

NEWSLETTER

OF THE

CHINESE LANGUAGE TEACHERS ASSOCIATION

Volume 34

January 2010

Number 1



中文
教師
學會

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>

CHINESE LANGUAGE TEACHERS ASSOCIATION

CLTA HEADQUARTERS:

Chinese Language Teachers Association
CLTA Headquarters
Department of Foreign Languages and Literature
University of Wisconsin-Milwaukee
PO Box 413
Milwaukee, WI 53201
Tel: (414)-229-2492
Fax: (414)-229-2741

BOARD OF DIRECTORS

Derlin Chao (2012), Junter College; Theresa Chao (2010), NCACLS;
Qinghai Chen (2009), U of Michigan; Chengzhi Chu (2009), U of California 盼avis; Shengli Feng (2010), Harvard U ; Chuanren Ke (2010), U of Iowa ; Julia Kessel (2012), New Trier High School; Scott McGinnis (2011), Defense Language Institute, DC; Adam Ross (2011), Lakeside School; Cathy Wei (2010), Pasadena City College; Sue-mei Wu (2012), Carnegie Mellon University; Janet Xing (2011), Western Washington U; Meng Yeh (2011), Rice U.; Jinghua Yin (2012), University of Vermont.

OFFICERS OF THE ASSOCIATION

ELECTED OFFICERS

President

Claudia Ross 羅雲 (2010)
College of the Holy Cross
Worcester, MA 01610
Tel: 508 793-3335 (Office)
Fax: (508) 793-3708 (Office)
E-mail: cross@holycross.edu

Vice-President

Chuanren Ke 柯傳仁 (2010)
U. of Iowa
Dept. Asian Langs & Literature
659 Phillips Hall
Iowa City, IA 52242
Tel: (319) 335-2156 (Office)
Fax: (319) 353-2207 (Office)
E-mail: chuanren-ke@uiowa.edu

APPOINTED OFFICERS

Headquarters

Executive Director

Yea-fen Chen 陳雅芬(2013)
University of Wisconsin-Milwaukee
Milwaukee, WI 53201
Tel: (414) 229-5650 (Office)
Fax: (414) 229-5650
E-mail: yfchen@uwm.edu

Journal Office

Editor: Zhengsheng Zhang (2012)

Dept. of Linguistics and Asian/Middle-Eastern Languages, San Diego State University, San Diego, CA 92182.
zzhang@mail.sdsu.edu

Review Editor: Michael E. Everson (2010)

Division of Teaching and Learning, College of Education
Univ. of Iowa, Iowa City, IA 52242-1529
Michael-everson@uiowa.edu

Editorial Board Members:

Yu Li (2013), Marjorie Chan (2013), Chiang mienhwa (2013), Tim Xie (2013), Cecilia Chang (2013), Chaofen Sun (2014), Jyun-gwang Chen (2014), Hongyin Tao (2014), Baozhang He (2010), John Jinghua Yin (2010), Gloria Bien (2010), Kai Li (2010), Yanfang Tang (2010), Mark Hansell (2010)

Newsletter Office

Editor

Tianwei Xie (2010)
Dept. of Asian and Asian American Studies
California State University at Long Beach
Long Beach, CA 90840
Tel: (562) 985-5278
Fax: (562) 985-1535
Email: txie@csulb.edu

Home Page Office

Webmaster

John Chang (2012)
East Asian Languages and Cultures
University of Southern California
Los Angeles, CA 90089
Tel: (213) 740-3715 (Office)
E-mail: johnwcha@usc.edu

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).

Table of Contents

MESSAGE FROM THE NEW PRESIDENT.....	5
MESSAGE FROM THE IMMEDIATE PAST PRESIDENT	5
ANNOUNCEMENTS.....	6
CLTA Headquarters Moved!	6
Call for Papers CLTA 2010 Annual Meeting.....	7
The Chinese Language Teachers Association of Greater New York (CLTA-GNY) 2010 Annual Conference & The 8th New York International Conference on the Teaching of Chinese	9
The Confucius Institute at The University of Iowa Second International Symposium on Chinese Applied Linguistics Call for Proposals.....	10
Call for Papers International Journal of the Sociology of Language (IJSL).....	11
THE FIRST TEACHERS COLLEGE, COLUMBIA UNIVERSITY ROUNDTABLE IN SECOND LANGUAGE STUDIES (TCCRISLS).....	11
2010 CLTA-GNY & Nanjing University Summer Teacher Training Program	12
Business Chinese Workshop March 19-20, 20.....	12
Study Abroad in Hainan, China	13
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”	13
Princeton University East Asian Studies 2010普林斯頓大學對外漢語教學研討會.....	14
2010年加拿大中文教學學會年會.....	15
Official Children 's Chinese Competency Certification (CCCC) Launched in 2009	15
NEWS OF THE FIELD	15
Announcing the Founding of	15
中文教學方法的反思與發展——加州中文教師協會2009年度秋季研修會簡報.....	16
News from CLTA-Texas	17
2009 CLTA Awards Winners.....	18
POSITIONS	19
NATIONAL TAIWAN NORMAL UNIVERSITY	19
BATES COLLEGE	20
WASHINGTON AND LEE UNIVERSITY	20

BOOK NEWS.....	21
国际中文教学杂志《八仙过海》.....	21
Integrated Chinese Online Workbooks.....	21
Reading into a New China	22
Cheng & Tsui's Strive for a 5: AP* Chinese Practice Tests.....	22
Chinese Odyssey, Volumes 5 and 6 <i>Innovative Chinese Courseware</i> 通向中國.....	23
《汉字知识与汉字问题》 Chinese Philology: Knowledge and Issues.....	23
《汉字部首例解》 Illustration of the Radicals of Chinese Characters	24
Integrated Chinese Online Workbooks.....	24
《木兰》 (Mulan)	24
Cengage Learning's New Publication Developing Chinese Fluency 表达.....	25
新書資訊 Newly Released Books	25
汉办赠书.....	27
SOFTWARE AND WORLD WIDE WEB NEWS.....	27
Active Chinese	27
Mandarin Network	28

