CLTA Home Page: http://clta-us.org
For the electronic version of this newsletter and news updates before the next issue, visit our website:
http://newsletter.clta-us.org
Calligraphy Education Group (CEG) of CLTA website: http://www.unc.edu/~wli/CEG/
Chinese Language Teachers Association

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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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MESSAGE FROM NEW PRESIDENT

Dear CLTA Members and Prospective Members,

I am very proud to have the opportunity to serve as the President of the CLTA now. This is an exciting time in our field and in our organization. Our Immediate Past President Audrey Li has left our organization in great shape. During the past year, we faced significant problems, since we stood to lose our Executive Director, Journal Editor and Webmaster all within a short space of time. Audrey has taken care of those problems during her reign, for which I and the rest of the CLTA are extremely grateful.

Following in Audrey's footsteps shall not be easy, but I will emulate her inspiring and effective leadership style as I try to aim for successes during the coming year. What I personally see as the most important goals of our organization, and where I intend to focus most of my attention and effort, are in the following areas:

* Closer relations with regional Chinese language teaching associations. We are very fortunate to have our CLTA Vice President Claudia Ross along with CLTA Board Member and Regional Chapter Liaison Cathy Wei working on a framework that will benefit regional associations who wish to be CLTA affiliates. I extend a warm welcome to any regional Chinese language teaching associations who wish to affiliate with CLTA.

* Increasing the number of financial awards given by CLTA to attend our annual conference. For this I intend to encourage and support the CLTA fund-raising effort, which this year is in the competent hands of Qinghai Chen.

* Making sure that next year's 2009 CLTA conference, including the selection and notification of presenters, runs smoothly. We are lucky to have Janet Zhiqun Xing and Sharon Xiaohong Wen as next year's CLTA conference Program Director and Conference Director respectively. Janet and Sharon have already been in touch with ACTFL to address some of the problems that CLTA attendees experienced at the 2008 conference, and I am happy to report that ACTFL is now aware of the problems and is working to iron them out.

* Working closely with the Chinese Language Association of Secondary-elementary Schools (CLASS). The joint presentations made by CLTA and CLASS members at the 2008 CLTA/CLASS joint forum in Orlando showed a spirit of cooperation and were quite informative to the assembled CLTA and CLASS membership. I look forward to working with new CLASS President Yuanchao Meng and CLASS Executive Director Yulan Lin to carry on this tradition and have our associations continue to move forward in the spirit of cooperation.

If there are other areas that you feel the CLTA should be working on, please get in touch with me at <mailto:jpackar@illinois.edu>jpackar@illinois.edu so we can incorporate your concerns into our list of priorities. The CLTA needs to hear the voices from the field in order to get a sense of where we should focus. In this way we can address the actual concerns of our membership, and at the same time make your membership in our organization feel worthwhile. I look forward to a great year!

Sincerely,

Jerry Packard
My heart-felt thanks to the CLTA board, officers and, above all, the entire membership! This past year was inspiring and rewarding.

We began the year with these goals: (i) enhance collaboration with other national language organizations, (ii) establish strong links with regional CLTAs, (iii) encourage and strengthen research on Chinese language teaching and related studies; provide stronger support and better opportunities for professional development, and (iv) strengthen the presence of the CLTA and make the CLTA more relevant to all its members. Through the sacrifice and devotion of the board members and officers, many important projects were initiated and implemented towards achieving these goals. Some of the more notable ones are briefly reported below.

In addition to continuing working with ACTFL, AAS, Asia Society, NCOLTCL, and JNCL-NCLIS, we began collaborating with CLASS on K16 standards. The project was long overdue because of the existing problems in articulation and the issues raised by the AP. It also marked the beginning of substantive collaboration between the CLTA and CLASS, which I hope will strengthen and expand even further.

Establishing stronger connections with the regional associations has been one of our most important missions. Grants were awarded to three regional associations to help organize and promote their activities and events. A very fruitful meeting took place at the annual meeting with the representatives from 13 regional associations. We expect to see rapid growth in the number of regional associations in the coming years. The Committee on Regional Associations has also been working diligently to establish guidelines regarding a formal relationship between the CLTA and the regional associations.

Professional development opportunities have been increasing dramatically. Many of the board members have been actively involved in workshops, seminars throughout the country. The CLTA has the privilege of being the recipient of grants and awards from many generous benefactors. We certainly will work harder to bring more award and funding opportunities to the members.

The 4th CLTA monograph will be published soon. We are also discussing and planning on a series of projects and activities leading to the celebration of the 50th anniversary of the association in 2012!

In addition, we have been discussing and experimenting with ways to improve the efficiency and efficacy of the operation of the association, to facilitate better communication among members, and to increase privileges to members. The CLTA website will be instrumental in these efforts. Expect to hear from the CLTA soon on these exciting improvements!

The past year was also very difficult. Our journal editor, Prof. Neil Kubler, resigned in May 2008; the one and only CLTA webmaster, Prof. Marjorie Chan, expressed her wish to resign last year but agreed to stay for one more year in order for us to find a replacement; and the term of our Executive Director, Prof. Cynthia Ning, expires in 2009.

To avoid serious delays in the publication of the journal, we first enlisted the help from several dedicated professionals to guest-edit three issues and subsequently launched a search for an editor. I am happy to report that Prof. Zhengsheng Zhang has graciously accepted such a demanding task.

Prof. Chan’s resignation is a devastating loss. We not only lose a most dedicated professional and webmaster, but also the most knowledgeable historian in the organization. It is simply unfathomable how a single individual could
have accomplished so much for an organization that does not even pay her a cent for her endless work. Indeed, I thought it would not be possible to find another brave soul that would be willing to pick up the baton and continue the sacrifice. Amazingly, Phyllis Zhang agreed to accept the baton! I cannot express enough of my gratitude to Margie’s dedication and Phyllis’ willingness to serve.

The transition of executive directorship will be the smoothest ever in the CLTA history, as noted by Cyndy. This would be impossible without Cyndy’s dedication and professionalism and the devotion and enthusiasm of our next Executive Director, Yeafen Chen, who, despite her many commitments, has agreed to start working with Cyndy to move our headquarters from Hawaii to Wisconsin, to be officially completed by the annual meeting of 2009.

It has been a very busy and fruitful year. We have witnessed many changes and developments. The number of members grew from 515 last year to 663 this year. At this rate, the CLTA will grow to be 800 next year. The CLTA will be the future!

My deep appreciation to the organization and its members, to the CLTA board members, officers, and my great enthusiasm and hope for the new CLTA team!

Sincerely,

Yen-hui Audrey Li
Professor
East Asian Languages and Cultures, Linguistics
University of Southern California

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**ANNOUNCEMENTS**

**Conferences**

**Submitting a proposal for the CLTA 2009 Annual Meeting**

Submission deadline: January 9, 2009
Notification of acceptance: April 1, 2009
Notification of date/time/location for accepted presentations: August 1, 2009

*Please note that there are three (3) major changes made to this year’s Call for Papers compared to the 2008 Call: 1) presentation time for each panel, 2) membership requirement, and 3) requirement of each presenter’s topic in a panel, as explained below.*

The Chinese Language Teachers Association (CLTA) invites proposals for panels or individual papers to be presented at the 2009 CLTA Annual Meeting, to be held in San Diego, California, November 20-22, 2009 in conjunction with the Annual Meeting of the American Council on the Teaching
of Foreign Languages (ACTFL). The ACTFL theme for this year is *Speaking Up for Languages... The Power of Many Voices.* The **deadline for submissions is January 9, 2009.**

The CLTA Program Committee welcomes submissions on topics relevant to Chinese language, such as pedagogy, materials and program development, acquisition, linguistics, literature, film, media, technology, etc. The CLTA Program Committee will consider panel and individual paper proposals equally in the selection process. **Sessions are 60 minutes long** (Please note this is different from the time of presentation in 2008). Each session will be limited to four 12-minute or three 15-minute paper presentations, followed by a 12-minute or 15-minute Q&A/discussion period. A formal discussant (optional) will be considered as one of the presentations. Panel submissions will be evaluated as panel (session) proposals. Individual paper submissions will be evaluated as paper proposals, and the accepted individual papers will be grouped into panels (sessions) according to theme by the CLTA Program Committee.

Please note that submissions in English or Chinese are welcomed. However, if the submission is in Chinese, **the Title and Description must still be entered ONLY IN ENGLISH; the Title and Description MAY NOT BE ENTERED IN CHINESE. If the Title and Description are entered in Chinese, the submission will automatically be rejected.**

Multiple submissions are strictly prohibited — **only one abstract per individual will be considered,** and each individual can participate in only one panel. **You MUST be a member of CLTA to submit a paper or panel proposal.**

Please follow the following instructions to submit a proposal. The entire procedure is on-line, and is done through the ACTFL website. Please note that for both panel and individual proposals, a **500-word summary of your proposal is required.** You will be asked to upload that summary as one of the final steps of the submission process. The proposal submission process is as follows:

Go to http://www.actfl.org

---

If you already have a user name and password, **Login.**

If you do not have a user name and password, **→** click on ‘Click here to create a new user name and password.’ (near the middle of the second column) Create a personal profile by filling in the form fields. You must complete all items preceded by a red asterisk.

When you are done, **→** click on the ‘Submit’ button. This will take you back to the main menu, where you can **Login.**

**→** Click on ‘Submit or Edit a Proposal.’
**→** Click on ‘Submit a New Educational Proposal.’
**→** Click on ‘Chinese Language Teachers Association (CLTA).’

Your next step depends on whether you are submitting a **Paper Proposal** or a **Panel Proposal**

If you are submitting a **Paper Proposal,**

**→** click on ‘CLTA Paper’

Fill in the required information for your Paper proposal. The Title and Description **must be entered in English.**

**→** Click ‘Accept and Continue’
Select yourself as the presenter
**→** Click ‘Accept and Continue’
Select language information
**→** Click ‘Accept and Continue’
Review Session Information;
**→** Click ‘Upload Supporting Document’ at the bottom of the page to upload your 500-word summary. Your uploaded document may be in Microsoft Word, Adobe PDF, Word Perfect, Plain Text or Rich Text Format (rtf). This completes the submission process.

