

NEWSLETTER

OF THE

CHINESE LANGUAGE TEACHERS ASSOCIATION

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<http://newsletter.clta-us.org>

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ANNOUNCEMENTS

An Empirical Research Workshop for CLTA Members November 2008

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 Orlando, FL 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 Saturday 7:00-9:00pm, Nov.22, 2008. Please submit the registration to Professor Sharon Xiaohong Wen in the Department of MCL, CLASS, University of Houston (xwen@uh.edu). There is a charge for \$50 per person to cover the organizational expenses. The deadline for submitting the workshop registration and fee is October 20th, 2008. You can download the registration

form from the CLTA website (http://clta-us.org/meeting/2008_Emp_Research_Workshop.doc).

The First Annual International Conference on Translation Studies, Cross-cultural Communication and Chinese Pedagogy October 24-25, 2008

The Confucius Institute at PSU is hosting the first annual International Conference on Translation Studies, Cross-cultural Communication and Chinese Pedagogy this Autumn on October 24-25, 2008.

There is no registration fee for people presenting papers at the conference. In fact, the costs for two nights lodging, the inaugural reception, closing banquet, and food and beverage during the conference will be covered for presenters. The requirement for presenting is to submit a 400-500 word abstract of the paper and have it accepted, present the paper during the conference, and then follow up with a final draft of the paper after the conference to be published in the conference proceedings by the deadlines posted.

The deadline for submitting paper abstracts is May 31, 2008. The final notification date regarding acceptance of the abstract is June 30, 2008. The eight primary themes for papers are:

1. Translation Studies
2. Translation and Chinese Language Acquisition
3. Translation and Cross Cultural Studies
4. Translation in Teaching Chinese as a Foreign Language
5. Translation in Teaching Chinese for Business Purposes
6. Translation in Teaching Chinese Literature
7. Translation in Chinese Language Teaching and Practice
8. Interpretation

For questions regarding this conference please send an email to: lium@pdx.edu or luoxm@mail.tsinghua.edu.cn, or call: 503-725-2285. You can also find more information on our website at: <http://ci.oia.pdx.edu> or at: <http://www.tsinghua-translation.org.cn>.

Annual K-12 Summer Chinese Language Teacher Training Program at the Confucius Institute Portland State University

The Confucius Institute at PSU is offering the first annual K-12 Summer Chinese Language Teacher Training program this year. There is also going to be an orientation on Saturday, April 12, 2008 at 6:30 - 8:30 PM in East Hall, Room 109, on the PSU campus at 632 SW Hall Street for all those who are interested in participating in this program.

The program runs a total of 5 weeks (2 weeks in Portland and 3 weeks in Suzhou, China) from June 16 to July 18, 2008. Through this program, PSU is offering 6 graduate credits through the Graduate School of Education, which will count toward a potential Chinese Language Teacher Certification, pending legislative approval. Qualified participants may receive a scholarship from the Confucius Institute at PSU.

To register for the program please fill-out the attached registration form and return (with payment if possible) to locations listed on the bottom of the form. The deadline for registration and payment is April 30, 2008. For questions regarding this program please send an email to: lium@pdx.edu or lul@pdx.edu, or call: 503-725-2285 or 503-725-3420. You can also find more information on our website at: <http://ci.oia.pdx.edu>.

Chinese Bilingual Teacher Education (CBTE) Program at Loyola Marymount University (LMU)

The School of Education at Loyola Marymount University (LMU) is proud to announce the launch of the

Chinese Bilingual Teacher Education (CBTE) Program this year.

The Chinese Bilingual Teacher Education (CBTE) program prepares qualified Mandarin teachers who will conduct instruction in both Chinese and English in K-12 bilingual immersion or foreign language classrooms. Successful graduate will receive a "3 in 1" package: a Single/Multiple Subject Credential, an MA degree in Bilingual Elementary/Secondary Education and a BCLAD Certificate with a Mandarin emphasis.

With initial funding, by a StarTalk grant from the federal government, we will begin the program in June 2008, and scholarship will be offered.

Please find more information of the program by visiting <http://soe.lmu.edu/Chinese>

Chang Pu and Dongbo Zhang have won the Jiede Empirical Research Grant 2008!

The field of teaching Chinese as a foreign language shines not only with the surging interest and pervasive enrollment in Chinese language learning but also the research quality as demonstrated in the proposals submitted to the Jiede Research Committee in 2008. Both the high quality and quantity of the CFL empirical research proposal submissions have made this year very competitive. After anonymous and careful review of the proposals followed by detailed discussions, the Committee (Chuanren Ke, Shengli Feng, and Xiaohong Wen) recommended two winners. The recommendation was subsequently approved by the CLTA Board of Directors. The award carries \$1500 and recognition in CLTA's Newsletter and at the CLTA's Annual Conference. Congratulations to Chang Pu and Dongbo Zhang for their superb work!

1. Chang Pu, an ABD in the Program of Culture, Literacy, and Language at UT San Antonio. The title of the proposal is "Chinese American Children's Bilingual and Biliteracy Practice and Development in Heritage Language and Public Schools".
2. Dongbo Zhang, a PhD student in the Second Language Acquisition program at Carnegie Mellon University. The title of the proposal is "Teacher Questioning in Chinese-as-a-Foreign-Language Classrooms: A Sociocultural Approach".

Xiaohong Sharon Wen
For the Jiede Research Committee

第九届国际汉语教学讨论会

(第一号通知)

来自：世汉学会秘书处

发布时间：2008-3-12 8:18:04

“第九届国际汉语教学讨论会”定于2008年12月15—20日期间在文化名城西安市举行。会议的宗旨是：为世界各国汉语教学专家、教师和机构提供交流平台，共同探讨新形势下世界汉语教学的改革与发展。会议除安排大会演讲和专题讨论外，还将首设汉语教学示范课演示，组织国际汉语教学资源展览。大会将邀请世界各地的专家学者、一线教师和相关机构参加。现将会议的有关事项通知如下：

一、会议主题是“多元化世界汉语教学”，主要议题有：

- 1、世界各国（地区）汉语教学现状与发展；
- 2、汉语环境与非汉语环境下汉语作为第二语言教学的教学模式、教学方法与教学手段；
- 3、汉语师资培养与培训；
- 4、汉语作为第二语言教学资源建设与共享；
- 5、汉语作为第二语言教学的理论研究和学科建设。

欢迎海内外有关机构和个人提交论文。

二、会议经费

- 1、往返旅费、住宿费自理。
- 2、会议费：800元人民币或120美元。（凡已缴纳会费的世界汉语教学学会会员享受50%优惠。）
- 3、会议中途离会者，住宿费及会议费恕不退还。

三、来稿要求

本次大会的工作语言是汉语，您的论文需用汉语撰写、用汉语交流，并提供Word格式的电子文本。稿件应具有原创性、可读性，而且内容与本次研讨会相关。

论文一般在一万字以内，应附有1000字以内的摘要和3-8个关键词，论文署名的下方请写出作者的单位全称。

报名者请提交论文摘要两份（一份署名，一份不署名），论文提要可以用中文或英文撰写，限一页纸（A4，中文1000字；英文500词），宋体字，字号不能小于5号，上下左右页边距均需超过1.5厘米。经会议学术委员会评审通过后，将及时向作者发出第二号通知。