MESSAGE FROM THE NEW PRESIDENT

I am very proud to serve as the President of the Chinese Language Teachers Association this year. I will try to follow in the footsteps of our outgoing President, Jerry Packard, in positioning CLTA to best meet the needs of the expanding ranks of Chinese language teachers in the United States and abroad. In this task I am joined by a very able Board of Directors and highly committed officers of the Association. I look forward to working with Yea-fen Chen, our new Executive Director, and thank our outgoing Executive Director, Cyndy Ning, for nine years of dedicated service to the Association.

One of the most exciting developments in our field is the emergence of regional Chinese language teachers' associations throughout the United States. I look forward to continuing to work with the Regional Committee co-chair, Board Member Cathy Wei, and regional CLTA representatives, to develop a framework of affiliation between the regional and national organizations that supports the growth of regional organizations and increases our collective strength. We welcome the participation of all regional CLTA organizations in this process.

The CLTA Annual Meeting is an exciting opportunity to meet with colleagues from all over the country and the world to learn about developments in the field. I look forward to working with this year's Program Chair, Chuanren Ke, and Conference Chair, Janet Xing, to plan an exciting meeting in Boston, Massachusetts. The Call for Papers is open, and I encourage you to submit a proposal and to plan to join us in November.

In closing, CLTA is striving to meet your needs as a Chinese language teacher. We hope you find that the reviews and articles in our *Journal* and the field updates in our *Newsletter* help to keep you well-informed. We are working to increase our service to the field through teacher training and regional conference support, and I look forward to progress in these areas over the coming year. Please contact me if you have suggestions that you think will strengthen the organization. My email address is cross@holycross.edu.

Claudia Ross

MESSAGE FROM THE IMMEDIATE PAST PRESIDENT

Dear CLTA Members,

I am very proud to have served as CLTA President during such an exciting time in the life of our Association. Our goals for the past year were to establish closer ties with the regional CLTAs, increase the number of member financial awards, ensure that our 2009 annual conference would run smoothly, and set up closer working relations with our sister organization — the Chinese Language Association of Secondary-elementary Schools (CLASS).

Thanks to the combined efforts of the members of our Association, I feel we performed well in achieving our goals. We succeeded in formulating a set of principles relating the national and regional CLTA organizations, thanks to the efforts of Claudia Ross, Cathy Wei and Adam Ross. New, continuing and increased award support was gained thanks to the benevolence of Cheng & Tsui, China Sprout and other generous funding sources. The marvelous suc-

cess of this year's conference owes to the capable hands of Janet Xing and Sharon Wen, and our joint CLTA/CLASS Forum — at which CLASS President Chaomeng Yuan and I presided over presentations of K-12 and post-secondary articulation — served as a testament to our close positive working relation with CLASS.

I wish to extend a hearty welcome to CLTA's new Executive Board members Derlin Chao, Julia Kessel, Sue-Mei Wu and John Jing-hua Yin, and my heartfelt thanks go to our retiring Board members Qinghai Chen, Chu Chengzhi, Audrey Li, Madeline Spring and Xiaohong Sharon Wen for all their service. I am confident that our new Executive Director Yea-Fen Chen and incoming Vice President Chuanren Ke are more than equal to the tasks that lay ahead of them, and last but certainly not least, I offer a great vote of thanks to CLTA's outgoing Executive Director Cyndy Ning.

In passing the CLTA leadership gavel to Dr. Claudia Ross, I feel I am leaving our CLTA in the capable hands of a leader who is extraordinarily competent, has an visionary view of where our Association should be headed and has the best interests of our organization at heart. I have tried to leave our organization in good stead to implement Claudia's vision. I am sure that, a year from now, we will all feel confident that such was indeed the case.

Sincerely,

Jerry Packard

ANNOUNCEMENTS

CLTA Headquarters Moved!

The new CLTA Executive Director is:

Prof. Yea-Fen Chen.

Our new address is:

CLTA Headquarters

Department of Foreign Languages and Literature

University of Wisconsin-Milwaukee

PO Box 413

Milwaukee, WI 53201

Tel: 414-229-2492

Fax: 414-229-2741

Our email address remains:

info@clta-us.org

Our thanks and gratitude to Dr. Cyndy Ning, CLTA Executive Director for the past nine years. Headquarters will transition from the University of Hawaii at Manoa to the University of Wisconsin-Milwaukee beginning on December 18 and will resume operations on January 4, 2010.



Call for Papers

CLTA 2010 Annual Meeting

November 19-21, 2010
Boston, Massachusetts

Submission deadline: January 10, 2010

Notification of acceptance: April 1, 2010

Notification of date/time/location for accepted presentations: August 1, 2010

The Chinese Language Teachers Association (CLTA) invites proposals for panels or individual papers to be presented at the 2010 CLTA Annual Meeting, to be held in Boston, Massachusetts, November 19-21, 2010 in conjunction with the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL theme for this year is *Languages: Gateways for Global Communities*. The deadline for submissions is January 10, 2010.

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** including discussion time, and *panel proposals must include three presentations or three presentations and a discussant*. Panel submissions (“session proposals”) will be evaluated in terms of the quality of the entire panel. Individual papers submissions will be evaluated on their individual merits, and accepted individual proposals will be grouped into panels by the CLTA Program Committee according to theme.