**Please note that the individual presenters in a Panel Proposal must NOT submit individual Paper Proposals.**

If you are submitting a **Panel Proposal,**
→ click on ‘CLTA Session Presentation’
Fill in the required information for your Session proposal. The Title and Description must be entered in English

Please note that under “Description”, you MUST include the titles of the four individual presentations in the panel, followed by the presenter’s last name in parenthesis [e.g. “How to teach Chinese tones” (Liu); “Common mistakes in learning tones” (Zhang)]

→ Click ‘Accept and Continue’
Add the presenters for your session. For each presenter:
(1). Click on ‘Search by Last Name’. If the name of your presenter does not come up, then
(2). add the presenter's information by selecting the ‘Add Unlisted Participant’ link at the bottom
Select yourself as a presenter (if you are a presenter) or a chair
→ Click ‘Accept and Continue’
Select language information
→ Click ‘Accept and Continue’
Review Session Information;
→ Click ‘Upload Supporting Document’ at the bottom of the page to upload your 500-word summary. Your uploaded document may be in Microsoft Word, Adobe PDF, Word Perfect, Plain Text or Rich Text Format (rtf). This completes the submission process.

Please note that the individual presenters in a Panel Proposal must NOT submit individual Paper Proposals.

If you have any questions or experience any problems with the above procedure, please send inquiries to CLTA2009@wwu.edu

Additional Information
When you submit a proposal, all correspondence between ACTFL and CLTA will be done via e-mail generated through the submission site which is hosted by All Academic. You are asked to check your “junk mail” file and to have your “spam blocker” settings allow e-mails from DO_NOT_REPLY@allacademic.com.

Check the “Message Center” from the Main Menu page to view messages sent to you by ACTFL or CLTA if you have not received any e-mail messages by these deadline dates:
Submission deadline: January 9, 2009
Notification of acceptance: April 1, 2009
Notification of date/time/location for accepted presentations: August 1, 2009

It is very important that you keep your personal contact information current since you will receive all notifications via the e-mail address you have provided. If you have any changes, please login and click on Edit Personal Contact Information on the Main Menu page to keep your file current. This information will be carried throughout into the final Program Guide so it is important that you keep it up to date.

Please note that those who apply for the Walton Presentation Prize (for the best first-time presentation at the CLTA Annual Meeting; please see http://clta-us.org/awards/walton-awards.htm) shall submit proposals as individual papers only, and must include with their proposal, as their uploaded 500-page document requirement, a summary statement entitled "Walton Presentation Prize Application." For details of Walton Presentation Prize, please see the above website or the January 2009 issue of the CLTA Newsletter.

Helpful Hints for Submitting a Proposal

- Read the Submission Guidelines and Recommendations when you login. These contain instructions to submitters and also contain helpful hints and tips for submitting your proposal.

- Read the Presenter Responsibilities when you login. It is each presenter’s responsibility to understand and follow the directions in this document.

- Review and edit your proposal before submitting online. We suggest you write your proposal and have it in final format, then go
to the online submission page where you either copy and paste or retype what you have already written. Please remember that what you submit online is the only thing reviewers have on which to judge your submission; therefore, it’s important that you submit a well-written proposal.

- Always, on every page in the submission process, you MUST click “Accept and Continue” at the bottom of the page to save your work and proceed to the next page.

- Proofread your proposal online before you submit. All proposals are to be submitted in final format and only a minimum amount of editing is done to submissions before publishing the information. Make sure what you submit is an accurate reflection of you and your work for colleagues and peers to view.

- Make sure you have entered your e-mail address correctly and have set up your e-mail to accept notices from the submission program as this is the only way communications with presenters will be sent. Presenters are expected to check their “junk mail” file and to have their “spam blocker” settings to allow e-mails from DO_NOT_REPLY@allacademic.com.

- If you do not receive any e-mail correspondence notifying you as to the status of your submission by April 1, 2009, you can login to the Call for Proposals online system to check the “Message Center” for emails sent from CLTA or ACTFL.

- Make sure your personal information is correct. As this is a database, any changes in one place will be reflected everywhere and is carried over to the final program guide. If you change jobs or e-mail addresses, you can always login and make these edits to your personal information.

- Create only one (1) login per person.

- Submit early. Typically, 90% of the submissions are entered in the last 24 hours. When this many presenters try to do the same thing, it inevitably slows down the system. Also, by submitting at the last minute you don’t have a chance to make changes. As soon as the submission process closes and the Program Committee begins reviewing, submitters cannot edit their submissions.

- Please note that the following size restrictions for fields in the submission process
  “Title” limited to 10 words; “Description” limited to 50 words; “Content” limited to 150 words; “Method” limited to 150 words; “Benefit” limited to 150 words; “Uploaded Summary Document” limited to 500 words.

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CLTA 2009 AWARDS AND PRIZE
CALL FOR APPLICATIONS AND NOMINATIONS

The CLTA Walton Award, founded in 1998 by friends and colleagues of Ronald Walton, and funded in 2005 by a perpetual endowment from the Cheng & Tsui Company in honor of Ronald Walton's (1943-1996) lifetime dedication to Chinese language education and
cross-cultural understanding, is given for overall contributions to the field of Chinese language pedagogy. All members in the community of Chinese language teaching and research, with the exception of current CLTA officers and members of the Board of Directors, are eligible for the award. The CLTA Walton Award consists of a plaque presented at the CLTA Annual Meeting.

To nominate a candidate for the CLTA Walton Award, please submit: 1) a letter of nomination describing the candidate’s scholarship, service, leadership, and innovative contributions in the field of Chinese language teaching, 2) a current Curriculum Vitae of the nominated candidate, and 3) two letters of support from other CLTA members addressing the candidate’s accomplishments in the categories mentioned in 1).

Nominations for the 2009 CLTA Walton Award should be sent by May 31, 2009 to:

Professor Chengzhi Chu
Chair of the 2009 CLTA Awards Committee
Department of East Asian Languages and Cultures
University of California
One Shields Avenue
Davis, CA 95616
Email: czchu@ucdavis.edu

The application form is posted at the following CLTA web page for downloading: http://clta-us.org/awards/chengtsui-awards.htm. Applicants for this award should have a current CLTA/CLASS membership status. The application deadline is April 5, 2009.

The notification of winner(s) will be sent out by email by May 3, 2009. The name(s) of winner(s) will be announced and Award(s) presented at the CLTA/ACTFL 2009 Conference in San Diego, CA. The name(s) of winner(s) will also be reported in the January 2009 CLTA Newsletter, and at the CLTA website.

Winthin 20 days after the end of the proposed professional development activity, the winner(s) shall submit to the Awards Committee a brief report (1-2 pages in either English or Chinese) stating how the attended activity and this award are helpful for her/his professional development.

**CHENG & TSUI PROFESSIONAL DEVELOPMENT AWARD FOR TEACHERS OF CHINESE**

The Cheng & Tsui Professional Development Award for Teachers of Chinese is designed to enhance the knowledge and skills of teachers of Chinese, especially teachers new to the field. The Award, thanks to the generosity of Cheng & Tsui Company, is given to support the attendance of pre-collegiate (including heritage school) and collegiate teachers at training workshops, seminars, conferences, and other in-service learning experiences at local, national, or international levels; and/or to collaborate with a mentor teacher. Teacher training workshops and seminars attended by the applicant should be focused on Chinese pedagogy and issues of Chinese teaching and learning. The fund has designated an annual amount of $1,000 to be divided between at least two teachers each year.

To apply for the Cheng & Tsui Professional Development Award for Teachers of Chinese, please submit (preferably as PDF file attachments via email) 1) an application stating the purpose to which you would put the Award, the amount of subsidy requested, and a proposed budget and 2) a current Curriculum Vitae to:

Professor Chengzhi Chu
Chair of the 2009 CLTA Awards Committee
Department of East Asian Languages and Cultures
University of California
One Shields Avenue
Davis, CA 95616
Email: czchu@ucdavis.edu

The application form is posted at the following CLTA web page for downloading: http://clta-us.org/awards/chengtsui-awards.htm. Applicants for this award should have a current CLTA/CLASS membership status. The application deadline is April 5, 2009.

The notification of winner(s) will be sent out by email by May 3, 2009. The name(s) of winner(s) will be announced and Award(s) presented at the CLTA/ACTFL 2009 Conference in San Diego, CA. The name(s) of winner(s) will also be reported in the January 2009 CLTA Newsletter, and at the CLTA website.

Winthin 20 days after the end of the proposed professional development activity, the winner(s) shall submit to the Awards Committee a brief report (1-2 pages in either English or Chinese) stating how the attended activity and this award are helpful for her/his professional development.

**WALTON PRESENTATION PRIZE**

The Walton Presentation Prize (formerly known as the Ron Walton Young Scholar Travel Award), founded by friends and colleagues in 1998, was funded in 2005 by a perpetual endowment from the Cheng & Tsui Company in honor of Ronald Walton's (1943-1996) lifetime dedication to Chinese language education and cross-cultural understanding. This Prize is given to recognize the best first-time presentation at the CLTA Annual Meeting. Preference is given to teachers at the pre-college level and graduate students who have their paper proposals accepted for the annual meeting. The CLTA Walton Presentation Prize carries an award of $300, and an in-
vitation to submit a manuscript based on the presenta-
tion, to be considered for publication in the Journal of
the Chinese Language Teachers Association.

As indicated in the “2009 CLTA Annual Meeting Call
for Papers” announcement, to apply for the Walton
Presentation Prize, a CLTA member should have submit
her/his conference proposal (the 500-word abstract) as
an individual paper only by the January 2009 deadline,
and indicate on the proposal it is also for "Walton
Presentation Prize Application."