除论文摘要外，请另页附上100字以内的第一作者简介（包括姓名、性别、出生年月、现任职务或职称、主要研究方向及联系方式：通讯地址、电子邮箱地址、电话、传真）。

四、投寄方式

论文提要需要提供两种文本（电子文本、打印文本）以便专家审阅。

论文摘要（打印文本）请邮寄至以下地址：

100044 北京中关村南大街乙56号方圆大厦17层世界汉语教学学会秘书处

或传真至：88026312

论文摘要（电子文本）请以电子邮件附件方式发至：

gaosumin@hanban.edu.cn，或

gaosumin@gmail.com，

五、论文摘要提交日期

论文摘要的投寄截止日期：2008年7月15日（以邮戳为准）

参加会议的邀请函（二号通知）发送日期：

2008年8月30日之前。

六、网址

详情请登陆世界汉语教学学会网站：

<http://www.shihan.edu.cn>, <http://www.hanban.edu.cn>

七、世界汉语教学学会会员请注意：

讨论会期间，我们将召开世界汉语教学学会第八届会员代表大会，敬请各位会员参加。

世界汉语教学学会秘书处

2008年3月12日

(<http://www.shihan.edu.cn/shihan/detail.do?news.id=160>)

Call for Papers

The Second International Symposium on Chinese Regional Culture and Language

Indiana University, Bloomington, August 7-8, 2008

Abstract Deadline: May 9, 2008

The Department of East Asian Languages and Cultures and the East Asian Studies Center at Indiana University, together with the Association of Teaching Chinese as a Second Language and the Department of Chinese Language and Literature at Hanyang University, are pleased to announce the Second International Symposium on Chinese Regional Culture and Language (CRCL) at Indiana University on August 7-8, 2008.

This international symposium is being organized by former students of Professor Emeritus Margaret Mian Yan to honor her dedication to the promotion of Chinese language, linguistics, and culture over the past four decades. For those who are

interested in participating, please e-mail an attached file of your abstract, written either in English or Chinese using MS Word, with the title of your paper, full name, institution, position, e-mail, phone numbers, and mailing address to Professor Yea-Fen Chen at yeafentpe@gmail.com no later than May 9. Any topic on Chinese language, linguistics, and culture will be acceptable for presentation. The acceptance of presentation will be notified by no later than May 20.

Scholars who cannot attend the symposium in person are still encouraged to submit abstracts and full papers if they want to contribute their papers to a Festschrift in honor of Professor Yan, which is planned for publication after the symposium.

Bloomington, Indiana offers a variety of hotel choices. The Biddle Hotel in the Indiana Memorial Union (<http://imu.indiana.edu/hotel/>) is located on campus, in the building where the Symposium will be held. However, participants are welcome to make their own housing arrangements. For further information, please feel free to contact anyone in the organizing committee.

The CRCL-2 Organizing Committee:

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NEWS OF THE FIELD

3rd CLTA and CLASS Joint Forum Minutes

Saturday, November 17, 2007
4:45 PM - 6:00 PM
Convention Center 103

Topic: Articulation in K-16 Chinese Language Education

Chairs: Madeline K. Spring (CLTA) and Dali Tan (CLASS)

Madeline Spring opened with a brief introduction to the forum. As stated in the announcement to the meeting, the focus of the forum is “on shared concerns, issues, and goals, with the aim of improving communication, creating synergy among schools, and initiating long-term collaborative and research projects.”

Dali Tan:

It is indeed an exciting time to be an educator in Chinese language and culture. An increasing number of schools want to establish a Chinese program or expand the existing ones. Believing it to be the language of the future, more and more American parents want their children to learn Chinese. However, unprecedented opportunities also bring unprecedented challenges. The inauguration of the AP exam in May of 2007 makes it imperative for all of us to have better K to 16 articulation. Let me share an experience about a student from another school who went to China with Landon’s summer home stay language immersion program. Although this student signed up for an AP course at his school, he didn’t get an opportunity to take the class. Nevertheless, he tested into Chinese 3 in college this fall and is doing very well. This shows the need for more articulated programs in K-16.

1st Session. Opportunities and challenges presented by the new AP curriculum

Moderators: Richard Chi (CLTA) and Diane Mammone (CLASS)

Diane Mammone:

I have been teaching Chinese at Quabbin for last 14 yrs. Currently I have 150 students. All the interest in Chinese is very exciting. However, while we are happy to see that Chinese is getting interest and support, we’re also concerned that this is becoming more than just a trend. In addition to the work on the Standards for Chinese, AP is also going to help stabilize this trend. From the perspective of administrators, Chinese is now a serious subject. We know that we must be honest with administrators, that if the students are going to be successful in AP, they must start Chinese sooner than 9th grade. We must help each other, and be aware of standards. As popularity increases, the quality of students might go down.

Richard Chi:

In Fall ‘06 the first AP course in Chinese was launched and the first test took place in May ‘07. Chinese and Japanese are the first LCTLs that College Board has added to AP since 1955. This also added to the effort towards articulation between HS and college Chinese programs. The new AP curriculum has already started to have its effect on the field, both in HS and on programs at the college level. 3261 students who took AP, 97% scored 3 and above. Colleges and universities will have to adjust their curriculum to fit the needs of more talented students coming in. They will also need to offer more specialized courses, such as Business Chinese.

This leads to two important observations: firstly, the AP course reflects developments in proficiency based teaching from 80s and 90s. Sec-

only, pedagogical principles are being applied at all levels.

Shi Weixin asked: In 2007, of the 3261 students, how many were heritage learners?

Richard Chi: 363 students belong to the standard group (non-heritage). i.e., about 10% were the target group. About 160 syllabi submitted for Audit; 111 have been improved. AP teachers were generally pleased, but some thought own students lacked background and training to take the course. However, the student testing data showed otherwise.

Adam Ross: Is there any chance that there will be tracking and comparison of how kids do on AP, and how they place and do at the colleges they matriculate at?

Richard Chi: Not yet, but colleges are challenged by students entering at higher levels.

Scott McGinnis: Any data on how many college professors are becoming familiar with the content of AP course? How will they design courses if they are not familiar with content of class previous?

Q: AP is Language and Culture, how is that “culture” interwoven?

Richard Chi: There is no separate single section; rather culture is embedded and integrated in the language aspect.

Fu Haiyan: Our language lab has a limited number of seats. If I have 24 students, how can they be accommodated?

Chi & Mammone: The College Board is aware of problem, and problems with the 2007 administration led to change in the exam situation. Next year the test will be on CD.

Q: It seems that there is a view that everyone is gearing towards AP preparations, yet in other languages the AP is not always the “ultimate” goal.

What about those whose desire is to learn Chinese but not take AP Chinese in their senior year?

Diane Mammone: Not all students go to AP, and it really depends on what each individual school does, but the real goal is proficiency, regardless of how long, or what path is followed.

2nd Session. Teacher training and certification programs for effective K-16

articulation—focus on STARTalk

Moderators: Wang Shuhan (CLTA) and Haiyan Fu (CLASS)

Fu Haiyan:

Two years ago, at the first K-16 Forum, we were still debating if K-12 should teach Chinese, now we are talking about teachers training. Two points:

1) We have seen tremendous collaboration among colleges and K-12 educators at various STARTALK programs. College professors share theoretical knowledge and experienced K-12 teachers helped with practical aspects of classroom teaching and learning. Both aspects are important to teacher training. We hope to see more collaboration there.