Please Note the Following:

- You **MUST** be a member of CLTA at the time of your proposal submission in order to submit a paper or panel proposal.
- Each panel may include up to three presenters, or three presenters and one discussant.
- An individual may **ONLY** participate in a SINGLE CLTA panel, either as a presenter or as a discussant.

Proposals must be submitted through the ACTFL website: <http://www.actfl.org>

- Click on “2010 Call for Proposals Open”

You will need to establish a username and password in order to continue to conference proposal page. Once you have created a username and password,

- 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.

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

Under “Description”, you MUST include the titles of the three 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.

Individual presenters in a Panel Proposal must NOT submit individual Paper Proposals. Instead, the description of each presentation should be included as part of the panel proposal.

If you have any questions or experience any problems with the above procedure, please send inquiries to chuanren-ke@uiowa.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 10, 2010

Notification of acceptance: April 1, 2010

Notification of date/time/location for accepted presentations: August 1, 2010

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.

Walton Presentation Prize for first-time presenters

First -time presenters at the CLTA Annual Meeting are encouraged to compete for the **Walton Presentation Prize**. For information about the prize, go to <http://clta-us.org/awards/walton-awards.htm>). Only presenters of **individual papers** will be considered for the prize. If you wish to be considered for this prize, you must include in your **uploaded** document, a summary statement entitled "Walton Presentation Prize Application." Details of Walton Presentation Prize, are provided at the link above and in the January 2010 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.
- YOU MUST, on every page in the submission process, 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 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, 2010, 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.

The Chinese version of this announcement can be found at:

Simplified version

http://clta-us.org/meeting/2010CLTA_call_for_proposals-ChinSimplified.pdf

Traditional version

http://clta-us.org/meeting/2010CLTA_call_for_proposals-ChinTraditional.pdf

See you in Boston in 2010!

The Chinese Language Teachers Association of Greater New York (CLTA-GNY) 2010 Annual Conference & The 8th New York International Conference on the Teaching of Chinese

Chinese Expo 2010: Forum on Teaching and Research in Multiple Venues 2010

中文博览：汉语教学研究多元论坛

Date: May 15 (Saturday), 2010

Place: Pace University in Manhattan, NY

As Chinese language programs continue to proliferate throughout the country and around the world, educators will need to re-conceptualize Chinese language and culture education in light of new opportunities, new challenges and new environment. The range of the conference will cover K-12 and college classrooms, Chinese schools, Confucius Institutes, and various forms of virtual world. The conference will address the following topics, though presentations on related topics are also welcome:

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

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

(3) ADMINISTRATION: The administrative challenges posed by the rapid rise of Chinese language education and the critical shortage of qualified Chinese teachers

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

(5) LINGUISTICS: New approaches to understanding and explaining Chinese syntax, phonology, semantics, and pragmatics, including psycholinguistics, sociolinguistics, and cognitive science.

(6) CONFUCIUS INSTITUTE AND CHINESE SCHOOLS: Sharing experiences of teaching Chinese and culture in these venues.

(7) CHINESE CULTURE: Exploring ways of teaching Chinese culture for different age groups and different settings

The Conference Committee welcomes submissions of 250-word proposals on subjects relevant to the above themes. Papers can be in either 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 following address(es) to be received by March 15, 2010. Both paper and electronic forms are acceptable, though we encourage and prefer e-mail submissions.

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

For more detailed information about the conference, please visit http://clta-gny.org/10conf/10conf_invite.html



The Confucius Institute at The University of Iowa Second International Symposium on Chinese Applied Linguistics Call for Proposals

The Second International Symposium on Chinese Applied Linguistics will be held at The University of Iowa on April 9-10, 2010. The Confucius Institute at The University of Iowa and its partner institution East China Normal University in Shanghai are the co-organizers of this symposium.

This Symposium serves as a platform for researchers on Chinese applied linguistics around the world to generate ideas, cross disciplinary boundaries, and disseminate research about issues and concerns in the learning and

teaching of Chinese as a non-primary language (including heritage language learning) across different acquisition stages in different settings. Proposals of theory-based and original studies on the following topics are invited:

- Language acquisition
- Language pedagogy
- Curriculum development and/or material development
- Language testing and assessment
- Language and technology
- Articulation
- Program development and/or program evaluations
- Learner characteristics
- Teacher development
- Sociolinguistics and Pragmatics
- Sociocultural and language learning research
- Corpus linguistics and language teaching

Abstract requirements:

Papers are presented within a twenty-minute period. All abstracts will be blind and peer reviewed. Submissions include **two separate files**: 1) the abstract and 2) author information.

Abstract

Abstracts should include the following components: title of paper, significance of the study, theoretical framework/background, research procedure, major findings, and references. Abstracts can be written in Chinese (1,000 characters) or English (500 words). Please do not include author's information in the abstract. Please use xxx to replace name(s) of institution(s) where data are collected.

Author information

Author information includes: title of the paper, name of the author(s), email address(es), phone numbers, and affiliation(s).

Submission deadline: January 15, 2010 by 11:59 PM Central Standard Time. Please submit both files (abstract and author information) electronically to iscal@uiowa.edu.

Notification of abstract acceptance: February 5, 2010

Registration fee: \$40 for students, \$80 for non-students. Registration deadline: March 1, 2010

Accommodations for all presenters:

Round-trip airfare (up to \$300 for US and Canada flights and up to \$1,000 for international), hotel accommodations (double room), round-trip ground transportation between the Cedar Rapids airport (CID) and Iowa City, and shared meals.