If an applicant’s proposal is accepted for presentation at
the conference, in early April 2009 he/she will be con-
tacted by the Awards Committee for a 3-5 page outline
of her/his paper. The outline is due on June 15, 2009.
The Awards Committee reviews all the application out-
lines, and selects 4 finalists to present at a special panel
session of the conference and compete for the Prize.
The 4 finalists’ names will be announced on July 20,
2009 or earlier. The name(s) of the Prize winner(s) will
be announced and Prize(s) presented at the CLTA
members’ general meeting or banquet in Orlando, FL.
The name(s) of winner(s) will also be reported in the
January 2009 CLTA Newsletter, and at the CLTA web-
site.

Call for Papers

Chinese as a World Language:
New Approaches, New Technologies, Op-
opportunities and Challenges

Hosted by the Dept. of Asian Studies at Seton Hall
University
Saturday, May 16
Seton Hall University
400 South Orange Ave
South Orange, NJ 07079
http://www.shu.edu/

Conference Co-Chairs:
Dr. Dongdong Chen, Seton Hall University
chendong@shu.edu

Dr. Wayne He, United States Military Academy at West
Point
wenchao_he@hotmail.com

Conference Secretariat: clta.gny@gmail.com

As Chinese language programs continue to prolife-
rate throughout the country and around the world,
Chinese language educators will need to re-
conceptualize Chinese language education in light
of the new opportunities and challenges posed by
this explosion of interest. As larger and larger
numbers of American students – at younger and
younger ages – begin learning Chinese, it will be
necessary to develop new ways of thinking about

12

This year’s conference will address all of these
opportunities and challenges, with an emphasis
on the following topics, though presentations on
related topics are also welcome:

(1) TECHNOLOGY: Using technology and media
in the Chinese language classroom, including on-
line and distance learning

(2) STUDENT MOTIVATION: Increasing student
motivation through creative approaches to teaching
and learning and better understanding student psy-
chology

(3) ADMINISTRATION: The administrative chal-
lenges posed by the rapid rise of Chinese language
education and the critical shortage of qualified Chi-
nese teachers

(4) PEDAGOGY: The differences between ap-
proaches to teaching Chinese to heritage and non-
heritage learners; general and specialized student
populations; public and private schools; urban, sub-
urban, and rural schools, etc.

(5) LINGUISTICS: New approaches to understand-
ing and explaining Chinese syntax, phonology, sem-
antics, and pragmatics, including psycholinguis-
tics, sociolinguistics, and cognitive science
The CLTA-GNY Conference Committee welcomes submissions of one page proposals on subjects relevant to the above themes. Papers can be either in Chinese or English. We will consider proposals for panels as well as individual papers and all proposals will be reviewed anonymously. Individual papers will be grouped into panels by themes. Panels will be 75 minutes long with four presenters. Please note that we will need separate abstracts for each paper on any panel proposal.

Please send your proposals to the below address(es) to be received by us by March 15, 2009. Both paper and electronic forms are acceptable, though we encourage and prefer e-mail submission.

Email submissions should be sent to: clta.gny@gmail.com

Mailing address is:
Chinese Language Teachers Association of Greater New York, 125 East 65th Street, New York, NY 10065

Please include the below "Attendee's Information Form" with your proposal. Notice of acceptance will be sent out by March 31 electronically. Anyone who needs a hard copy of the notice should include a special request with their proposal.

For information about CLTA-GNY, please visit http://clta-gny.org. For details about the conference, including the conference registration form, please visit http://clta-gny.org/09conf/invitation_09.html. The conference registration fee is $20 (made out to CLTA-GNY).

ATTENDEE'S INFORMATION FORM

Please return the following form together with your paper proposal.

E-mail to clta.gny@gmail.com

Or mail to: Chinese Language Teachers Association of Greater New York, 125 East 65th Street, New York, NY 10065

Family name:
First name:
Names in Chinese characters:
Gender:

Highest degree:
Job title:
Affiliation:
Office address:
Home address:
1st email address (check it carefully):
2nd email address:
Office phone number:
Home phone number:
Fax number:
The topic of your paper:
Would you like your paper to be published if accepted?
Will you attend the conference without a paper?

第七届国际汉语教学研讨会通知
（2号通知）

各位老师：
第七届国际汉语教学研讨会第一个通知发出后，广大老师反映热烈。现将会议有关论文提要的要求做进一步说明。

（1）请注意论文提要的截止时间：2009年1月31日。论文提要存成MS WORD（2003）可以打开的格式，限一页，中英文均可，请以附件形式发来。文件名格式为：国名_姓名_论文题目，如：中国_刘亚辉_对外汉语专业实习模式研究。电子邮件主题均为：国名_姓名_桂林论文提要。

（2）为了便于广大老师对本届会议的信息了解得更为详细，我们专门为本届会议制作了网站：http://www.cllc.gxnu.edu.cn/gjhy/gjhx.html，请点击查看。

（3）中国大陆以及东南亚地区教师和学者请将论文提要发给刘亚辉老师。刘老师邮件地址有所改动，现为：liuyahui0205@mailbox.gxnu.edu.cn

（4）中国大陆以外（包括香港、澳门和台湾）的教师和学者的联系人：俞志强老师
电邮：jzqyu@yahoo.com
The Sixth International Conference on Internet Chinese Education (ICICE 2009)
June 19-21, 2009
Taipei, TAIWAN

Call for papers

Conference Theme: Change for Instruction – The New Opportunities of Teaching Chinese as a Second Language in Web 2.0 Era.

Sponsor: Overseas Chinese Affairs Commission (OCAC), R.O.C (Taiwan)

Program Organizer: Graduate Institute of Teaching Chinese as a Second Language, National Taiwan Normal University (NTNU)

Conference Venue: Howard International House Taipei, Taipei, Taiwan
http://intl-house.howard-hotels.com.tw/

Important Dates:
Deadline of abstract submission: February 10, 2009
Notification of abstract acceptance: March 1, 2009
Submission of full paper for Conference Proceedings: May 10, 2009

Registration Fee: (including Proceedings & meals)
1. Early-bird Registration (by March 31, 2009):
   USD 50 or NTD 1,500;
   Student: NTD 500
2. Advanced Registration (after March 31, 2009):
   USD 80 or NTD 2,500; Student: NTD 1,000
3. On-site Registration: USD 100 or NTD 3,500

Sub-themes and frameworks:
Welcome to submit papers for, but not limited to, the following themes:
1. Innovative strategies for Chinese E-learning based on Web 2.0.
2. Integration between Chinese computer-assisted language learning and teaching.
3. Development of instructional materials and testing of Chinese CALL (computer-assisted language learning).
4. Design and implementation for Chinese CALL
5. Application, implementation, and operation for Internet-based Chinese school or Chinese distance instruction.
7. The illustrations or achievements of the cooperation of Chinese CALL between industry and academia

Types of Abstracts:
Types of abstracts being solicited are research papers, seminar, and workshops.
1. Presentation of empirical research studies (6-10 Pages)
2. Discussion of method development and application (6-10 Pages)
3. Workshop or demo for software or pedagogies (4-6 pages).

Proposal Submission:
Procedure: Please send the abstract and attendee's information to the Secretariat of Academic Committee via email at icice2009@ntnu.edu.tw by February 10, 2009. All of the proposals will be reviewed anonymously by the committee. The notification of acceptance will be sent to the authors through email by March 1, 2009. Full papers should be submitted by May 10 to be considered for inclusion in the Conference Proceedings.

Abstract: No more than 1,000 Chinese or English characters (1 to 2 pages) with title and keywords (Script: Traditional Chinese Characters in Big-5 codes or Unicode.)
Attendee's Information:
Name of author/presenter, Gender, Affiliation, Job title, Nationality, Email, Postal address, and Phone & fax numbers.

Full paper submission:
4-10 pages (A4 or Letter size, 12 points in single space, Traditional Chinese characters in Big-5 or Unicode).
※ For more information, please contact the Secretariat of Academic Committee (Graduate Institute of Teaching Chinese as a Second Language, NTNU):
※ Email: icice2009@ntnu.edu.tw
※ Phone: +886-2-2341-9812 ext. 11, 12 (Ms. Xueni Wang)
※ Fax: +886-2-2341-9746
※ Please distribute the announcement to relevant groups/individuals

The Third Business Chinese Workshop at the University of Michigan
October 9-10, 2009

The Center for International Business Education (CIBE) at the University of Michigan, which successfully sponsored the 2003 and 2006 Business Chinese Workshops, is pleased to announce that the 2009 Business Chinese Workshop will be held in Ann Arbor, Michigan on October 9-10, 2009.

Proposals for presentations regarding the development, instruction, and research of Business Chinese (BC) courses are welcome. Topics include, but are not limited to, the following:

- Learner and need analysis for BC courses
- Business culture in BC instruction
- Development of BC courses for a special purpose
- Materials development for BC courses
- Innovative approaches in BC instruction
- Technological BC applications
- BC programs abroad
- General LSP theories and practice

An abstract up to 400 words, in English or Chinese, should be submitted via e-mail by June 26, 2009 to the workshop address (2009BCworkshop@umich.edu).
Decisions on acceptance will be made and announced by August 7, 2009. Registration will begin in August and run up to the date of the workshop. Each presenter will receive an honorarium of $250.

CIBE will cover hotel costs (two nights, one room), meals, materials, and ground transportation in Ann Arbor up to a total of 40 participants. Participants will be responsible for transportation to and from Ann Arbor, as well as any additional expenses.

For updated information, please check the CIBE website (http://www.umich.edu/~cibe) or contact the workshop e-mail address.

AAS Annual Meeting
March 26-29
Sheraton Hotel
Chicago
SUNDAY, 8:30 a.m. – 10:30 a.m.

Panel #233. New Dimensions for Study in China: Integrating Academic and Internship Programs Abroad with those at Home Institutions: Sponsored by the Chinese Language Teachers Association (Madeline K. Spring, Arizona State University)

Panel Organizer and Chair: Madeline K. Spring (Arizona State University)

Paper #1:
Dana Scott Bourgerie (Brigham Young University) “Articulated Study Abroad for Advanced Chinese Learners: A Direct Enrolment Flagship Model.”