2) There is still much more work that needs to be done as far as certification and professional development for K-12 teachers is concerned. Many states still have no certificate for Chinese or have problems certifying new teachers. K-12 programs need college experts for support and also for them to have dialogues with state legislators. For example, some states need to be advised on criteria for certification; teachers’ language credential should be proficiency based rather than course based. As a teacher from the field, I feel it is unfair to ask a native speaker of Chinese to take Chinese language courses. How many colleges have such Chinese language programs? Legislators and educators need to be aware that there are documents such as CLASS’ newly published Chinese teachers standards and the Columbia University and the CLASS ad hoc committee recommendations that will help the states to establish criteria for Chinese certification.

Wang Shuhan:

My job is Executive Director for Chinese Language Initiatives at the Asia Society, and I am also working on STARTALK. This past summer there were 34 programs in 22 states. Of these, 17 were Chinese teacher programs and 17 were programs for students learning Chinese. In all 681 students and 292 teachers participated. 4% of teacher trainees hold a doctorate degree, 55% hold a Master's degree, and more than 30% have a Bachelor's degree.

STARTALK is part of the National Security Language Initiative that was signed into law in 2006. In the summer of 2007, it supported Arabic and Chinese programs for students and teachers. Next summer the project will add Persian, Hindi and Urdu. STARTALK will be having a certification summit in early 2008 on the topic of teacher certification for critical languages, including Chinese.

Currently 35 states have state supervisors for foreign languages. In order to solve teacher certification issues, we need the support from states, and from universities. We need to work with each other between K-12 and college level, including heritage students and the community.

Q: Who will be attending the Spring Conference (April 17-19, 2008) that Asia Society is hosting in Washington D.C. at the Renaissance Hotel? Is this a summit about teacher certification?

Wang: Many organizations are collaborating on this conference. It will especially be appropriate for administrators and policy makers to attend, in addition to teachers. Topics covered will include teacher certification and much more.

Q: CLASS/CLTA are doing a great job promoting teaching etc., but are they able to affect state certification organizations?

Q: How many participants in today's forum teach on the college level? (relatively small show of hands). We need to get more help from the college level.

3rd Session. Report and future plans: Collaborative and research projects

Moderators: Jerry Packard (CLTA) and Lin Yu-lan (CLASS)

Lin Yulan:

One important initiative is the Teacher to Teacher program (U.S. Dept. of Education) – for the teacher, by the teacher. One of the special features of this program is that every session starts with research related to the topic, i.e., research informs classroom practice. This kind of approach is very helpful. We have questions about teaching, but we often don't have research-based answers; and we often have to guess or go by our intuition. "What is the best time to start teaching pinyin? What is the gap between speaking and writing?" nobody knows the answer; therefore, two suggestions are made for the field:

1. For K-12 teachers: action research is a great professional growth opportunity. We want to be able to try some strategies in class, get the results, and apply them or improve further, the teaching strategies.
2. For teachers on the college level: note how research can be applied to teaching at various levels. Present research that is classroom based and classroom teacher-friendly so that K-12 teachers could apply it in their teaching.

Jerry Packard:

A new certification program for teachers of Chinese was approved by Illinois six weeks ago. Although I teach Chinese, my area of research is learning Chinese both as L1 and L2 and sentence processing research among 2nd language learners of Chinese. I am interested in the Comparison of different characters teaching methods, tones, word structure, and vocabulary acquisition. Recently we got a new eye-tracker in our lab (\$40K), and we are using it for eye-tracking studies to measure what part of characters kids are looking at as they attempt to pronounce it.

Scott McGinnis: Michael Everson also has great resources regarding what research has been out there for the last twenty years.

Q: Are there any results regarding read traditional characters & writing simplified characters?

Q: Is there a source for getting information that we could refer State Certification boards to?

Shi Weixin: At what age should kids start to learn Chinese?

Lin Yulan:

There is research for other languages that indicate the benefits of starting at a young age, but there is no research on this topic for Chinese. Students should start as early as possible... Start young, and continue for as long as possible.

Q/comment: <http://AskAsia.org/Chinese> is a good resource.

Q: How do we keep non-native speakers interested when the class is dominated by heritage speakers? How do we keep them from feeling like they are drowning...?

Lin Yulan: Many elements combine to make effective teaching. Think how to make teaching more interesting, keep kids motivated, and have students stay on task.

Madeline Spring: When do students need to start? Whenever they start – great if they're in well structured programs in the early elementary school years. But it's still great if they start in 7th, or 9th grade. The most important point is to make sure that the curriculum is well designed and articulated.

Q: Teachers and students often miss an important piece, namely, study abroad programs. These might be targeted to students at all levels. In my program we took students who had one year of Chinese to China. After they came back, they not only had increased their proficiency level, but they also were more excited about learning Chinese and they wanted to China again.

Roberta Martin: On the question of research, articulation from K to grade 12, there are currently

two programs with an articulated program from K through 12: These are Portland Public Schools (previously w/ Madeline, through the Oregon Flagship) & Minnesota.

Jennifer Liu: Regarding the articulated program in Oregon, they now are putting together some research on its effectiveness. If you have questions, please email me at the University of Oregon.

Q: Many Chinese textbooks are designed for college students. I hope that higher ed researchers will organize units for high school students. Another issue is that teaching at the high school level requires a lot of time on classroom management.

Jerry Packard: Actually at the university level we also have classroom management issues...

Closing remarks

Dali Tan:

A well-structured mentorship program should help the rapidly expanding field in the Chinese language and culture instruction in the K-16. At last year's CLTA/CLASS Forum, I also mentioned about mutual visitation and collaboration among local K-16 Chinese teachers as the first step in K-16 articulation. I only had one of my students visiting Prof. Tseng Miao-fen's class at University of Virginia in the past and hope members from both CLTA and CLASS will share their experience of mutual visitation with us in the future. How do you articulate the teaching of culture with the teaching of the language? Chinese language instructional practice as it stands now is not really totally integrated.

Madeline Spring: In closing, I would like to remind everyone how far things in our field has come since the first CLTA/CLASS forum was held three years ago. At that time communication and collaboration between teachers of K-12 and those in higher ed was fairly minimal, whereas now many people in our field are working together on developing curricula, teacher training, and other exciting ventures. One idea we could entertain for the future is setting up a program to pair individuals from CLTA and CLASS as "vir-

tual mentors” – although it would be hard to decide who would be the mentor and who would be the mentee. In any case, I’d like to encourage us all to think creatively about ways to bridge the gap between teachers in K-12 and higher ed so that K-16 articulation can be achieved more successfully.

Many thanks to CLASS members Chris Delucia and Baocai Jia for taking the minutes and to Ginchi Wu and Yuanchao Meng for being the timekeepers.

(Submitted by Madeline K. Spring)

News from Chinese Language Teachers Association of Texas (CLTA-Texas)

Texas Awarded STARTALK Grant for Chinese Language Programs

The Chinese Language Teachers Association of Texas (CLTA-Texas) and the Dallas-Fort Worth Chinese Schools have been awarded a STARTALK grant to provide Student Chinese Programs and Chinese Teacher Workshops in Texas in 2008. The grant will be used to sponsor Ice Breaking Programs for middle and high students in Dallas and Houston. Each program offers a three-week Chinese language and culture course in June 2008 and is free for students. The goal of the Ice Breaking Programs is to enable student to gain Chinese language proficiency and culture knowledge through engaging communicative activities and culturally enriched experience. Texas STARTALK Programs follows the successful model developed by the Southern California Council of Chinese Schools (SCCCS), which was awarded the STARTALK grant in 2007. SCCC has provided assistance to Texas STARTALK programs. CLTA-Texas plans to apply for another STARTALK grant for summer 2009 to expand the student and teacher programs to Austin and San Antonio.