Call for Papers International Journal of the Sociology of Language (IJSL)

General Editor: Joshua A. Fishman

An issue on the contact between Putonghua and minority languages in China

Issue Editor: Minglang Zhou, University of Maryland, School of Languages, Literatures, and Cultures, College Park, Maryland 20742-4821

Email: mlzhou@umd.edu

Scope:

Since the promotion of Putonghua began in the 1950s, Putonghua and its corresponding written form, standard written Han, have gradually spread to China's minority language communities through the school systems, mass media, official use, corpus planning, and eventually daily communication. The spread has picked up speed in the last two decades as Putonghua is officially designated as China's national language and China's market economy unfolds across the country. The spread produces extensive language contact that leads to variations.

The contact between Putonghua and various languages and dialects in the past half-century is of great interest to scholars, students, and practitioners of language planning and the sociology of language. In 2006, the Journal of Asian Pacific Communication devoted an issue (vol. 16, 2) on the contact between Putonghua and Han dialects, an issue that studied how the contact produced varieties of Putonghua (地方普通话). The current planned issue of IJSL will focus on the contact between Putonghua and minority languages in China. It will consider the following topics, but not limited to them:

- 1) How does Putonghua influence minority languages? How do minority languages influence Putonghua? What variations does their contact produce?

- 2) What are the sociolinguistic implications of the varieties of Putonghua or varieties of minority languages resulted from the contact?
- 3) Does any evidence of variation suggest that language contact in a language-planning context behaves the same as that in a non-planning context?
- 4) What are the implications of this type of contact for the study of language contact in general?
- 5) What lessons can scholars, students, and practitioners of language planning learn from this type of contact?

Dates:

06/01/2010: Submission of complete papers to the issue editor for refereeing (Authors are encouraged to send an abstract to the issue editor (mlzhou@umd.edu) before starting to write for this issue.)

08/01/2010: Decision on submitted papers

10/01/2010: Submission of accepted and revised papers to the issue editor

12/30/2010: Issue editor's submission of the issue to the publishers for publication



THE FIRST TEACHERS COLLEGE, COLUMBIA UNIVERSITY ROUNDTABLE IN SECOND LANGUAGE STUDIES (TCCRISLS)

**Second Language Acquisition of Chinese
October 1-2, 2010**

Call for Proposals

An official language of the United Nations, Chinese is the most widely spoken first language in the world, extending well beyond the People's Republic of China and Taiwan. The interest in the teaching and learning of Chinese has grown rapidly worldwide over the last decade. According to the People's Daily, there are now 40 million second language learners of Chinese around the

world. In the United States alone, there are 1,200 elementary and secondary schools now offering Chinese as a foreign language in their curriculum. However, this vigorous and staggering learning interest is as yet severely underserved by a lack of research-based understanding of the nature and process of learning, and equally, by a lack of understanding of what kinds of pedagogical conditions may improve the efficiency and effectiveness of learning.

This first TCCRISLS provides a forum to address issues specifically related to the acquisition of Chinese as a second language. To that end, we welcome proposals in the following areas:

- Learners' processing of input
- Learners' output-based learning
- Learners' response to pedagogical intervention
- Learning across linguistic domains
- Characteristics of learner language and learners' developmental trajectories
- Learners' context of acquisition: classroom, naturalistic, immersion, and study abroad

Proposal submission deadline: April 15, 2010. Notification by May 15, 2010.

Format of submission:

Details available on our website at www.tc.edu/tccrisls.

Both English and Chinese submissions are welcomed.

Address for questions/submission:

tccrisls@tc.columbia.edu

Presentation format:

- **Individual papers: 20 minutes long with a 10-minute discussion period**
- **Poster presentations: Displayed for a 2-hour block of time. Opportunity for one-on-one discussions**

Plenary speakers: Dr. Nick Ellis (University of Michigan, Ann Arbor)

Dr. Boping Yuan (University of Cambridge)

A two-day pre-conference, professional development workshop on Task-based Language Teaching (TBLT) will be held on Wednesday, September 29, and Thursday, September 30.

For more information and to register, please see our website at www.tc.edu/tccrisls.

2010 CLTA-GNY & Nanjing University Summer Teacher Training Program

For the 7th year in a row, the Chinese Language Teachers Association of Greater New York (CLTA-GNY) will offer its popular teacher training program at Nanjing University in summer 2010. The dates are July 12 to August 6, 2010. The program offers 4 courses: Modern Chinese Literature, Classical Chinese, Prose Writing and Composition and Seminar on Advanced Chinese. Upon the successful completion of the coursework, participants will receive 12 credits from Nanjing University, which can be used to fulfill the credit requirement for the content area for the teaching certificate in Chinese by education authorities in the U.S. Qualified applicants can receive funding from Hanban that covers tuition and housing at Nanjing University. Applicants who are not qualified for the Hanban funding have the option of attending the program at their own cost. See details at <http://clta-gny.org/nandatraing/nanda10.htm>.

Business Chinese Workshop March 19-20, 2010

A tri-annual conference for Chinese language instructors for the purpose of presenting new teaching materials and techniques, exchanging best practices in curriculum innovation, and discussing the general state of the field. Held at the Ross School of Business, on the University of Michigan campus in Ann Arbor. Paper proposals are currently under review, and results will be announced January 7, 2010. Online registration opens on January 8 and runs through February 12, 2010. CIBE will cover hotel costs, meals, materials and ground transportation in Ann Arbor for up to 40 participants. Each presentation will receive an honorarium of \$250. For more information contact Qinghai Chen at 2010BCworkshop@umich.edu.

Study Abroad in Hainan, China Summer 2010

The University of Hawaii at Manoa (UHM) Study Abroad Center is currently accepting applications for its Summer 2010 program in Hainan, China.