Paper #2:
Jennifer Liu (Indiana University), “Bridging Language and Culture Gaps at Home and Abroad: ‘Preparing Global Professionals.’”

Paper #3
Kun Shan (Carolyn) Lee (Duke University), "Exploration of the logistics of an English-taught cultural course in the study abroad context."

Panel Discussant: Madeline K. Spring (Arizona State University)
Invitation to attend the Fifth Chinese LEARN Conference

(Language Education and Resource Network)
Date: Tuesday April 14 – Friday April 17, 2009

CONFERENCE THEME: Vaulting the Bar Accurately: Leap For High Level Communication

The Foreign Language Program Office of the Office of the Director of National Intelligence (ODNI), the National Cryptologic School (NCS), and the U.S. Military Academy at West Point (USMA) are pleased to announce that the Fifth Language Education and Resources Network (LEARN) Symposium for instructors of Chinese will be held at West Point on April 14 – 17, 2009. The LEARN Symposium provides a wonderful opportunity for Chinese training professionals working for the U.S. Government to share their expertise in teaching Chinese as a second language. The LEARN Chinese Working Group has successfully held four symposia at the Foreign Service Institute (FSI) and Defense Language Institute (DLI) which provided great venues for exchanging methodologies and experiences in Chinese language teaching, as well as networking with colleagues among Federal Government organizations and institutes. The Fifth LEARN Symposium will be held at the USMA, and is open to all instructors of Chinese from any U.S. Government-affiliated institution.

In addition, for the first time, the LEARN Conference Committee would like to invite scholars, educators, and researchers from academia to participate in this grand event. Anyone involved in teaching advanced level Chinese language course is welcome to attend or present at the conference. For more information about the Chinese LEARN conference, please log onto http://www.fbcinc.com/LEARN/. Registration to the Chinese LEARN conference is free.

Online registration for this conference will be open around mid January or as soon as the agenda is finalized. Please contact Ms. Liz Wood, liz@fbcdb.com, Dr. Martha Gallagher, Martha.Gallagher@usma.edu, or Suemeng Sabenorio, smjeng3069@yahoo.com if you have any questions.

TRAINING PROGRAM

SPEAC: Training Program for Teachers of Chinese at The Ohio State University
June 22 – August 6, 2009

SPEAC (Summer Programs East Asian Concentration) is an intensive seven-week training program which develops participants' Chinese language teaching skills through lectures, master classes, workshops, and hands-on teaching. All the courses of this program are closely integrated with the intensive Chinese language program, another component of SPEAC. Participants of the Training Program for Teachers of Chinese are furnished with abundant opportunities to practice their newly acquired teaching skills with actual learners. Applicants should have a high level of competency in both the Chinese and English languages. SPEAC is offered by the National East Asian Languages Resource Center (NEALRC) and Department of East Asian Languages and Literatures (DEALL) at The Ohio State University.

Credits: SPEAC consists of three graduate level courses: EALL (East Asian Languages and Literatures) 700, 703, and 704. Participants will receive a total of fifteen graduate credits at the program's completion. EALL 704 is worth seven credits, and 700 and 703 are worth four credits each.

For further information, please visit http://deall.osu.edu/programs/summerPrgm/summer.cfm, call DEALL at (614) 292-5816 for SPEAC, or email at speac@osu.edu.

大紐約地區中文教師學會與南京師範大學、南京大學聯合招收“對外漢語教學碩士學位班”

海外學習漢語熱潮持續加溫，對高水平、高效率的漢語教學需求愈來愈迫切。為因應海內外的巨大需求，培養合格的漢語教學師資，推進對外漢語教學與研究，「大紐約地區中文教師學會」與中國國家教育教育部定為“全國對外漢語教學基地”的「南京師範大學國際文化教育學院」,在2006年夏季成功聯合開办首届

为了满足广大热爱中文教学人士的要求，我们决定继续招收该硕士学位班学员。要特别报告的是，大紐約地區中文教師學會除了同南京師範大學國際文化教育學院繼續合作外，我们也同時與南京大學海外教育學院合作举办對外漢語教學碩士學位班。對有志於在海外從事中文教學的人士，這无疑是一大佳音。

“對外漢語教學碩士學位班”入讀者2008年秋季將開始課程學習，學習進度和課程安排將比照前兩屆學位班，即：兩個暑期在南京師範大學集中上课以及一個學年期間在美利堅合眾國教授論文答辯（或畢業設計）。學員在取得規定的全部學分後，即可獲南京師範大學或南京大學的碩士學位。

SCHOLARSHIP

Scholarships Available for Annual ACC-CLASS/ACC-CIH(Hanban) Summer Chinese Language Teachers Institute & ACC Summer Field Studies

Associated Colleges in China (ACC) is offering generous scholarships provided by the U.S. Dept. of Education Fulbright-Hays GPA program, Henry Luce Foundation and Confucious Institute Headquarters (Hanban). Full and partial scholarships will be awarded to participants of the following programs:

- Summer 2009 ACC-CLASS/ACC-CIH(Hanban) Chinese Language Teachers Institute
- Summer 2009 ACC Field Studies Program for Advanced Students of Chinese
- Summer & Fall 2009 ACC Intensive Chinese Language & Culture Program in Beijing.

Please visit www.hamilton.edu/china to download applications and for more information.

ACC-CLASS/ACC-CIH(Hanban) Chinese Lang-
Chinese Language Teachers Institute

Applications are being accepted to the annual 6-week Chinese Language Teachers Institute (June 27 – August 7) held in Beijing and Chengdu at Capital University of Economics and Business (CUEB) and Southwest University for Nationalities (SWUN), respectively. The institute offers refresher language courses, culture lectures and pedagogical workshops for teachers of Chinese whose native language is NOT Chinese. The institute will be operated by ACC using its course curriculum, language faculty and teaching facilities. Full and partial scholarships are available.

ACC Field Studies Program

Fully funded scholarships are available to attend this 7-week, language-intensive & experience-based summer internship in rural China. This innovative program enables advanced students who have already completed a term or more of study in China to gain first-hand experiences in rural China, thereby retaining and expanding progress made during initial study-abroad experiences.

ACC Intensive Chinese Language & Culture Program in Beijing

Scholarships are available for intermediate and advanced students of Chinese to attend the ACC program at Capital University of Economics and Business (CUEB)

Chinese Language Teachers Association

The Jiede Empirical Research Grant for Chinese Pedagogy/Chinese Applied Linguistics

皆得學術研究基金

Call for Proposals

The Chinese Language Teachers Association invites proposals for the Jiede (all-attain) Empirical Research Grant, established in 2003 by an anonymous member, and enhanced thereafter by the original donor and other donors. The grant will support empirical research in Chinese pedagogy and applied linguistics that contributes to building a sound understanding of the teaching and learning Chinese as a Foreign Language (CFL). The recipient will be expected to present a paper at the annual meeting of the CLTA or to submit a progress report at the end of the grant term.

Awards: The Jiede Research Grant awards up to $1,500 to a current CLTA member whose research project exhibits innovation and long-term pedagogical benefit to the field of CFL, but EXCLUDE pure grammatical structural research design. The grant winner must present high quality research that will improve pedagogy in CFL or Chinese applied linguistics. Grant funds may be used for fieldwork, data analysis, or travel, but not for equipment purchases.

Eligibility: Except for university/college tenured associate and full professors, applications from all teaching professions including assistant professors, instructors, lecturers, K-12 teachers, heritage school teachers, independent researchers, and graduate students in registered M.A. or Ph.D. programs who are current CLTA members (active membership from grant application to research presentation) and conduct empirical research in the Chinese language are welcome to apply. The recipient should have no other grant support for the same project.

Application: Submit electronically a three to five-page proposal to include a clear description of the research project, such as the theoretical background, the objectives, research design and methods, timeline, and budget of the project (itemized in detail). Please do NOT identify yourself in the proposal. Send with the proposal in a separate attachment a brief (maximum one-page) curriculum vitae, indicating your current status, institutional affiliation (if any), educational background and contact
information. Identifying information will be removed prior to forwarding to the committee for anonymous review.

Address: To: cyndv@hawaii.edu
Subject: Jiede Application
Deadline: Proposals must be received by March 31, 2009 at CLTA Headquarters.
Notification: Applicants will be notified of results by April 30, 2009.

PAST RECIPIENTS OF THE JIEDE EMPIRICAL RESEARCH GRANT

2008: Chang Pu (University of Texas at San Antonio)
Research project: Chinese American Children's Bilingual and Biliteracy Practice and Development in Heritage Language and Public Schools.

2008: Dongbo Zhang (Carnegie Mellon University)
Research project: Teacher Questioning in Chinese-as-a-Foreign-Language Classrooms: A Sociocultural Approach".

2007: Sun-A Kim (University of Illinois at Urbana-Champaign)
Research project: Developmental Stages in Reading Chinese Characters as a Second Language.

2006: Chan Lu (Carnegie Mellon University)

2005: Miao-fen Tseng (The University of Virginia)

2004: Meng Yeh (Rice University)

2003: Helen Shen (The University of Iowa)
Research Project: Linguistic Complexity and Reading Comprehension among CFL Beginner Learners.

Ying-che Li, Hang Zhang, Yung-hung S. Hsiao, Ming Tang and Helen X. Wu
Selected as Recipients of 2008 CLTA Awards

Ying-che Li receives the CLTA Walton Award from Audrey Li, President of CLTA at the CLTA Membership Meeting on November 21, 2008 in Orlando, Florida (photo courtesy of Yea-fen Chen).

The Chinese Language Teachers Association (CLTA) selected Professor Ying-che Li of the University of Hawaii as the recipient of the 2008 CLTA Walton Award, the most prestigious honor bestowed by the association.

The CLTA Walton Award, founded by friends and colleagues in 1998, was funded in 2005 by a perpetual endowment from the Cheng & Tsui Company in honor of Ronald Walton's lifetime dedication to Chinese language education and cross-cultural understanding. The CLTA Walton Award is given to recognize overall contributions to the field of Chinese language pedagogy.