Chinese Teacher Workshop in Dallas, Fort Worth
1/18-19/2008

STARTALK funding will also sponsor the Chinese Teacher Professional Workshop to improve K-12 teachers’ pedagogical skills. The workshop provides 90-hour instruction on topics, such as *Teaching Chinese as a Second Language: Methods and Approaches*, *Curriculum Design*, *Language Assessment* and *Chinese Language Structure*. In addition, the trainees can participate in a teaching internship during the Ice Breaking Programs to implement their lesson plans and thematic units designed in the workshop. The courses offered in the workshop are free for the participants and are recognized as subject credits for entering teacher certification programs. Texas STARTALK programs plan to recruit 120 students and 40 teachers in Dallas and Houston. For more information, please email tx-startalk@hotmail.com and see the website <http://dfwstartalk.org/>.



Chinese Language Teaching in Greater Austin
3/29/2008

CLTA-Texas Organized Workshops and Seminars in Dallas, Austin and College Station
CLTA-Texas is devoted to promoting more K-12 schools offering Chinese language courses in

Texas. In the first half of 2008, CLTA-Texas has organized workshops and Seminar in several cities in Texas, such as Dallas, Austin and College Station. CLTA-Texas and Dallas-Fort Worth Chinese Schools offered a two-day Chinese Teacher Workshop in Dallas on 1/18-19. The presenters included Dr. Jyun-gwang Chan, Graduate Institute of Teaching Chinese as a Second Language, Dr. Meng Yeh, Rice University and Dr. Yang Li, Jasper High School. The Workshop offered courses of *Performance-based Teaching and Assessment* and *Chinese Morphology*. More than 100 participants joined the Workshop. CLTA-Texas also held a half-day seminar on *Chinese Language Teaching in Greater Austin* on 3/29. We invited the Coordinators of Foreign Language of Austin Independent School District, high school teachers, instructors from universities and principals of heritage Chinese schools. Each group presented their views regarding the current state and future directions of the Chinese language education in Austin. CLTA-Texas and the Confucius Institute at Texas A&M University have collaborated to organize a Seminar on *Chinese Language Teaching and Learning* in College Station on 4/28. The Seminar focuses on establishing and sustaining a Chinese program in K-12.

Olympic Delegates Get Lessons in Language, Culture

Ten local Canadian Olympic Committee delegates are ready to depart for Beijing after finishing their basic language training in Mandarin.

The delegates were given once-a-week lessons by three University of Ottawa students from the department of modern languages who volunteered their time.

Sheri Zhang, professor of Chinese language and culture at the University of Ottawa, contacted the committee in mid-February, because she wanted to make sure Canada's Olympic representatives would be able to communicate with Chinese people and have an easier time living in China.

"It's just basic survival," Asyera Theng, another student teacher, said of the language training sessions. The delegates learned how to find a washroom and bargain for cheaper prices with merchants.

Brian Edey, a co-ordinator in Olympic preparation, is leaving Ottawa next Wednesday for a 10-day orientation session in Beijing and will be taking care of travel logistics for Canada's athletes during his 40-day stay at the Olympics.

"The tones need to be so exact, because you could be saying something completely different," said Mr. Edey. You could be trying to check into your hotel, but really be proposing marriage, he joked.

In addition to learning language basics, the delegates have been briefed on etiquette, nutrition, and environmental factors.

Source: The Ottawa Citizen, Fri 11 Apr 2008, Page: F2, Section: CityByline: Ben Costen (Provided by Sheri Zhang)

2008年華語文能力測驗 在美國洛杉磯、紐約、舊金山舉行 <http://www.sc-top.org.tw/>

「華語文能力測驗」(Test Of Proficiency-Huayu) 乃針對母語非華語之人士所設計, 分為基礎、初等、中等和高等四個等級, 為一套標準化的語言能力測驗, 由國家華語測驗推動工作委員會負責研發推廣。

華語文能力測驗在2006年正式推出國際, 分別於日本、韓國、泰國、美國(洛杉磯)、英國等五國進行施測; 2007年另增越南、美國(紐約)、法國等三地; 今年則新設印尼、馬來西亞、美國(舊金山)、加拿大、澳洲、巴拉圭、波蘭等, 海外考點共達16個地區。

華語文能力測驗今年首先於美國紐約登場, 紐約文化組籌辦多場測驗, 第一個場次於1月29日(星期二)紐約市立大學舉行, 接著在4月5日(星期六)

於紐澤西州「華強丘區域高中」辦理第二場測驗，17位考生分別來自紐澤西州和賓州，這場測驗中，中文教師唐義明參加了高等測驗，唐老師表示測驗內容，選題廣泛，也提醒自己今後教學中，將為學生增加這方面的知識。之後，紐約地區在4月13日、4月16日及5月10日，分別於駐外代表處、麻州威廉斯學院及長島杭廷鎮中學等三個地區各辦理一場測驗。

另外，舊金山地區已於2月23日（星期六）假「柏克萊大學」施測完畢，考生共80餘人。洛杉磯則在3月29日（星期六）分別於「聖瑪莉諾高中」、「巴沙迪那學院」、「南海岸中華文化中心」等三個地區進行測驗，考生達230餘人。美國地區考生，年齡從12歲至57歲不等，舉行測驗之際，考生除了認真回答試題外，亦分別填列問卷，反應積極而熱烈，獲得廣大的迴響，期待明年再度舉行。華語文能力測驗除了可作為申請台灣獎學金之參考標準，也可作為華僑子弟申請回台就讀大專校院之中文成績，更可以作為華語學習者自我了解華語能力的重要依據。華語文能力測驗在台灣已有一百三十多家外商公司和駐台機關的員工參加，包括日本交流協會台北事務所、日本觀光協會台灣事務所、駐台北韓國代表部、泰國經貿辦事處、美國在台協會、德國經濟辦事處、紐西蘭商工辦事處、匈牙利貿易辦事處、賓夕法尼亞州聯邦貿易投資辦事處及恩慈美國學校，均採用此一語言能力認證。



舊金山地區初等測驗之施測概況

南加州中文教師學會成立

隨著中文熱的加溫，南加州的中文教學在過去十幾年中得到了蓬勃的發展。有鑒於各校中文老師平日孤軍奮戰，缺少交換心得的機會，南加州數位高校

與高中中文教師擬發起成立一個地區性的純學術性組織，以提供進修環境及各類教學資源，以及切磋教學經驗與交換心得的機會。經過數月努力，「南加州中文教師學會」終於二零零八年初春成立。

本學會為非營利組織。將不定期舉辦各類有關中文教學法與教材的研討會，並提供各方中華文化活動的諮詢輔導。學會宗旨及詳情請參閱學會網頁 <http://www.clta-sc.org/>。目前臨時主席為任教 California State Univ. Long Beach 的謝天蔚教授，副主席為任教巴沙迪那市立學院的魏瑞琴教授。