Tao-chung Yao, UHM Professor of Chinese, will be the resident director for this nine-week program that will run from May 21 through July 24. The program is hosted by Hainan University in Haikou city. Participants will study all four language skills (listening, speaking, reading and writing) and will earn eight UHM credits at the second, third, or fourth levels. In addition, guest lectures on Chinese culture and excursions expose students to the rich cultural history of Hainan. Extracurricular activities such as Tai Chi and martial arts will also be offered. More information (housing, costs, and courses) and applications are available at www.studyabroad.org. The application deadline is February 15, 2007.

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年夏季成功聯合開辦首屆“對外漢語教學碩士學位班”。該班20余名學員，經過2006年和2007年兩個暑期在南京師範大學以及2006年秋季和2007年春季在美國的集中學習，學員已經完成規定課程，成功撰寫碩士論文，並於08年底完成答辯論文畢業。2007年入學的第二届學員也大部分成功通過論文開題報告，進入撰寫論文階段。前兩屆學員中有相當一部分來自美國和加拿大的不同地區。

為了滿足廣大熱愛中文教學人士的要求，我們決定繼續招收該碩士學位班學員。要特別報告的是，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，我們也同時與南京大學海外教育學院合作舉辦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，這無疑是一大佳音。“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課以及一個學年的秋季和春季學期在美國授課。

“對外漢語教學碩士學位班”的建辦方略，是以對外漢語教學為導向，注重研究方法與應用技能的掌握。目的是培養具有語言學及語言教學基礎理論修養、具有全面現代漢語專業知識、掌握對外漢語教學基本技能的漢語教師。學員將在一至兩年間，通過專業和選修課程，獲得所需的專業學分。經論文答辯後取得南師大或南京大學的碩士學位。

“對外漢語教學碩士學位班”採取講授與討論並重的教學方法，理論結合實踐的實用原則，重在培養學員更好地理解漢語教學教育規律，培養學員分析和解決問題能力。總計約需完成30個學分並通過學位論文（或畢業設計）。課程內容涵括理論語言、應用語言學，現代漢語語音、語法、詞彙學，中國古代、現代文學，文字學和古漢語，漢語測試及教學法概論等。有一定英文基礎者可免四個英語學分。

“對外漢語教學碩士學位班”將分別在南京和美國（紐約為主）兩地授課。由南京師範大學或南京大學的教授或經這些合作大學授權的美國教授及專家講授。授課以中文進行。學員將利用兩個暑假在南京完成三分之二的課程，其餘三分之一的課程，將於一學年期間在美國完成。

凡具有本科以上學位、身份為美國公民或綠卡持有者均可申請。尚未獲得本科學位的學員也可以有條件地入學就讀，但獲得本科學位後方可授予碩士學位。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研究生課程結業證書。取得規定學分，並通過碩士論文答辯（或畢業設計）的學員，即可獲授“對外漢語教學碩士”學位（綠卡持有者在成為公民後方可獲碩士學位）。

“對外漢語教學碩士學位班”的費用除30美元報名費外，每學分為200美元，論文答辯費500美元。“對外漢語教學碩士學位班”第三届入讀者今年秋季開始課程學習。

請申請者特別留意，南京師範大學的碩士學位班與南京大學的碩士學位班稍有區別，但也各有特色。有關“對外漢語教學碩士學位班”的入學要求、課程安排、學位規定等詳細情況，以大紐約地區中文教師學會網站提供的信息為準。請登陸：<http://www.clta-gny.org/maprogram/maprog.html>，該網站提供報名申

请表格以及有关学位班的具体答疑。詢問電話：718-376-5845,或發電子郵件至：
Beizhang2007@hotmail.com.

Princeton University East Asian Studies 2010

普林斯顿大学对外汉语教学研讨会

For the past seventeen years, the East Asian Studies Program at Princeton University has sponsored an annual conference on Chinese language instruction. We are pleased to announce that we are holding another conference next year, on Saturday, April 24, 2010, from 8:00 a.m. to 5:00 p.m. We invite proposals for presentations concerning research on Chinese language learning and teaching. The conference aims to include, but is not limited to, proposals on the following themes:

- Development of Materials
- Culture in Language Study
- Testing and Assessment
- Language Learning for Heritage Students
- Innovative Classroom Applications of Second-Language Acquisition Theories
- Computer-Assisted Language Learning
- Chinese Programs Abroad

Proposals: Presentations may be up to 15 minutes long. Please submit a one-page abstract, either in English or in Chinese. We strongly encourage submissions by e-mail, but they may also be sent by mail. Please address abstracts to:

Ms. Jie Ying (jying@princeton.edu)
Department of East Asian Studies
211 Jones Hall
Princeton University
Princeton, NJ 08544-1008
Tel: 609-258-1017
Fax: 609-258-7096

E-mail submissions must be formatted as Microsoft Word file attachments. All submissions must be received by January 20, 2010.

Funding: Limited funding for travel expenses (up to \$500.00 if traveling from Asia; \$300.00 if traveling by airplane in North America, including local transportation; and up to \$100.00 by automobile or train, including tolls and incidentals) will only be available to par-

ticipants who present papers, one person per institution. Breakfast, lunch, and dinner will be provided on Saturday for all participants.

Please see our website (<http://www.princeton.edu/clp>) for updates and information. If you have any questions, please do not hesitate to contact Ms. Ying. We look forward to seeing you.

TCLT announces its new homepage

The TCLT Standing Committee has set up its new website at <http://www.tclt.us> to consolidate resources and information about Technology and Chinese Language Teaching (TCLT). We hope that the new website will serve as a central distribution point for Chinese language teachers, students, and CFL/CSL researchers to share new ideas, introduce new software and application techniques, announce relevant publications and conferences, and communicate with each other.