Ying-che Li was recognized with the award at the annual conference of CLTA held in November 2008 in Orlando, Florida. With an outstanding professional career of over four decades, Ying-che Li has made a tremendous impact on the profession of Chinese teaching and research. His influential contributions include seven books (authored or co-authored) and more than sixty articles on a wide range of topics in Chinese linguistics and pedagogy, training of Chinese teachers of several generations, and numerous services on boards of directors of national and international organizations of the profession and as a consultant to educational adminis-
tration offices of several governments in South-East Asia.

On behalf of Hang Zhang, Dr. Wenze Hu receives the 2008 Walton Presentation Prize from Chengzhi Chu, Chair of CLTA Awards Committee (photo courtesy of Yea-fen Chen).

The 2008 Walton Presentation Prize was awarded to Ms. Hang Zhang, lecturer of Chinese of the University of North Carolina. Hang Zhang’s winning presentation is titled “A Phonological Study of Second Language Acquisition of Mandarin Chinese Tones.” In addition to receiving a pecuniary award, Hang Zhang is invited to submit a manuscript based on her excellent presentation, to be considered for publication in the Journal of the Chinese Language Teachers Association.

The Walton Presentation Prize (formerly known as the Ron Walton Young Scholar Travel Award), founded by friends and colleagues in 1998, was funded in 2005 by a perpetual endowment from the Cheng & Tsui Company in honor of Ronald Walton’s (1943-1996) lifetime dedication to Chinese language education and cross-cultural understanding. This Prize is given to recognize the best first-time presentation at the CLTA Annual Meeting.

Yunghung Sandra Hsiao receives the 2008 Cheng and Tsui Professional Development Award from Jill Cheng, President of the Cheng & Tsui Company (photo courtesy of Yea-fen Chen).

Ming Tang receives the 2008 Cheng and Tsui Professional Development Award from Jill Cheng, President of the Cheng & Tsui Company (photo courtesy of Yea-fen Chen).

This year, the selected recipients of the Cheng and Tsui Professional Development Award are Yunghung Sandra Hsiao of the Chinese Teacher of Indian Trail Academy of Wisconsin and Ming Tang of the Chinese Teacher of Father Ryan High School in Tennessee. Hsiao’s winning project is attending a one-week workshop on Chinese pedagogy in Singapore, and Tang’s is attending the 2008 CLTA/ACTFL conference in Orlando, Florida.

The Cheng & Tsui Professional Development Award is designed to enhance the knowledge and skills of teachers of Chinese, especially teachers new to the field. The Award, sponsored by Cheng & Tsui Company, is given to support the attendance of pre-collegiate (including heritage school) and collegiate teachers at training workshops, seminars, conferences, and other in-service learning experiences at local, national, or international levels; and/or to collaborate with a mentor teacher.

The McGraw-Hill - CLTA Conference Fellowship, a new award established in 2008, selects Helen Xiaoyan Wu as its first winner. Wu is a senior lecturer of Chinese at the University of Toronto in Canada. The McGraw-Hill - CLTA Conference Fellowship sponsors in full (up to a maximum of $2000) the cost of Wu’s attendance at this year’s CLTA conference to be held in Orlando, Florida.

Marjorie Chan accepting the 2007 Walton Presentation Prize on behalf of her student Chunsheng Yang of Ohio State University.

INTEGRATED CHINESE co-author Yea-fen Chen and publisher Jill Cheng making a donation of $2000 to CLTA. The award was gratefully accepted by 2008 CLTA president Audrey Li.

News from the Chinese Language Teachers Association of Texas Fall 2008-Spring2009

Chinese Teacher Swap Shop, Houston, 10/24/2008

CLTA-Texas organized a Chinese Teacher Swap-Shop on October 24, 2008 at Hua Xia Chinese School, Houston. The theme of the Swap Shop was Effective Classroom Activities: Connecting to Standards. Standards for foreign language teaching (Communication, Culture, Comparison, Connection and Community) have been followed by foreign language curriculums in Texas and USA since the turn of the 21st Century. In the Swap Shop, four teachers shared their Standards-based classroom activities: Wang Yu (Tayler High School) Fashion Design; Sarah Tsai (Bellaire High School) What is your nationality?; Shui Wen (Pin Oak Middle School) Application & Integration of TPR. This event also provided the members and interested teachers a chance to get together, enjoying a lively and fun evening. The event was sponsored by Center for the Study of Languages at Rice University and Education Division of China Consulate in Houston.
Building and Sustain a Chinese Program, Austin, 1/10/2009
CLTA-TX will collaborate with St. Stephen’s Episcopal School and American Councils for International Education to host a Professional Workshop on Building and Sustain a Chinese Program, January 10, 2008. The morning sessions focus on creating and building a Chinese program. In the afternoon, four high school teachers demonstrate their engaging and effective teaching approaches which are the keys to sustain a program.

Professional Workshop: Chinese Language Acquisition and Pedagogy
Dallas, 2/14-15, 2009
CLTA-TX and Fort Worth/Dallas Chinese Schools have organized a one and half-day Teacher Professional Workshop focusing on Chinese language acquisition and Pedagogy in January 2009. We have invited Dr. Churanren Ke, Professor of Chinese and Second Language Acquisition at Iowa University. Professor Ke will offer sessions on teaching/learning reading and listening Chinese from the perspectives of empirical research and classroom application.

第六届中文电化教学国际研讨会
会议纪要

首次由中文教学现代化学会主办的第六届中文电化教学国际研讨会于2008年8月26日至27日在韩国大田的又松大学隆重召开。本次会议注册代表140人，加上其他参与者人数达200多人，分别来自中国（包括内地、香港、台湾）、美国、日本、韩国6个国家和地区。会议论文集《数字化汉语教学进展与深化》由清华大学出版社在会前正式出版，共收录论文103篇。

26日上午的开幕式由韩国又松大学孔子学院副院长、国际交流处长杨(building and sustain a chinese program, austin, 1/10/2009
clta-tx will collaborate with st. stephen’s episcopal school and american councils for international education to host a professional workshop on building and sustain a chinese program, january 10, 2008. the morning sessions focus on creating and building a chinese program. in the afternoon, four high school teachers demonstrate their engaging and effective teaching approaches which are the keys to sustain a program.

professional workshop: chinese language acquisition and pedagogy
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第六届中文电化教学国际研讨会
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首次由中文教学现代化学会主办的第六届中文电化教学国际研讨会于2008年8月26日至27日在韩国大田的又松大学隆重召开。本次会议注册代表140人，加上其他参与者人数达200多人，分别来自中国（包括内地、香港、台湾）、美国、日本、韩国6个国家和地区。会议论文集《数字化汉语教学进展与深化》由清华大学出版社在会前正式出版，共收录论文103篇。
发展的情况，并比较详细地介绍AP中文电脑测试的情形，谈谈首次AP测试遭遇的一些困难，以及所采取的一些措施。

大会的分组报告分成以下九大主题：网络汉语教学、汉语教学课件的设计与开发、网络视频、手机、VRML等新技术的应用、现代教育技术在中文教学中的实际应用、数字化的听力课、汉语教学平台建设与应用、汉语教学知识库的理论与应用、汉语水平测试研究、“长城汉语”教学模式与应用。会议代表们就上述主题展开了热烈讨论与学术交流，特别是“长城汉语”的混合教学模式引起了在场代表的浓厚兴趣，纷纷表示要在自己学校里进行尝试。会议还吸引了一些相关公司的关注和新技术的展示。

27日下午16:30举行了本届大会的闭幕式。闭幕式由甘瑞瑗教授主持，首先邀请国家汉语国际推广领导小组办公室网络处的周晓更老师介绍了目前汉语的网络教育资源，然后又松大学校长金善宗教授、又松孔子学院院长李达荣教授、又松大学国际商学院副院长George Peterson教授先后致辞，他们高度赞扬了这次会议，为韩国汉语教学的数字化起到了积极的推动作用。随后中文教学现代化学会副会长谢天蔚教授致闭幕辞，他特别感谢会议的承办单位又松大学、又松大学孔子学院为会议的顺利举办做了大量细致、周到的服务工作，全场报以热烈的掌声表示衷心感谢。

申办第七届会议的学校有三家：华中师范大学、华东大学、华东师范大学（后备单位），前两个申办单位委派代表做申办陈述，其诚恳的态度、诙谐的话语打动了每一位代表。本届大会在浓厚的学术氛围与依依不舍的人文情怀中成功闭幕。

The Third Annual Chinese Language Pedagogy Colloquium

The Third Annual Chinese Language Pedagogy Colloquium convened at Cate School in Carpinteria, California on Sunday, November 9, 2008. The purpose of the Colloquium is to support central California's Chinese language and culture educators. This year's colloquium saw the largest attendance ever in the three years of its history. Organized by Winston Zai-Yang Li, Cate Chinese Language Program head and Professor Hsiao-Jung Yu, Chinese linguist in EALCS, UCSB, the one-day event had in attendance nearly two-dozen university professors, instructors, high school teachers, and UCSB graduate students.

The day began with a warm welcome and opening remarks by Cate School's Foreign Language Department Chair and Japanese language teacher, David Wood. The highlights of the morning session were made by two keynote speakers, Dr. Vivian Ling, who delivered a talk regarding "Essential Self-Acquisition Skills Befitting an Advanced Student of Chinese"; and Dr. Yongjin Park from Korea, who focused on "A Study of Sequencing Chinese Interrogative Sentence Structures for Korean Learners: Interrogative Words in Questions". A third keynote speaker, Cate Chinese Language Program head, Winston Zai-Yang Li, addressed the issue of "To Impart Knowledge and Educate Students--Attitudes and Gratitude."

