rd., #1804
Kennesaw, GA 30144-5591
Tel: 770.499.3368
Fax: 770.499.3386

Hanzi Jiaoxue Yu Diannao Keji
(Chinese Character Instruction and Computer Technology Language)
漢字教學與電腦科技
By Ping Xu, Theresa Jen
National Library Publications (Taiwan), Exclusively Available from Cheng & Tsui Company
ISBN-10: 9570828781
Trim Size: 5.75 x 8.25
Pages: 320 pp.
Binding: Paperback
List Price: $24.95
Order from: www.cheng-tsui.com
1-800-554-1963
Cheng & Tsui Company
25 West Street
Boston, MA USA 02111

This collection of essays on Chinese language acquisition by participants of a pedagogy conference offers innovative ideas on the use of technology to help students learn more easily. It starts with the premise that modern students possess sophisticated skills in word processing, email exchange, and other computer-based activities. This is a must-read volume for teachers who want to take advantage of these abilities to help students acquire reading and writing skills faster than through traditional methods. Presented in traditional Chinese characters (no English).

How Far Away is the Sun? and Other Essays
Readings in Chinese Culture Series, Volume 2
太阳的远近
By Weijia Huang and Qun Ao
Cheng & Tsui Company, Now Available
ISBN-10: 0887275354
Trim Size: 6 x 9
Binding: Paperback
List Price: $19.95
Order from: www.cheng-tsui.com
1-800-554-1963
Cheng & Tsui Company
25 West Street
Boston, MA USA 02111

"How far away is the sun?" is a philosophical conundrum that most Chinese children can readily explain. With this Chinese reading companion, intermediate-level learners of Chinese will understand this famous Confucian query and other traditional and contemporary cultural questions, while solidifying their Chinese language skills through reading. How Far Away Is the Sun? provides fun and interesting supplementary reading material that covers a wide range of traditional and modern cultural issues. The second in the five-volume Cheng & Tsui Readings in Chinese Culture Series, this collection of ten original essays is ideal for students who have completed their first year of Chinese, or for those at the "Intermediate Mid" level, as designated by ACTFL proficiency guidelines. Essays are presented in both simplified and traditional characters on facing pages. A vocabulary list, related words and expressions, and an op-
The Asian Languages and Cultures (ALC) Academic Group at the National Institute of Education, Nanyang Technological University invites applications for 2 academic positions in Chinese starting January, 2008. The Chinese Division of ALC provides training for Chinese language teachers through both pre-service and professional development programmes in Singapore.

Applicants must have a doctoral degree in Chinese applied linguistics, second language acquisition and pedagogy or other appropriate field allied to teaching Chinese as a second language and native or near-native competence in oral and written Mandarin Chinese and English. Extensive experience in teaching Chinese as a second language and expertise in second language studies, translation and contrastive Chinese-English linguistics are preferred. The appointment may be at the level of Assistant Professor or Associate Professor, depending on qualifications and experience.

For enquiries, interested applicants may write to the Head of ALC, Assoc Prof Goh Yeng Seng, at yengseng.goh@nie.edu.sg.

Please complete and send the prescribed application form obtainable from the NIE website at http://www.nie.edu.sg, together with your detailed curriculum vitae, which should include areas of research interest, list of publications and names and addresses, email addresses or fax numbers of at least three referees to:

Head, Human Resource Department, National Institute of Education
1 Nanyang Walk
Singapore 637616
Tel: (65) 6790 3098
Fax: (65) 6896 9360
Email: hrdacad@nie.edu.sg
Pīnyīnput - the easy way to type pīnyīn with tone marks

Although Chinese input methods have been around for a long time (and in recent years have seen rapid improvements in both functionality and usability), one aspect of Chinese input that has remained relatively neglected is the ability to input Hanyu pinyin with tone-marks in an easy and convenient manner. Granted, this functionality is really only needed by a fairly niche group of users (mostly consisting of Chinese teachers and learners), so it's easy to understand why this aspect of Chinese input has been overlooked, especially as existing methods to input tone-marks allow these users to "make do". However these existing methods are really quite cumbersome to use, and you could say that Pinyinput was born out of my frustration in dealing with these methods. What I wanted was an input method that would work in all programs, and be as simple to use as a regular character input method, the only difference being that instead of writing characters, it would write pinyin with tone-marks. With a background in software engineering, I was always telling myself that I could write a program to solve this problem, and so one day I finally sat down and did just that. The result was Pinyinput, and it's the program that I, as a learner of Chinese, wanted to use. I figured there would be others who would find it useful too, and so not having a webpage of my own, I posted it online at the excellent Chinese-forums.com, as my small contribution to Chinese learning/computing. If you're interested, you can read more about Pinyinput and download it at the following address: [http://www.chinese-forums.com/showthread.php?t=13005](http://www.chinese-forums.com/showthread.php?t=13005) (by Imron Alston pinyinput@gmail.com)

Pinyin Annotator


This application puts phonetic symbols (pinyin) on top of Chinese text. It supports most browsers. If you have the Mozilla Firefox browser, this application will put pinyin on *top* of the characters (rather than beside it).

Users can also download a copy of the annotated text and view it in OpenOffice ([http://www.openoffice.org/](http://www.openoffice.org/)) - a free office suite. The following is the screenshot.

SKRBL – a whiteboard to share

[http://www.skrbl.com](http://www.skrbl.com) is a new whiteboard for free use. It is a web program that allows several users to share one screen to conduct a collaborative work or use it as a blackboard for an online class. Users don’t have to register. The first user is the host who can send email to invite his/her friends to share the same screen. It supports unicode so both simplified and traditional Chinese characters are accepted and displayed. Users can also draw pictures, write characters on this whiteboard. Currently, it is a beta version for free use.
New this Fall!

**Tales and Traditions**
Readings in Chinese Literature Series, Level 1
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By Yun Xiao, Hui Xiao, Ying Wang

*Ideal for:* low-intermediate level students—high school and college.
Increase cultural fluency and prepare for AP® Chinese through this supplementary reader of level-appropriate folk tales, sayings from classical philosophers, excerpts from great works of literature, and more. In simplified and traditional characters with pinyin annotated version in the appendix.

**Chinese for Tomorrow**
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By Wayne He, Deja Jiao, Qixia Shao, Christopher M. Livaccari

*Ideal for:* AP® preparation, high school and college.
Computers aren’t the wave of the future; they’re a fact of today—that’s why this innovative new language course emphasizes “Computer Chinese” as both a language learning tool and a fifth language skill. Textbooks available in simplified or traditional characters; teacher’s manuals in simplified; grammar books include both. Check out the series’ online resource community!

**Li Bai & Du Fu Reader**
An Advanced Reader of Chinese Language and Literature
李白与杜甫
By Zu-yan Chen

*Ideal for:* intermediate to advanced level students.
Enrich language learning with this compilation of writings from China’s most revered classical poets. Each lesson includes vocabulary lists, practice exercises, and a contemporary analysis presented in prose. Companion audio CDs are forthcoming.

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