Highlights of TCLT's new website:

1. Links to TCLT's previous (and future) conference websites. Archives of conference proceedings and photos;
2. Information about the TCLT's mailing list at forum@tclt.us;
3. User contributed database with information about software applications, multimedia-rich textbooks and other online resources about Chinese language teaching and learning;
4. Home base of the incoming Journal of Technology and Chinese Language Teaching. A call for papers is coming soon.

The new TCLT website is supported in part by the Department of East Asian Languages and Literatures, Hamilton College and the Department of Foreign Languages and Literatures, Middle Tennessee State University. For general questions about TCLT, please contact De Bao Xu (dxu@hamilton.edu) at Hamilton College. For questions and suggestions (for additions and improvement) about TCLT's website as well as its mailing list, please contact Jun Da (jda@mtsu.edu) at Middle Tennessee State University.

Canadian TCSL Association
2010 Annual General Meeting &
Sixth Canada-China TCSL Conference
2010 年加拿大中文教学学会年会
暨第六届加中汉语教学研讨会

Conference Theme:

TCSL: New Visions and New Horizons

主题: 汉语教学的前瞻与拓展

April 30th – May 1st , 2010

日期: 二零一零年四月三十日 - 五月一日

Sheraton Vancouver Airport Hotel

7551 Westminster Hwy, Richmond, B.C, V6X
1A3,
604.273.7878

Conference Chair: Billie Ng

研讨会筹委会主席: 吴丽珠

Conference web site:

[http://www.canadiantcslassociation.ca/symp_index.
htm](http://www.canadiantcslassociation.ca/symp_index.htm)

Paper submission deadline:

March 20, 2010 for international presenters

March 25, 2010 for North

American presenters.

For inquiries, please email: billie_ng@sfu.ca
查询或联系请送电子邮件到: billie_ng@sfu.ca

Official Children 's Chinese Competency Certification (CCCC) Launched in 2009

The Steering Committee for the Test Of Proficiency-Huayu (SC-TOP Huayu) would like to announce that the official Children 's Chinese Competency Certification (CCCC) has launched in 2009.

We will also provide free download of the handbook for the teachers in January 2010.

Please visit our website at <http://cccc.sc-top.org.tw/>.

NEWS OF THE FIELD

Announcing the Founding of CLTA-WA

We are pleased to announce the Founding of the Chinese Language Teachers Association of Washington State (CLTA-WA). This group has in essence been meeting in various guises for several years, originally as the Chinese Language Teachers Network (CLTN) and also as the Washington State Chinese Language Core Team, and we have been hosting two Chinese pedagogy workshops in the Puget Sound region annually since 2005. We have recently reorganized with a new Board of Directors and drafted new bylaws to show our connection with the national CLTA.

LEADERSHIP, WEBSITE and CONTACT
INFORMATION:

Our organization is currently being led by President Pollyanna Yea-jae Wang (yeawan@gmail.com), whom you can contact if you would like to be added to our distribution email listserv. Information on our activities, our Board of Directors and a list of past activities can be found on our website: <http://www.cltn-wa.org> (we will eventually change this domain name to <http://www.clta-wa.org>).

WORKSHOPS:

This fall, CLTA-WA has already sponsored two workshops, one on Saturday, October 31 in Bellevue, WA and one on Saturday, December 12 in Bothell, WA. Links to power points, videos and other resources shared in both of these workshops are available on our website. Other resources can be found on our CLTA-WA blog (<http://clta-wa.ning.com>) and CLTA-WA wiki (<http://clta-wa.wikispaces.com>).

FUTURE EVENTS:

CLTA-WA will be hosting a day-long workshop on collaborative language learning activities hosted by Mimi Met, former Director of K-12 Initiatives at the National Foreign Language Center, on March 20, 2010.

We are also co-hosting the Spring AP Chinese Workshop with the University of Washington East Asia Center, the University of Washington Department of Asian Languages and Literature and the Washington State Confucius Institute on April 17, 2010 – Chang Xiaolin (常小林, teacher of AP Chinese at Lowell High School in San Francisco) will be the lead presenter at this workshop.

We will also work with Cultural Exploration of Greater China to hold the very first Chinese Scholastic Competition on May 23, 2010. This competition will include: Composition, Listening Comprehension, Speech, Storytelling and Visual Arts as well as a talent show for Chinese language learners; in addition, there will be a “Knowledge Bowl” on topics relating to Chinese society, culture and history for non-Chinese language learners.

Please see updates on our website early in 2010 for registration and location information for these events.

COLLABORATION:

CLTA-WA has collaborated with WAFLT (Washington Association for Language Teachers), the Washington OSPI (Office of the Superintendent of Public Instruction) and several of our directors are serving on the education advisory board for the forthcoming Washington State Confucius Institute, which will be launched early in 2010.