Following morning refreshments of delicious pastries and a sumptuous noonday meal prepared by Cate School's kitchen staff, the afternoon session was divided into two groups. The first four presenters were I-an Tina Chang, who presented on the "Application of Hyperbole in Chinese Pedagogy," Wendy Hsin, who examined the role of music and song as a learning strategy; Joy Jingyu Huo, who presented on the role of common greetings in teaching cultural awareness; and Christina Xiaoyan Li, who shared her observations on the importance of audio-visual in learning Chinese. In the second group, Isaac Wang addressed "English Interference in Chinese Heritage Speakers' Chinese", Qian Yang pointed out the importance of employing multimedia aid in first-year instructions, and the colloquium ended around 5:00 afternoon with a presentation by Jiayin Zhang entitled "Focusing on 'yidianr' in Chinese."

Since the first convention in 2006, every year has seen the number of participants in the colloquium increased, and the scope of Chinese language teaching related issues that were discussed broadened. We believe that this colloquium will attract more educators and students from the Chinese field alike in the future.

The organizers want to thank Jim Masker, Cate School history teacher, for setting up the computer and projection system and Chester Chiao, a Cate School 12th grader, for taking photographs that documented the colloquium. (By Li Zaiyang)
MERLOT News

MERLOT (Multimedia Educational Resource for Learning and Online Teaching) is a free database of multidisciplinary educational materials sponsored by an international consortium of higher education systems. It has a collection of peer-reviewed Chinese learning materials within the World Languages Discipline. Chinese language professionals are welcome to join MERLOT (membership is free) and submit materials to MERLOT’s ever-growing collection of tutorials, simulations, animations, web quests, drills, references, realia and tools. Visit MERLOT at http://www.merlot.org, learn more about the World Languages community at http://worldlanguages.merlot.org/, and find Chinese learning materials at http://www.merlot.org/merlot/materials.htm?category=2446. If you have any questions or would like to become a peer reviewer, please contact the World Languages Editor Laura Franklin at lfranklin@nvcc.edu, or Associate Editor Kylie Hsu at prof.kyliehsu@gmail.com. (From Kylie Hsu)

A Complete Success of the 5th International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century (TCLT5) at University of Macau, Macau, June 6-8, 2008
http://academics.hamilton.edu/eal/home/conf/c5/TCLT5.html

With 131 registered participants, TCLT5 had a three-day conference composed of 7 plenary keynote speeches, 64 panel discussions in three parallel sessions, and 4 hands-on workshops teaching up-to-date new technologies and new software in CALL and CSL. As a convention, TCLT5 published its Conference Proceedings on site and made it available for the participants to read during the conference. There were also two after conference events: a half-day Macau tour, and a one-day Hong Kong tour, which both went through smoothly.

The participants of the conference were from seven different countries and areas. Approximately 50 of them were from North America. The rest of them were from Pacific Rim countries and areas Taiwan, Singapore, Hong Kong, China, and Japan. The 7 plenary keynote speakers were invited from four areas: the U.S., Taiwan, Hong Kong, and China. The 4 hands-on workshops conductors were all from the U.S.

TCLT5 is the fifth time since 2000 that Hamilton College sponsors and co-sponsors the International Conference and Workshops on Technology and Chinese Language Teaching. TCLT5 owns a great deal to its Organizing Committee. Without the Committee members hard work, there was no way to convocate the conference and workshops so successfully, listing their names for recognition.

International Conference on Translation Studies, Cross Cultural Communication and Chinese Pedagogy Successfully Concluded

On October 25, 2008, the 1st International Conference on Translation Studies, Cross-Cultural Communication and Chinese Pedagogy, jointly sponsored by Confucius Institute at Portland State University, the Translation Center of Tsinghua University, and the Office of the Chinese Language Council International (Hanban), organized and hosted by Portland State University, came off successfully at Portland State University.

Well-known scholars in the field of translation had been invited to deliver keynote lectures for the conference. They included Dr. Luo Xuanmin from Tsinghua
University, Director of Center for Translation and Interdisciplinary Studies; Dr. Michael Heim, Professor of Slavic Language from the University California at Los Angeles; Dr. Isabelle Rabut, Professor at the French Oriental Language University; and Dr. Laurence Kwok Pun Wong, Director of the Translation Department of the Chinese University of Hong Kong.

More than sixty (60) scholars from colleges and universities in the United States, China, France, Australia, Hong Kong and Taiwan were in attendance. These scholars were from Tsinghua University, Beijing Foreign Studies University, Fudan University, East China Normal University, Beijing Technology and Business University, Beijing Forestry University, Central University of Nationalities (Beijing), Nankai University, Shanghai International Studies University, Tongji University, Capital Normal University (Beijing), Xiamen University, Shanghai University of Sports, Sanjiang University (China) and Changchun University. Among them, well-known scholars in the field of translation included Prof. Kefei Wang from Beijing Foreign Studies University of China, Prof. Chunbai Zhang from East China Normal University from Shanghai, China, Prof. Chuanyun Bao from the Monterey Institute of International Studies in the USA, Prof. Jiankai Wang from Fudan University, and Prof. Hong Wang from Soochow University of China.

The opening ceremony started at 8 AM at the Smith Center of Portland State University. Dr. Meiru Liu, Director of the Confucius Institute at PSU, and Dr. Gil Latz, Vice Provost/President for International Affairs at PSU, welcomed the guests. Prof. Xuanmin Luo, Prof. Michael Heim, Prof. Isabelle Rabut, and Prof. Wong delivered their keynote lectures hereafter. The topics of their keynote speeches are, respectively: On Translation as Education; Rehabilitating Translation in the Foreign Language Curriculum: The Case of Chinese; Translation, Between Artistic Performance and Language Teaching; and Shakespeare’s Imagery for the Chinese Audience: With Reference to Hamlet.

Further presentations and discussions commensurate with the conference theme included Translation and Literature, Theoretic Study of Translation, Study and Practice of Translation, Translation in Cross-Cultural Communication, and Translation in Language Teaching, were conducted separately in eight (8) panels after the plenary session. The participants agreed that the discussions and presentations were beneficial in refreshing and deepening ideas. Those lectures along with questions and answers contributed by the established scholars were highly credited.

An appraisement was given by Prof. Luo Xuanmin that, since the participants are key researchers from universities in China, the US and other countries and regions, and there was such an extensive amount of topics and issues presented, the conference should be considered a successful developmental start to standardizing theoretical study, cross-cultural communication and linguistic teaching practice. It is expected that a similar kind of academic event will be conducted on a regular basis in order to promote the popularization of Chinese language worldwide.

The conference aims to offer an opportunity and platform for scholars in this field to present their research and exchange ideas on current issues in translation studies, cross-cultural studies and Chinese pedagogy, claimed by Prof. Liu Meiru, Director of Confucius Institute at PSU.

Currently, two hundred and seventy one (271) Confucius Institutes and Confucius Classrooms have been established and are operating in seventy seven (77) countries and regions worldwide. Fifty of them are located in the USA. The conference, sponsored by the Confucius Institute at PSU, is recognized as the first one established among CI Institutes worldwide.

Beijing Foreign Studies University (P.R. China), Lewis & Clark College (USA), Soochow University (P.R. China), and Willamette University (USA) are also co-sponsors of the conference.

(This article is contributed by Confucius Institute of Portland State University.)
California State University, Long Beach

The Department of Asian and Asian American Studies invites applications for a tenure-track position in Chinese Studies, starting August 24, 2009. 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. Experience 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 $60,000-$62,000.

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. Tim Xie
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

Those who applied last year should only send an updated CV to activate their application files. Position open until filled or recruitment canceled. Review of applications will begin February 1, 2009. CSULB is an Equal Opportunity (E/O) Employer committed to excellence through diversity, and takes pride in its multicultural environment.

Hunter College

The Chinese Division of the Department of Classical and Oriental Studies of Hunter College, City University of New York, invites applications for a position in teaching Chinese language, literature, and culture. A PhD in Chinese language and literature (or related field) preferred, but applicants with a Masters degree and extensive teaching experience on the college level will be considered. Applicants must have native or near-native fluency in both Chinese and English. Evidence of commitment to dynamic and effective language teaching at every level is essential, and expertise in the areas of computer-assisted instruction and instructional technology is a plus. Salary range: $39,258-69,658, depending on experience.

Send letter of application, curriculum vitae, supporting documentation, and three letters of recommendation to Tamara M. Green, Chair, Department of Classical and Oriental Studies, Hunter College, 695 Park Avenue, New York, NY 10021 by February 15, 2009. The search will continue until the position is filled.

Kalamazoo College

Kalamazoo College invites applications for a three-year position in Chinese language, literature and culture to begin in the fall of 2009. This position has a possibility of renewal and/or conversion to the tenure-track pending funding availability. Teaching responsibilities include two courses each of three terms. Ability to teach film courses is a plus. Native/near native fluency in Chinese and English is required. Candidates are expected to have high aptitude for and interest in undergraduate teaching, a commitment to the liberal arts, and a desire to involve undergraduates in scholarship both in and out of the classroom. PhD degree or ABD status in a relevant field required. Completed applications re-
received by November 15, 2008, will receive full consideration, with later applications reviewed as needed. Preliminary interviews will be held at the ACTFL Conference. Send curriculum vitae, undergraduate and graduate transcripts (unofficial acceptable), detailed statement of teaching philosophy and goals, syllabi or plans of non-language courses, and three letters of recommendation to Dr. Madeline Chu, Chair, Chinese Search Committee, Center for Asian Studies, Kalamazoo College, 1200 Academy Street, Kalamazoo, MI 49006-3295. For more information about the College, see our home page at www.kzoo.edu. Kalamazoo College encourages candidates who will contribute to the cultural diversity of the College to apply and to identify themselves if they wish. EOE.

NATIONAL TAIWAN NORMAL UNIVERSITY.

The Department of Chinese Language and Culture for International Students (CLC), National Taiwan Normal University, was established in 2007 as an undergraduate degree program solely for international students. The department is located on the Linkou campus in Taipei County.

Openings: CLC has 2 to 3 openings for instructors with the rank of assistant professor, Associate Professor or Full Professor, starting from August 1, 2009.