「南加州中文教師學會」已在二零零八年三月八日下午一點半於巴沙迪那市立學院舉行了第一次研討會，近上百名中文教師出席了此次盛會。《中文聽說讀寫》的作者劉月華教授畢念平老師及臺灣多媒體教材《LiveABC》的開發者分別作了有關使用這兩套教材的討論。數位出版商以及軟件開發商慷慨解囊，向學會捐贈了活動經費及軟件書籍若干。會上並有教材及軟件展示。

希望在各級公私立學校及高校中從事中文教育的教師成為本學會的會員，共襄盛舉。入會手續簡單，請上網本會的網站了解詳情。會員申請表也可從學會網頁上下載。若需諮詢，請與加州州大謝天蔚教授或巴沙迪那市立學院的魏瑞琴教授（電話626-585-7464，電子郵件：info@clta-sc.org）聯繫。（張正生供稿）

OSU TEAM SWEEPS FIELD IN NEW YORK CHINESE BRIDGE REGIONALS

The formal title for the Chinese Bridge Competition is "Chinese Proficiency Competition for Foreign College Students Worldwide". Each competitor appears individually before a live audience and gives a rehearsed speech, responds spontaneously to a discussion question, answers questions about Chinese history, geography, and culture, and gives an inspired performance of a cultural skill or art form of their choosing (e.g. Chinese songs, dances, operas, musical instruments, calligraphy, painting, paper cutting, martial arts, etc). Each first place winner in the annual competition becomes an overnight celebrity all over China because of the TV coverage of the final competition. More importantly, they receive a fully-paid, three-year scholarship to study at any Chinese university, plus airfare to and from China. First-place winners also are given the title of "Chinese Language Envoy".

The Ohio State University's team swept the field in regional Chinese Bridge competition in New York on April 5, 2008. The three-member OSU Chinese Bridge team, coached by Ms. Huanzhen Zhao, won

four prizes in the New York competition. Donald Newman took first prize and best talent performance, Chris Stellato took second prize, and Lucas Geller captured third prize. All are students in OSU's Chinese Flagship Program.



Christopher Stellato performing "茶馆儿" 中的数来宝 in New York

Four days later, Hunan Satellite TV ("HSTV"), China's highest-ranked regional television outlet, made a very special visit to The Ohio State University campus. HSTV's visit was prompted by their recognition that students from The Ohio State University's Chinese Flagship Program have compiled an unprecedented record of repeated wins in the worldwide annual Chinese Bridge Competition. HSTV is slated to televise the worldwide finals of the Competition which will be held in Hunan Province in 2008.

Hunan Satellite TV was very interested in showing their Chinese audiences the teachers and teaching methods which have made OSU's Chinese language and cultural instruction programs so effective and competitive. To develop the story of OSU's unique performance-based Chinese language pedagogy developed by Professor Galal Walker, HSTV visited Chinese classes at different levels, conducted on-campus interviews at OSU with Professor Walker, Director of National East Asian Languages Resource Center and the Chinese Flagship Program, Mr. Patrick McAloon, OSU's first winner of the international Chinese Bridge first prize in 2004, Ms. Huanzhen Zhao, coach of all of the OSU Chinese Bridge contestants since 2004, and other OSU Chinese instructors and students.

HSTV interviewed OSU President, E. Gordon Gee and University Provost, Joseph Alutto and filmed Dr. Gee's presentation of awards to the OSU Chinese Bridge team and their coach. HSTV interviewed OSU College of Humanities Dean John Roberts about the OSU Chinese language and culture program, and Ohio Lieutenant Governor Lee Fisher congratulated the OSU team and coach on their successes in the New York competition.

OSU has fielded strong competitors for the Chinese Bridge competition with encouragement and support from OSU's Department of East Asian Languages and Literature, OSU's Chinese Flagship Program and many individual supporters such as Minru Li, Eric Shepherd and Yu Xiao. HSTV's visit to the OSU campus was capably facilitated and supported by OSU's Office of International Affairs. The images and sounds captured by Hunan Satellite TV on their visit to OSU will be broadcasted nationwide to a Chinese audience numbering in the hundreds of million viewers.

The Ohio State University has entered the International Chinese Bridge finals competitions for five years, and has compiled an unprecedented record of three first-place wins, one second-place win and one "best talent performance" win. In addition to McAloon, Abigail Southerland and Joshua Lotz took first prizes in 2006 and 2007, respectively. No other college or university worldwide has a record to match OSU's.

The annual finals of the Chinese Bridge Competition are the ultimate, worldwide test for student performances of highly-advanced Chinese language proficiency and cultural skills. The Chinese Bridge Competition is sponsored by the Chinese Ministry of Education to give students incentives to study Chinese language and culture and is open to non-native Chinese speakers worldwide. More than 100 competitors from 52 countries participated in last year's Competition.

The annual final Competition is broadcast to tens of million viewers across China where it attracts the attention of both academic and non-academic audiences. *(by Robert Maynard)*



POSITIONS

(Please check with the hiring institutions before you apply and see if the positions are still open.)

KENNESAW STATE UNIVERSITY

Chinese: The Department of Foreign Languages at Kennesaw State University seeks candidate(s) for appointment as part-time instructor(s) in Chinese language, beginning in August, 2008. Responsibilities include teaching up to three classes per semester. Required qualifications: enthusiasm/interest in teaching communicative, learner-centered, beginning Chinese language and culture courses; a Master's degree in Chinese or in a related field. Ph.D.s or ABDs in Chinese are welcome, and previous experience in teaching Chinese at the college level is preferred. Applications should be sent electronically to Dr. Liuxi Meng (lmeng@kennesaw.edu) and must include the following: 1. A brief letter of application; 2. Copies of all undergraduate and graduate transcripts (official copies sent directly to KSU from the degree granting institution will be required prior to hiring); 3. A current curriculum vitae; 4. Names and contact information of three (3) references who can speak to the candidate's teaching abilities, qualifications, and professional conduct.

MANDARIN LANGUAGE AND CULTURE TEACHER- DALIAN, CHINA

Dalian American International School (www.daischina.org) will double enrollment (80 to 160) and staff (13 to 26) as well as expand to PK, G9, and G10 in 2008- 09. Under general supervision teachers provide an environment and experiences favorable to learning and personal growth in accordance with each student's abilities following the prescribed curriculum; use the assessment process to improve learning and teaching; perform other duties as assigned. Teachers need to be committed to not only contributing to student growth, but also to that of the institution. Bachelors degree and two years of successful teaching experience are required. Salary range is \$28- 39K plus benefits typical of international schools. Contact Nancy Hoppe at nhoppe@iss.edu.

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BOOK NEWS

汉语作为外语的习得研究——理论基础
与课堂实践 *Studies of Chinese Lan-
guage Acquisition by English Speakers:
from Theories to Practice*

**A New Book by Xiaohong Wen published from
Peking University Press, 2008**

The book focuses on second or foreign language acquisition of Mandarin Chinese by English-speaking learners in the USA. Similar to that of first language

acquisition, the ultimate goal of SLA is to discover general principles which underlie the multitude and diversity of individual learning processes. Studies presented in this book attempt to add bits and pieces to the existing bodies of knowledge in pursuit of this goal. Although its topic is the acquisition of Chinese as a foreign language (CFL), the cognitive procedures underlying the processes of SLA should share commonalities. This book is comprised of three parts: examination of theories of language acquisition, presentation of empirical studies, and implication of research to classroom instruction. Part I and II review the related literature and present empirical studies on the acquisition of CFL and learner variables such as affective factors and learning strategies. Part III applies theories and research of SLA to Chinese curriculum design and classroom instruction.