- Submitted by Adam Ross, Immediate Past President, CLTN/CLTA-WA

中文教学方法的反思与发展 ——加州中文教师协会2009年度 秋季研修会简报

刘锦城 姚宇红

2009年10月31日，加州中文教师协会(CLTA)本年度秋季研修会于旧金山大学如期举行。此次研修会共有来自加州各级学校的一百五十多位中文教师和中文教育界热心人士与会。

针对外语教学研究的当前形势和加州中文教学业务发展的实际情况，本次研修会的主题确定为

“中文教学方法的反思与发展”，旨在通过此次研修会使与会者对目前中文的教学方法的若干发展走向及其理论背景有比较清楚、全面的认识，促进加州各层次的中文教师和其他中文从业人员的业务提升与发展。

本次研修会由组委会主席、戴维斯加州大学储诚志教授主持，旧金山大学文理学院Peter Novak院长、中领馆教育参赞邵巍博士先后致辞，哥伦比亚大学刘乐宁教授、国防语言学院庄稼婴、陈佩瑜教授和许和平教授以及旧金山大学李智强教授先后做了四场专题报告。

刘乐宁教授报告的题目为《教学法的适用性问题》。随着汉语作为外语教学的不断发展，学习者构成的日益多样化，教学法的适用性问题随之凸显出来。刘教授认为，教学法的演进不是一个新法必定优于旧法，甚至是完全取代旧法的过程。只有最合适的教学法，而不存在所谓的“最好的教学法”。教学法的选用必须考虑三个区别：一是教学环境的区别，包括汉语作为二语教学的环境与汉语作为外语教学的环境的不同、提供正规教学的学校与提供普及性教学的学校的不同、普通学校与精英学校的不同等等。二是学习者背景的区别，包括不同的年龄背景、不同的母语背景、不同的教育传统、不同的学习目标等等。三是教学内容的区别，比如语音教学、汉字教学、词汇教学、语法教学等等的不同。除了理论探索，刘教授还以大量教学实例展示了在哥伦比亚大学的教学环境下针对不同的教学对象、目标、层次和语言项目采用的不同教学方法。

庄稼婴、陈佩瑜教授做的报告是《任务式教学在汉语课堂中的应用》。庄、陈两位教授认为，任务式教学通过建立一系列的有意义的外部交际条件与情景来诱导、启动、促进学习，使学生在有目的、有意义的语言交际活动中不知不觉地获得语言。在很多情况下，任务式教学比传统的语言操练更能刺激学习，更有效地帮助学生掌握语言。不同于传统的操练式语言练习，任务式教学有情景，活动的交际动机和交际意义明确，注重交际参与者对意义的表达和传递，任务的执行需要运用较高层次的思维技能（分析、综合、评价、创造），为完成任务的语言运用也略微超出学生当前的中介语水平（i+1），任务的执行过程可以因人而异，结果可以因人而异，没有唯一的“标准答案”。介绍完任务式教学的基本特征之后，庄、陈两位教授用丰富的实例与台下与会老师进行互动，区分语言操练和任务式活动的不同，分析评估任务式活动在课堂中的不同运用，动手把教科书里的语言操练改变成任务式活动。

许和平教授报告的题目是《后方法时代汉语教学的反思和前瞻》。上个世纪九十年代后，外语教学界有学者开始进行“后方法”时代的思考，一些外语教学专家和学者对外语教学经典理念进行重新检视，并提出了一些“后方法”时代着眼于教学大原则的理念和构想。许教授从这一背景出发，以自己多年从事汉语教学的经验和对教学法演变的全面观察为基础，提出了对过去汉语教学的反思以及对未来教学走向的前瞻。在“教学法”支配的时代，刻板地遵循某种固定的教学方法程序往往会使教学变得机械，教学法很可能变成一种套在教师身上的无形枷锁。但在以学生为主体，突出原则和策略的“后方法”时代，教师可能又会因没有方法而感到无所适从。如何解决这个矛盾？许教授认为，语言教学不是不要方法，而是应该逃出单一方法的桎梏，充分领会各种方法的长处与短处，并将各种方法融会贯通，最终达到一种能运用自如、得当的境界。许教授最后还预言了不久的将来人本主义在外语教育领域的回归及其在教学中的具体体现。

李智强教授以《汉语语音教学及其涉及的语音学问题》为题，探讨了汉语语音教学各方面所涉及的语音学问题和相应的教学策略。李教授认为，汉语语音教学的核心问题是通过一定的教学策略和教学手段帮助外国学生掌握正确的发音，从而尽力减少在学习过程中出现的“洋腔洋调”。为解决这个问题，首先要分清楚不同阶段的侧重点：低年级应侧重声调和声韵母训练；高年级则应侧重轻重音和韵律结构的训练。其次要选择适当的语音单元作为训练的基础：声韵母应当选择音节作为训练的基础；声调应当选择双音节词作为训练的基础；轻重音以及韵律结构应当选择句子作为训练的基础。最后，在语音训练的过程中应当坚持声音与意义的结合、听辨与发音的结合、集中与分散的结合。

五位教授的报告精彩纷呈，教授们对教学方法的一个一致的认识就是：教学法无所谓“最好”，只有具体问题具体分析，根据自身教学环境、教学对象以及教学内容对各种教学法进行选择；教师对各种教学法应该有比较全面的认识，充分了解什么情况下用什么教学法，才能进一步提高教学水平，取得良好的教学效果。每场报告结束，与会的老师都对报告人报以热烈的掌声。与会的很多老师都纷纷表示，从教授们的精彩报告中获益良多，深受启发。

研修会最后，储诚志教授以“务实、多元、开放、发展”八字对本次研修会和加州中文教师协会的学术活动作总结陈词。储诚志教授指出，加州的中文教学历史丰厚，规模宏大，普及面广，层次完整，形式多元互补，活动丰富，发展迅速，是海外中文教学最为发达的地区之一。

据储教授介绍，加州中文教师协会成立于1960年代初，当前会员已经超过300人，分布于加州（主要是北部和中部）近百所大中小学和其他中文教育与研究机构，是美国历史最久、规模最大的区域性中文教学组织。除了秋季研修会以外，加州中文教师协会还举行每年一次的国语（普通话）演讲比赛和春季学术讨论会。近年来，每届学术讨论会和专业研修会都有一百多位会员和专业同行参与，成为本地区中文教师分享教学研究与经验成果、提升专业能力、开阔视野、保持先进的重要平台；每年的国语（普通话）演讲比赛更是吸引了高达七百多位大中小学学生参赛，在本地社区具有广泛的社会影响，成为海外中文教学的一个盛典，也有力地推动了加州中文教学的发展。

News from CLTA-Texas

2009 CLTA-TX Annual Conference



Conference Participants

2009 CLTA-TX Annual Conference was successfully held on August 28, 2009, at University of Texas at San Antonio (UTSA). The Conference included six panels and sixteen presenters, and more than 100 participants. Three entities at UTSA supported the Conference: the College of Education and Human Development, the Department of Bicultural-Bilingual Studies, and the East Asia Institute. CLTA-TX has also received sponsorships from the Confucius Institute at Texas A&M University and the Education Office of the Consulate General of the People's Republic of China in Houston.