Qualifications:
1. The positions are open to applicants with Doctoral degree in Language Pedagogy (at the university level), Applied Linguistics, East Asian Languages and Literatures, Chinese Studies, Chinese Language and Literature, or other related fields. Priority will be given to candidates with proficiency in foreign languages and experience teaching Chinese overseas. Applicants must be able to teach courses in some of the following fields: modern Chinese language, Chinese linguistics, Chinese cultures, Chinese arts, and etc.
2. Except for newly acquired Doctoral degree (i.e. graduation within two years), newly recruited instructor has to 1) have published one article per year in average in the last three years (back from the date of the announcement) in journals or monographs.

Application materials (One copy of each unless otherwise noted)
1) Application form: please download the form from the CLC website, under “News.”
2) Photocopies of related documents, including the diploma of Doctoral degree, instructor certificate, transcript of Doctoral degree if received within the past two years, and other proof of academic recognitions.
3) Autobiography
4) Two letters of recommendation;
5) The department will send individual notices if Doctoral dissertation and publications within the past three years are needed.

Application deadline: January 31, 2009. Applications will be reviewed as soon as received; positions will remain open until filled.

Please send complete application to:
Professor Hsin, Shih-Chang, Chair of Search Committee
Department of Chinese Language and Culture for International Students
National Taiwan Normal University
No. 2, Ren-ai Rd., Sec. 1, Linkou Township, Taipei County 24449, Taiwan (R.O.C.)
Telephone: (886-2) 26016241-463
Fax: (886-2) 2601-1730
E-mail: hsins@ntnu.edu.tw
Website: http://www.ntnu.edu.tw/clc

UNIVERSITY OF PITTSBURGH

The Department of East Asian Languages and Literatures of the University of Pittsburgh invites applications for a tenure-track faculty position (rank open) for its Chinese language and linguistics program. The appointment will begin on August 30, 2009, pending budgetary approval.

Preference will be given to a specialist in Chinese language pedagogy (or closely related discipline) who possesses native or near-native proficiency in Chinese, with interdisciplinary or cross-cultural interests in such areas as linguistics or second language acquisition. Responsibilities will include teaching both language and linguistic courses, coordinating the language program, mentoring students, and working with other Asia specialists on campus. The applicant should have a Ph.D. in hand or expected by the end of the summer, 2009.

The University of Pittsburgh is one of fifteen Title VI National Resource Centers in East Asian Studies in the United States and has dedicated substantial resources to international studies. The East Asian Library is one of the largest in the nation, and there are excellent research facilities, and funds for research and teaching.

Applicants should send a letter of application, CV, tran-
scripts, samples of scholarly work, statement of language teaching philosophy, documents relating to teaching (e.g., video of teaching, student evaluation of teaching), and three reference letters, one of which must directly address the candidate’s ability and experience in teaching Chinese language, to Chinese Language Search Committee, OEH 702, University of Pittsburgh, Pittsburgh, PA 15260. For more information, contact Paula Locante, tel. (412) 624-5568, or email plocante@pitt.edu. Review of applications will begin December 1, 2008, and continue until the position is filled.

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and members of minority groups underrepresented in academia are especially encouraged to apply.

BOOK NEWS

Beyond the Basics, 2nd Edition
Communicative Chinese for Intermediate and Advanced Learners
樂在溝通
By Jianhua Bai, Juyu Sung, and Janet Zhiqun Xing

9780887276231, $49.95
Published by Cheng & Tsui Company
Order from: www.cheng-tsui.com
1-800-554-1963

Designed for intermediate and advanced college students (2+ years at college level) as well as adult learners, Beyond the Basics takes students of Chinese to new heights of interpersonal communication. This updated second edition textbook, supplemented by free audio downloads, takes a communicative approach to contemporary and thought-provoking conversation topics such as childhood, vocation, crime, poverty, romance, politics, art and philosophy. An emphasis on the spoken language encourages serious dialogue among students, while task-based activities require genuine, active communication and create a meaning-centered atmosphere.

Field-tested at Middlebury College, each of the 15 chapters is comprised of a model dialogue, discussion questions, an indexed list of new words, text pattern explanations and supplementary vocabulary. Other features of the text include newly revised content and vocabulary to reflect the contemporary field of Chinese language learning, a greater variety of exercises and activities, a Suggested Teaching Methodology Index and Vocabulary Index, both simplified and traditional characters with pinyin for new vocabulary, an updated design that makes it easier for students of both simplified and traditional characters to follow the text and exercises, and free access to online audio downloads.

Chinese for Tomorrow: A New Five-skilled Approach 走向未来：新中文教程
By Wayne He, Dela Jiao, Qixia Shao and Christopher M. Livaccari
Published by Cheng and Tsui Company

Ideal For:
High school, college, heritage learners, and professional training programs in Chinese, especially those focusing on computer literacy and keyboarding in Chinese.

Chinese for Tomorrow is a new Chinese language textbook series published by Cheng and Tsui Company. The textbook series is especially designed for students using “Computer Chinese” (CC) approach, which treats computer input of Chinese characters as both a language learning tool, and as a fifth language skill, along with the more traditionally defined ones of speaking, listening, reading, and writing. Chinese for Tomorrow addresses the most formidable hur-
dle facing beginning Chinese language learners by allowing them to write (type) in pinyin and see those words displayed as Chinese characters. It integrates computer input and handwriting instruction as comple-
ments, each supporting the other to help students read and write Chinese. The major difference between this approach and traditional approaches is that this course allows students to more gradually develop their skills at writing Chinese characters by hand, rather than requiring them to memorize how to write large numbers of characters while they are still struggling to grasp the basics of the language. In this way, students can use pinyin for the task for which it was intended—as a phonological tool—and not as a substitute for writing characters. Students can read and write (composition) from the very beginning with assistance of computer.

Other key features of the book series includes:

a. The textbooks teaches language that is, useful, interesting, natural, and relevant to daily life. A companion grammar book explains grammar in detail.

b. Large numbers of new vocabulary items are introduced in each lesson.

c. The series includes a diversity of practice activities. Textbooks feature accelerated vocabulary sequencing, so students can quickly build their vocabulary.

d. The series lay importance on culture knowledge. A “Chinese Customs and Culture” section in each textbook lesson covers contemporary society, the arts, literature, travel, Chinese customs, and more.

e. It has been developed to conform to ACTFL National Standards and AP and HSK testing materials.

f. Textbooks are available in simplified or traditional characters. Grammar books contain both simplified and traditional characters and teacher's books are in simplified characters only.

The Chinese for Tomorrow course covers two years of study with two volumes. Each volume includes a Student Textbook, Companion Grammar Book, Teacher’s Manual, and online supplements. The grammar book systematically introduces the basic grammar patterns chosen from 中国汉语水平考试大纲甲级、乙级语法，and has co-reference with the textbook in vocabulary and language usages. It is used as part of the course, and also can be used as a textbook for self study of Chinese grammar. The teacher’s manual provides necessary convenience for teachers using the series. Each lesson is composed of four sections, sample teaching schedule, extra classroom activities, answer keys to the exercises and sample tests. The online supplements include free downloading of audio files and flash cards.

A webinar presentation by the authors on Computer Chinese approach and Chinese for Tomorrow can be obtained at: http://my.cheng-tsui.com/node/538

To order and preview, please visit:
http://www.cheng-
tsui.com/store/products/chinese_tomorrow

Chinese for Tomorrow, Volume 2

A NEW FIVE-SKILLED APPROACH

走向未來: 新中文課程

By Wayne He, Dela Jiao, Qixia Shao, and Christopher M. Livaccari
Volume 2 Now Available!
Published by Cheng & Tsui Company
Order from: www.cheng-tsui.com
1-800-554-1963

Learning accurate pinyin, the romanized sounds for Chinese syllables, is crucial to speaking Chinese well, and in Chinese for Tomorrow, keyboarding pinyin forms the basis of a new learning method that allows students to use the language in a practical and engaging way early on in their curriculum. The authors’ extensive field testing at New York University and other locations showed that students using the Computer Chinese method learn Chinese characters more quickly, have better retention, and write more effective compositions than students learning by traditional methods. The Computer Chinese method is additionally useful for students who will take the new AP* Chinese test, which requires computer interaction.

Volume 2 of Chinese for Tomorrow is perfect for those who used Volume 1 in their first year of study, or for heritage students who want to deepen their communicative skills in Chinese. Character writing by hand is introduced at a more rapid pace, and students are challenged to contextualize larger amounts of new vocabulary, complex grammar patterns, and in-depth cultural material. Lessons focus on studying abroad, holidays and festivals, sports and extracurricular activities, composing letters and e-mail, and more.
Chinese for Tomorrow is a two-year Mandarin language series that integrates computer input of Chinese as both a fifth language skill and a practical tool to make the process of learning Chinese more efficient, effective, and rewarding. The complete Chinese for Tomorrow course includes a student textbook with practice exercises, a companion grammar book, a teacher’s manual, and online supplements such as audio files, supplementary readings, vocabulary flashcards and links to websites with further information on Computer Chinese. Both Volumes 1 and 2 are now available; for more information on the series and each individual component, visit www.cheng-tsui.com.

*AP® is a registered trademark of the College Entrance Examination Board, which is a separate entity and has not endorsed this product.

Sound Systems of Mandarin Chinese and English: A Comparison 中英文音系比較

Author: Tsung Chin (晉聰)
ISBN: 978-1-4243-4401-7
Price: $30, including book rate shipping and handling within the continental US.
Publisher: Stone Lion Books, LLC (US)
The Beijing Language University Press (International)

This is a textbook designed for Chinese language programs with linguistics courses and is also an excellent reference work for teachers of Chinese in an English speaking environment. The author's approach to this subject is contrastive, comparing Mandarin with English, thus this book can also be helpful to Chinese speakers learning English. Linguistics concepts, explained in simple and plain language, are further reinforced by exercises in the text. A CD is included to provide an audio complement to the book. There are no comparable textbooks available in the market.