The book helps in understanding the processes of CFL acquisition and the nature of language learning. It is useful to teachers of Chinese and those who are interested in Chinese language learning and teaching.



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"Impressive...highly interactive...a great self-learning textbook."

—NECTFL Review

Despite the increasing use of technology in foreign language education, there have been few multimedia courses in Chinese that focus on all four skills and span all levels of language instruction. *Chinese Odyssey*, the newly completed six-volume language series, published by Cheng & Tsui, fills this need.

Unique because it is the first stand-alone multimedia series designed for multi-year classroom instruction, *Chinese Odyssey's* combination of video, audio, interactive exercises and book products allow educators the flexibility to use it independently as a multimedia course, or to combine the multimedia and paper formats. In addition, the CD-ROMs allow students to effectively manage their own learning by inviting them

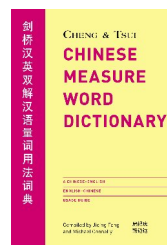
to participate in a variety of interactive situations that allow them to practice what they've learned.



Using the multimedia courseware, students can instantly see whether they've completed an exercise correctly, get explanations of answers, and record exercise scores. *Chinese Odyssey* also enables instructors to more effectively use their limited instructional hours for interaction with their students rather than for mechanical drills.

The six volumes and accompanying software are designed to build Chinese language skills from beginning to advanced levels over a three year period and are intended for high school, college, and adult learners. CD-ROMs include both simplified and traditional character applications.

Download a free demo of Volume 1 at www.cheng-tsui.com.



***Cheng & Tsui Chinese Measure
Word Dictionary
A Chinese-English English-Chinese
Usage Guide***
剑桥汉英双解汉语量词用法词典
By Jiqing Fang and Michael Connelly
ISBN: 9780887276323
Trim Size: 6 x 9

Pages: 192 pp.

Binding: Paperback

List Price: \$29.95

Order from: www.cheng-tsui.com

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A herd of geese, or a flock? A stick of gum, or a tablet? A jug of wine, or a glass? Just as English nouns often need classifiers, Chinese nouns also require the correct "measure word." Access to the hundreds of varying measure words is key to speaking and writing polished Chinese, but even

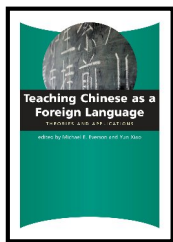
advanced students sometimes struggle to find the right one for a particular noun or context.

Here is the essential resource for every student concerned with accurate and fluent usage: the *Cheng & Tsui Chinese Measure Word Dictionary*. This new and unprecedented reference work is the only dictionary that allows you to search entries in three different ways: by measure word, by Chinese noun, and by English noun. Entries comprise the most frequently used measure words and nouns, including vocabulary from the *Integrated Chinese* textbook series.

This useful guide features:

- Section 1: Chinese measure words, with example nouns and usage notes
- Section 2: English nouns, arranged alphabetically, with corresponding Chinese measure words
- Section 3: Chinese nouns, arranged alphabetically, with corresponding Chinese measure words

Accessible and one-of-a-kind, the *Cheng & Tsui Chinese Measure Word Dictionary* is an indispensable reference for all students of modern Chinese.



Teaching Chinese as a Foreign Language

Theories and Applications

Edited by Michael E. Everson and Yun Xiao

ISBN: 9780887276682

Trim Size: 7 x 10

Pages: 438 pp.

Binding: Paperback

List Price: TBA

Order from: www.cheng-tsui.com

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Designed to help teachers create and execute strong, sustainable K–16 Chinese language programs, this ground-breaking resource book is the first of its kind specifically written for teachers of Chinese as a foreign language. This volume contains essays written by a diverse group of experienced educators in the field and is divided into

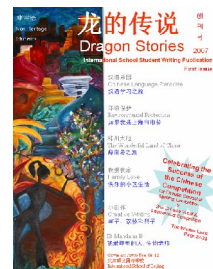
three main sections: 1) Teaching Chinese in Context, 2) Teacher Knowledge and Pedagogical Decisions, and 3) Challenges and Strategies for the North American Classroom.

- Perfect as a course book for pre-service and in-service teacher training programs.
- Includes relevant theories as well as hands-on classroom methods, examples, and innovations.
- Addresses not only how to teach the language, but also how to create and sustain a sequenced, articulated curriculum—especially relevant as the demand for new Chinese programs continues to rise.
- Stresses application of both national standards and Chinese language standards.

By taking an issues approach as well as highlighting specific techniques and principles that will guide Chinese language teachers in making appropriate decisions for their students, this book is an indispensable resource for teachers striving for excellence in the Chinese language classroom.

The Dragon Story 龙的传说

K-12 International Students' Chinese Writing Publication www.thedragonstory.net



As China is developing to become one of the most influential countries in the global economy, the Chinese language is also becoming one of the most popular subjects and many international students are taking it in their schools. In order to encourage students and provide a place for them to display and share their accomplishments and talents to the world, we decided to publish “**The Dragon Story**” – a selected collection of students’ essays with themes that are immediate concerns or of great interest to the global community.

Students' writing not only reflects the language skills they have acquired; it also reflects their life experiences as well as their knowledge about the Chinese culture. Furthermore, students writing can be used as reading material to enrich and encourage their fellow students. While promoting students' writing, we also celebrate teachers' teaching and their commitment to the profession. This proposal was put forward at the **2006 4th ACAMIC Chinese Teacher Summer Conference** and was greatly supported by many teachers. For more information, please visit: www.thedragonstory.net

The 1st issue was published in June 2007 with two booklets – one for non-heritage students and the other for heritage students. There were 12 topics in each booklet which covered many areas such as: Language Paradise, Environmental Protection, The Wonderful Land of China (travel journal), Family Love, Creative Writing, etc. The writing format included essays, response writing, letter, dairy, short story, and poem. We also used students' drawing as the illustration for the publication.

We are collecting students' writings for the 2nd issue. Please submit your students' works to: thedragonstory@yahoo.com

Chinese Breeze Graded Reader Series

《汉语风》中文分级系列读物

Published by Peking University Press 北京大学出版社出版

Hànyǔ Fēng (Chinese Breeze) is a large and innovative Chinese graded reader series which offers over 60 titles of enjoyable stories at eight language levels. It is designed for college and secondary school Chinese language learners from beginning to advanced levels (including AP Chinese students), offering them a new opportunity to read for pleasure and simultaneously developing real fluency, building confidence, and increasing motivation for Chinese learning. *Hànyǔ Fēng* has the following main features:

- Eight carefully graded levels increasing from 8,000 to 30,000 characters in length to suit the reading competence of first through fourth-year Chinese students:

Level 1: 300 base words	Level 5: 1,500 base words
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Level 2: 500 base words	Level 6: 2,100 base words
Level 3: 750 base words	Level 7: 3,000 base words
Level 4: 1,100 base words	Level 8: 4,500 base words

- Wide choice of topics to meet the diverse interests of learners
- Most useful words for actual communication
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- Authentic and engaging language
- Fully illustrated texts with appealing layouts
- A variety of activities with answer key
- Accompanying audio CDs with two speed (normal and slow) choices

The *Hànyǔ Fēng* (Chinese Breeze) readers are scheduled for publication in succession since November 2007 by Peking University Press. The following are the 5 titles (Level 1: 300 word level) released already:

1. *I really want to find her...* 《我一定要找到她》
2. *Wrong, wrong, wrong!* 《错错错》
3. *Two children seeking the Joy Bridge* 《两个向上天的孩子》
4. *Left and Right: the conjoined brothers* 《向左向右》
5. *Can I dance with you?* 《我可以请你跳舞吗?》

In US, the *Hànyǔ Fēng* (Chinese Breeze) readers are available for purchase at Nanhai Company (www.nanhai.com) and Cheng & Tsui Company (www.cheng-tsui.com). For more information about *Hànyǔ Fēng*, please visit www.chinesebreeze.com.cn (or www.hanyufeng.com for its Chinese version).