For book order inquiries or more information about the book, please visit www.slbooksllc.com.

Chinese Calligraphy （学习中国书法）

Authors: Han Jia Ao, Rebecca Tung Hsieh, Richard Hsieh
Publisher: Peking University Press
Date of Publishing: October, 2008
ISBN # 978-7-301-14312-4

At this year’s ACTFL Annual Conference in Orlando, Florida, The Peking University Press introduced a just published book, titled Chinese Calligraphy (学习中国书法). It is co-authored by our CLTA member, Rebecca Tung Hsieh (童若春). It is a bi-lingual, Chinese and English, college textbook. The history and basic knowledge of Chinese writing system along with the techniques of the standard script of the Chinese calligraphy are given in the first part of the book. The second part consists of 14 exercises. These exercises are for the practice of the eight basic strokes and the different types of Chinese characters.

The book is designed as a college textbook for one semester, which is usually 15 weeks. However, it can also be used as a self study guide book because it consists of very detailed explanation and illustrations of all the basic strokes, plus the stroke orders of all the words in the exercises.

As more and more people are interested in studying Chinese language in college, this book will help them to have a better understanding of the Chinese written language and its beauty.

Title of the Book: Chinese Calligraphy (学习中国书法)

You can purchase this book in U. S. from Nan Hai Co, 510 Broadway, Suite 200, Milibrae, CA 94030, Tel. (650) 259-2100, or e-mail to Mr. Chao Xie, Program Coordinator of the Nan Hai Co, e-mail: xchaobj@nanhai.com.

A Bilingual Edition of Stories Old and New (喻世明言)

Compiled by Feng Menglong (1574-1646) and translated by Shuhui Yang and Yunqin Yang

Pages: 1,832 in 4 volumes
Binding: Hardcover
List Price: 280 Chinese yuan

English Translation Edition Published by the University of Washington Press
Copyright 2000 by the University of Washington Press
ISBN: 0-295-97843-9 pbk
Bilingual Edition Copyright 2007 by Yuelu Publishing House
Published by Agreement with the University of Washington Press

Stories Old and New (古今小说), edited by Feng Menglong (冯梦龙 1574-1646), the most knowledgeable connoisseur of popular literature of the Ming dynasty,
later known as 喻世明言 (Illustrious Words to Instruct the World), was first published in 1620. As a result of its instant success, Feng Menglong soon published two other collections as its sequels: 警 世 通 言 (Comprehensive Words to Caution the World) in 1624 and 醒 世 恒 言 (Constant Words to Awake the World) in 1627. Each collection contains forty stories, and they are most often referred to collectively as the Sanyan (三言), which represent the most important milestone in the development of the Chinese vernacular story.

Stories Old and New is the first complete translation of 古今小说. Peopled with scholars, emperors, ministers, generals, and a gallery of ordinary men and women in their everyday surroundings—merchants and artisans, prostitutes and courtesans, matchmakers and fortune-tellers, monks and nuns, servants and maids, thieves and imposters—the stories in this collection provide a vivid panorama of the bustling world of imperial China before the end of the Ming dynasty.


A complete translation of 醒 世 恒 言 as Stories to Awaken the World, translated by Shuhui Yang and Yunqin Yang, is to be published by the University of Washington Press in 2009.

Chinese as a Heritage Language: Fostering Rooted World Citizenry
Edited by Agnes Weiyun He; Yun Xiao
NFLRC Monographs
University of Hawai‘i Press
312 pp. April 2008

The contributors examine the socio-cultural, cognitive-linguistic, and educational-institutional trajectories along which Chinese as a heritage language may be acquired, maintained, and developed. They draw on developmental psychology, functional linguistics, linguistic and cultural anthropology, discourse analysis, orthography analysis, reading research, second language acquisition, and bilingualism. The volume aims to lay a foundation for theories, models, and master scripts to be discussed, debated, and developed, and to stimulate research and enhance teaching both within and beyond Chinese language education.

Contributors: Robert Bayley, Jin-huei Enya Dai, Gerda de Klerk, Patricia Duff, Agnes Weiyun He, Jason Hendryx, Gisela Jia, Ann M. Kelleher, Keiko Koda, Duan-duan Li, Guofang Li, Li Jia, Mengying Li, Li Wei, Na Liu, Chan L, Xuehong Lu, Scott McGinnis, Tao Ming, Hongyin Tao, Yun Teng, Terrence G. Wiley, Chao-Jung Wu, Yun Xiao, Chin-Lung Yang, Ping Yang, Lihua Zhang, Yan-hui Zhang.

Agnes Weiyun He is associate professor of applied linguistics and Asian studies at the State University of New York, Stony Brook. Yun Xiao is associate professor of Chinese and Chair of the Modern Languages Department at Bryant University.

For detailed information, please visit: http://www.uhpress.hawaii.edu/cart/shopcore/?db_name=uhpress&page=shop/flypage&product_id=5655&category_id=b3e6237d1b1b3b8594488ed1c40d0dfb&PHPSESSID=68136bd0eeb53c90bc3a550d824c13f

New Publications for 2008/9

Jia You! Chinese for the Global Community 加油 (二)

By XU Jialu, CHEN Fu, WANG Ruojiang and ZHU Ruiping
Published by Cengage Learning Asia
ISBN: 9789814221658
350pp, Hardcover, Simplified & Traditional Chinese and English
List Price: $57.95 (Textbook + ACDs )
$41.50 (Workbook + ACDs)
For orders/enquires, please contact meiyun.loh@cengage.com

Jia You! Chinese for the Global Community is a full-year program for intermediate students of Chinese. It is designed for college students in second-year Chinese as a foreign language program and senior high school students preparing for the AP Chinese Language and Culture Exam.

Volume 2 continues the second half of the Jia You! program. It develops the student's awareness of social and environmental issues, societal changes
brought about by China's economic development, the origin and evolution of Chinese characters, famous people and their contribution to society, and Chinese literature and arts.

The program includes Student Textbooks, Workbooks, Audio CDs, Instructor’s Resource Manuals, Video on DVD and a companion website (http://jiayou.cengageasia.com). The bound-in Jia You! Audio CDs provide the audio program for all narratives, dialogs and vocabulary in the textbook.

For more information, see http://www.cengageasia.com

**Chinese Treasure Chest 1: Hundreds of Activities, Reproducibles and Teaching Tips for the K-8 Classroom 中文百宝箱**

By Marisa Fang, Helen Jung and Rosemary Firestein
Published by Cengage Learning Asia
ISBN: 9789814246613
300pp, Paperback, Simplified/Traditional Chinese, Pinyin and English
**List Price: $34.95**

This title is available at most Chinese retailers in the US. For enquiries, please contact meiyun.loh@cengage.com

*Chinese Treasure Chest* is an unprecedented collection of ready-to-use games, songs, craft projects, delightfully illustrated student worksheets and teacher-directed activities to help elementary students learn Chinese as a foreign language.

This imaginative teaching resource (two-volume set) contains hundreds of reproducible pages of activities designed around themes in the elementary curriculum and organized into 12 monthly sections to fit the school year. Themes include *Introduction, Greetings, Numbers, Family, Telling Time, Body Parts, Food, Colors, School, Hobbies, Animals, Weather and Feelings*. Students learn the Chinese language and culture through games, songs, crossword puzzles, cut-outs, picture cards, TPR activities, role-play, chants and conversations. Also included are seasonal activities to help students celebrate special events and holidays of each month. The beginning pages of each section offer teacher notes on the learning objectives and difficulty level of each activity, and how to implement it to get the best results.

A joint effort of three experienced Chinese teachers, *Chinese Treasure Chest* encapsulates years of teaching experience and innovative approaches to teaching young children. It will make the classroom experience more fun, more enriching and more rewarding for teachers and students alike!

For more information, see http://www.cengageasia.com

**Harvest 收获**

By XU Jialu, CHEN Fu, WANG Ruojiang and ZHU Ruiping
Published by Cengage Learning Asia
ISBN: 9789814253062
228pp, Paperback, Simplified Chinese and English
**List Price: $29.95 (Textbook + ACDs) $29.95 (Workbook + ACDs)**

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*Harvest* is a four-skill intermediate Chinese program that integrates the teaching of the language and culture. It draws students into the study of Chinese through its stimulating and contemporary readings, authentic language use, content-based materials, and engaging and meaningful activities.

Culture permeates every lesson, giving students an appreciation of the habits, traditions, and perspectives of the Chinese-speaking people in the 21st century. The program comprises 6 units, 12 lessons and covers a wide variety of cultural topics such as school life, family, festivals, travel, Chinese ethnic minorities, famous people, Chinese literature and arts.

The *Harvest Workbook*, sold separately, follows the theme of each unit to provide additional reading, writing, listening and speaking practice. Three supplementary set of exercises on the theme of Sports, Food and Fashion are also included. Exercises are modeled after the question types in the AP Chinese Language and Culture Exam. The bound-in CDs provide the audio program for all listening activities.

The Harvest program is designed for high school students who have studied Chinese as a foreign language.
for at least 3 years, and those who are preparing for the AP Chinese Language and Culture Exam.

For more information, see http://www.cengageasia.com

**Go! Chinese Beginner Series**

By Julie Lo and Emily Yih
Published by Cengage Learning Asia
ISBN: 9789814246422
Paperback, 4c, Simplified/Traditional Chinese
Includes 4 volumes; Textbooks, Workbooks, CD-ROMs and complimentary Teachers’ Resources

**List Price:** $15.95 (Textbook)
$ 8.95 (Workbook)
$32.95 (Textbook + Workbook + CD-ROM)

For orders/enquiries, please contact meiyun.loh@cengage.com

Cengage Learning and IQChinese bring to you Go! Chinese, a textbook series to be used together with IQChinese Go “Type-to-Learn” CD-ROM for learners of Chinese as a foreign language. The unique characteristic of this program is the systematic integration of Chinese electronic writing to help students improve their listening, pronunciation and word recognition by engaging them in lesson/practice typing sequences.

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