Classical Chinese Primer

by John C.Y. Wang, Sue-mei Wu, Jiang Shaoyu and Frank F. S. Hsueh

Classical Chinese Primer, compiled by John C.Y. Wang of Stanford University, Sue-mei Wu of Carnegie Mellon University, Jiang Shaoyu of Peking University, and Frank F. S. Hsueh of Ohio State University, has been published by The Chinese University

Press of Hong Kong. Designed for those who have studied Modern Chinese for one or two years, but who have had no exposure to Classical Chinese before, the text is in a set of two volumes: the reader itself and a workbook. The reader includes forty lessons in total, covering selected readings from ancient fables, philosophical texts, as well as historical and literary writings. Each selection is accompanied by annotations and clear and jargon free grammar notes that allow students to develop progressive and analytical understanding of the linguistic and stylistic complexity in Classical Chinese. The set, together with an Instructor's Manual, may be ordered from Columbia University Press.

Practical Chinese Exercises

by Kylie Hsu

Practical Chinese Exercises by Kylie Hsu is a series of three workbooks designed for use with the popular *Practical Chinese Reader I*. You can order them from the Student Book Mart at 1725 N. Eastern Ave., Los Angeles, CA 90032, U.S.A. Tel: 323-262-5511. Each volume includes both traditional and simplified characters, English translation for the main text of each lesson, and a vocabulary index. There are about thirty different types of exercises with answer keys. The Chinese characters are in big print and in a style that is similar to handwriting. For sample lessons and exercises, please visit <http://www.calstatela.edu/faculty/khsu2/pce.html>.

OCDF Publications and Dolphin Books Sign Major Co-Publishing Agreement

After many months of planning and preparation, the contract between OCDF Publications division and Dolphin Books (the children's publishing division of China International Publishing Group in Beijing) was signed on February 2, 2007 in Beijing. The two organizations agreed to develop and publish at the least two major series of books for the children's market in English. These include thematic books for k-12 teachers, home-schoolers, and parents based on Chinese culture, literature, historic sites, and more. The contract enables OCDF to utilize all of Dolphin Books publications for the new project as well as access to other divisions within China International Publishing Group. In addition, Dolphin Books may utilize OCDF publications for distribution in China.

OCDF Publications will distribute these new books online via our OCDF websites/ecatalog and such distribution channels as Amazon.com and Barnes&Noble.com, via exhibitions at such conferences as the National Association of Elementary School Principals and the Chinese Language Teachers Association, at Teacher Supply Stores and Homeschooler resources, through Families with Children from China events and places where OCDF is a vendor, and via the OCDF office/charity gift shop in Bloomington, IL.

In addition to the publications, OCDF will be offering teacher inservice workshops throughout the US, Canada, UK, and Australia to enable elementary school teachers to learn how to integrate Chinese Culture into their thematic instructional units. OCDF will also be available to provide workshops for adoptive parents and home-schoolers and programs at Cultural Heritage Days. Coordinating the marketing/sales efforts will be Sun Xiao Bing. Leading the training design and inservice program development will be Dr. Jane Liedtke.

Individuals who would like to be trained to deliver inservice programs to pre-k/k-8 teachers should contact Jane@ocdf.org. And, individuals who are interested in serving as a regional distribution representative for OCDF can also email Jane.

The publishing effort and writing team consists of representatives from both Dolphin Books and OCDF as well as adoptive parents who are teachers in Beijing at either universities or international schools. Consultants and writers for various topics are needed.

The first 8 books are completed. The first series includes 40+ books, each 36 pages in full-color with CDROM included. Order forms are available for the thematic books including: *Chinese Traditional Festivals and Holidays*, *Chinese Myths and Legends*, *Chinese Traditional Musical Instruments*, *Games Kids Play*, *Chinese Traditional Arts and Crafts*, *China's UNESCO World Cultural Heritage Sites*, *China's Minority Groups*, *Famous Inventions of China*, *Chinese Classical Literature*, *Geography of China*, *Basics of Chinese Culture*, and *Philosophies & Religions of China (book #3)*, and *Foods of China*.

As you can imagine, OCDF's entire team is pretty excited about this project. It came as a result of Jane speaking at the summer conference on reaching a larger market for Chinese culture publications held by China International Publishing Group in August, 2006. Representatives from CIPG's traditional distributors from Germany, USA, Australia, UK, and France at-

tended the conference. Jane's talk inspired Director Li of Dolphin Books to pursue a meeting with OCDF.

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Contact OCDF Publications at 309-829-8202 or email Jane@ocdf.org

Students and Teachers of the New China *Thirteen Interviews*

Madelyn Holmes

ISBN 978-0-7864-3288-2

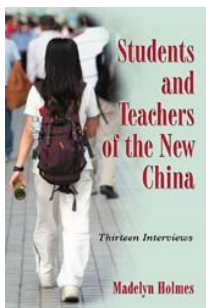
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In this collection of interviews with students and teachers in Hangzhou, China, the reader meets a student at Zhejiang university, majoring in English and studying Japanese and Italian; a teacher who spent his childhood as a “little Red Guard” of the Cultural Revolution and went on to study in England; a young girl who dreams of princesses and romance, and another who wants to be a backpacker when she grows up; and more. Ranging in age from 7 to 52, the thirteen interviewees represent a cross-section of Chinese culture and experience, with various levels of social status, education, and economic standing. Their words, supplemented by the author's detailed descrip-

tions of their surroundings and daily activities, offer a fresh perspective on life in present-day China.

About the Author: Historian Madelyn Holmes has written for *The Christian Science Monitor* and *The Geographical Magazine* and is the author of *Forgotten Migrants: Foreign Workers in Switzerland before World War I* (1988); *American Women Conservationists* (2004); and co-author of *Lives of Women Public Schoolteachers* (1995). A recent visiting professor of English at Zhejiang University in Hangzhou, China, she lives in Burlington, Vermont. McFarland Publishers, Box 611, Jefferson, NC 28640

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SOFTWARE AND WORLD WIDE WEB NEWS

Clavis Sinica New Version Released

Clavis Sinica has announced the release of a greatly improved version of its Chinese reading and reference software as well as several versatile new web-based Chinese learning resources.

* Clavis Sinica 4.0: A fully revised and updated version of the popular Chinese reading and reference software, now featuring a 50% larger dictionary (37,000+ entries), expanded flashcard capabilities, and improved user interface (see www.clavisinica.com/whatsnew.html for details)

* Chinese Text Annotator: A free web-based tool that displays and prints any Chinese text with pinyin annotation keyed to student skill level.

* Chinese Vocabulary Extractor: A free web-based tool that creates printable vocabulary review sheets automatically from any Chinese text. Can be used with the Chinese Text Annotator to create custom textbook materials for students.

* Chinese Voices Project: A unique collection of 80 short, accessible essays with accompanying MP3 audio recordings providing insider views of modern life in Beijing. Topics include Beijing hutongs, traditional festivals, teahouse culture, traffic problems, college entrance exams, migrant workers, and many others.

You can also learn more about these and other new resources at <http://www.clavisinica.com/resources.html>. Please feel

free to pass on this link to your students if you think they'd find these tools useful in their studies.

HNHSoft English-Chinese Dictionary

HNHSoft English-Chinese Dictionary (<http://www.HNHSoft.com/dictec>) is a great dictionary for Chinese language students. Compatible with all major mobile platforms including BlackBerry, Windows Mobile, and Java Smartphones, it is an ideal mobile companion for anyone who wishes to learn or become more fluent in Chinese.

The bi-directional dictionary contains over 140,000+ entries, Pinyin (the official Chinese phonetic system), and most remarkably, a real person's pronunciation for every Chinese word. It also provides a study tool that allows you to organize your own list of words. You can review the words any time you want, as often as you want, and even test if you have memorized your words. No matter you are already bilingual, a beginner, or just a traveler that needs a translation tool, you will find this dictionary useful.

NanoGong 2 – The Free Voice Recording/Playback Applet

NanoGong is a simple applet that can be used by someone to record, playback and save their voice, in a web page. When the recording is played back the user can speed up or slow down the sound without changing it. The recording can then be saved to the local hard disk or sent to an arbitrary web page. The applet can be used on a web page by itself or as an integrated component in Moodle, the most popular open source learning management system. The picture below shows the NanoGong applet with all components shown.



NanoGong doesn't need any complicated setup procedure, and doesn't require a special server of any kind. When used with Moodle NanoGong provides a very simple and transparent voice support in the form of an extended HTML editor which supports voice-enriched content and a NanoGong activity which allows students to submit voice messages to their teachers.

NanoGong is free for non-profit use. You can obtain more information and download the <http://gong.ust.hk/nanogong>

Pyngo

Pyngo is the free, language learning community on the web focused on Chinese (Mandarin). Through Pyngo, Chinese language students can connect with native speakers (students from top universities in China such as Beijing Normal University and Beijing Language Institute) at any time and practice what they have learned in classrooms. Columbia University students and students from other U.S. schools are currently using our site. In addition, we offer web 2.0 capabilities such as blogs, audio lessons, culture related videos and other interesting content. So students can achieve that all important level of language immersion - for better learning, comprehension and speaking. Our community has **one simple philosophy** - Together, We Learn. Every day, we aspire to create an online oasis for Chinese learners around the world.

Unicode inputting of 1st-tōne and 3rd-tōne pīnyīn vowels (plus 2nd/4th for ü)

Any PC running Windows XP and Word should be able to do this. No extra software or added fonts are needed. Thus it is something that students can set up on their own PCs at no added cost and ordinarily in just an hour or so if they're handy. Because these tone-marked letters are Unicode-based, they tend to work much better across platforms than a non-Unicode-based font with tone marks would.

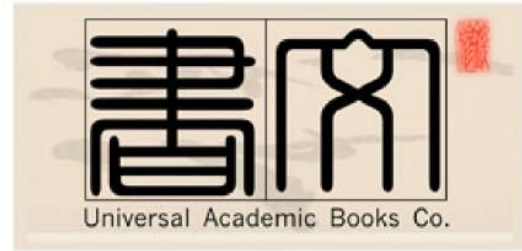
Fastest way to type second tone and fourth tone syllables is to select the US International English keyboard layout from the Control Panel in Windows XP. Once you've selected the US International keyboard, to type the second tone, type the standard single quote key and then the relevant vowel (any vowel a e i o u except ü, which requires Unicode symbol inputting or an assigned keystroke set or macro as shown below). For example, type ` and then a to result in á. To type the fourth tone, type the upper-left left-hand single-quote key (to the left of "1" key) and then any vowel a e i o u except ü, which requires Unicode symbol inputting or an assigned keystroke set or macro as shown below. For example, type ` and then u to get ù.

First-tone and Third-tone syllables (and any tone syllable with ü) are best done with an assigned keystroke set or macro as detailed below. From Word, click on Insert,

then click on Symbol, then click on Shortcut Key, then type in the shortcut by holding down the Alt key while typing the relevant vowel (v is normally used in place of ü), then release the Alt key and type in the relevant number from 1 to 4 that corresponds to the desired tone. Then click on Assign. If you have completed all the steps correctly, you no longer need to bother with the 4-digit Unicode inputting followed by alt + x, but can simply hold down alt while hitting the desired vowel (or v for ü), release alt, then type in the number of the tone.

1st tone ā: 0101, alt + x; assigned alt + a, 1. 3rd-tone ǎ
0103, alt + x; assigned alt + a, 3
1st tone ē: 0113, alt + x; assigned alt + e, 1. 3rd-tone ě
0115, alt + x; assigned alt + e, 3
1st tone ī: 012B, alt + x; assigned alt + i, 1. 3rd-tone ĭ
012D, alt + x; assigned alt + i, 3
1st tone ō: 014D, alt + x; assigned alt + o, 1; 3rd-tone ǒ
014F, alt + x; assigned alt + o, 3
1st tone ū: 016B, alt + x; assigned alt + u, 1; 3rd-tone ǔ
016D, alt + x; assigned alt + u, 3
1st tone ū : 01D6, alt + x; assigned alt + v, 1; 3rd-tone ǖ
01DA, alt + x; assigned alt + v, 3
2nd tone ú : 01D8, alt + x; assigned alt + v, 2. 4th-tone ù
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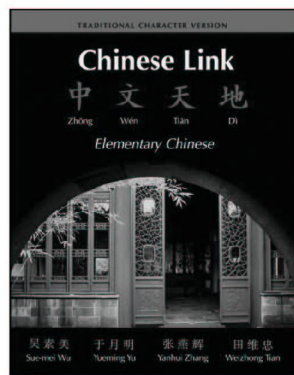
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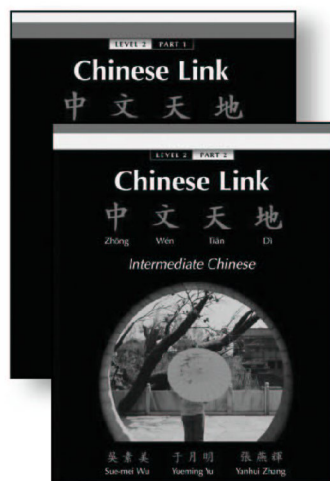
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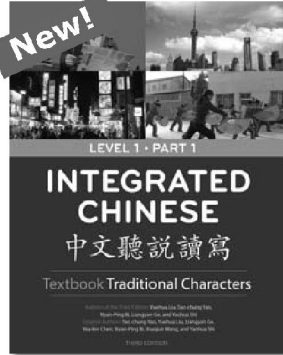
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