The conference theme was *Connecting Classroom Teaching to the Real World*. Dr. Claudia Ross, a professor from the College of the Holy Cross and President of the National CLTA delivered the keynote address titled *How Long Does it Take to Learn Chinese?* In addition to a lifetime of service to the language profession, Dr. Ross is author of *Modern Mandarin Chinese Grammar*, published by Routledge Press.

The sixteen presenters were teachers, principals and language program coordinators from high schools, heritage Chinese schools and colleges/universities. The

topics of the six panels included the establishment/development of Chinese programs, hidden resources of heritage Chinese schools, application of technology and movies, and effective classroom teaching methods applicable to various levels in K-16. The Conference Book Exhibit includes five publishers displaying educational materials related to the Chinese language. See the details and photos of the Conference, please check <http://www.clta-texas.org/events.asp>.

Cooperative Learning Workshops in January 2010

CLTA-TX will help organize two workshops in January 2010 sponsored by the STARTALK Teacher Workshop Grant from National Foreign Language Center at the University of Maryland. Meng Yeh, Immediate Past President of CLTA-TX, is the Principal Investigator of the Teacher Workshop Project. The focus of the workshops is on Cooperative Learning and the grant will be also used to produce an on-line version. The Workshop in Dallas will be held on January 16, 2010 and the one in Houston on January 23, 2010. Elsie Chang (Cinco Ranch High School), Fang Ji (Johnston Middle School) and Jiayao

Pang (Awty International) will present in Houston. Hui Ju Lin (Boyd High School), Kelly Long, Murchison Middle School, and Yimiao He, Shepton High School will present in Dallas. The six teachers will present their action researches: the cooperative learning activities designed and implemented by them in their classrooms. Registration form is posted on www.clta-texas.org. Any questions about the workshops, please contact Ardon Chang in Dallas at address6628@yahoo.com and Françoise Shih in Houston at fshih@mdanderson.org.

Congratulations to the 2009 CLTA Awards Winners!

Winner of the 2009 CLTA Walton Award:

Timothy Light, Professor Emeritus of
Western Michigan University



Timothy Light accepts the Walton Award from Jerry Packard, President of CLTA.



Mr. Xiaojiang Zhang of Nanhai Company presents Professor Light a woodcut block printing created by *Rongbao Zhai* in 1950s.

2009 winner of CLTA Walton Presentation Prize:

Yi-Tzu Huang, University of Iowa
Presentation title: Chinese heritage learners' interactive patterns in collaborative discussion



Yi-Tzu Huang accepts the Walton Presentation Prize from Chengzhi Chu, Chair of the CLTA Awards Com-

mittee. Huang also receives a woodcut block printing from Nanhai Company.

Winners of the Cheng and Tsui Professional Development Award

1. Yan Wang, Chinese teacher, Fayette County Public Schools, Lexington, KY.
2. Caryn Rossi Louie, Instructor of Mandarin, North Carolina School for Science and Mathematics, Durham, NC.
3. Chen-hui Tsai, Graduate Student, The University of Iowa, Iowa.



Wang, Louie and Cai receives the Cheng and Tsui Professional Development Award from Jill Cheng, President of the Chengz & Tsui Company.

Raffles from Nanhai Company at the CLTA 2009 Membership Meeting



POSITIONS

NATIONAL TAIWAN NORMAL UNIVERSITY Open-rank faculty position

Job Opening for open-rank faculty position (Assistant/Associate/ Full Professor) at National Taiwan Normal University

Graduate Institute of Teaching Chinese as a Second Language invites applications for tenure-track position. Ph.D. in foreign language education, second language acquisition, applied linguistics, linguistics, Eastern Asian languages (Focus on Chinese), or a related field. Primary areas of expertise in any of the follow-

ing: L2 Chinese Language Teaching Methods and Materials, Chinese as a second language acquisition, L2 Chinese material compilation and assessment, Standard Mandarin Pronunciation Training, L2 Chinese language testing and assessment, or L2 Chinese language teacher training. Position available starting August 1, 2009. Teaching experience in L2 Chinese, publications and research projects required. Salary will be commensurate with rank and experience and will be based on the standards of national universities in Taiwan.

Applicants are invited to apply as early as possible (before Feb. 28, 2010) through email to Chin-Chin Tseng

(tseng@ntnu.edu.tw), Chair, Graduate Institute of Teaching Chinese as a Second Language, and c.c. to Secretary Xueni Wang (xwang@ntnu.edu.tw). In addition, please send a cover letter of application, along with a C.V. (including a recent photo, contact telephone number(s) & email address), list of publications and sample copies, proof of doctoral degree and current academic appointment and research projects (academic transcript is required for fresh Ph.D.), list of specialized areas, language background, courses and syllabi offered for higher education, plus two letters of recommendation by registered mail to:

Search Committee
Graduate Institute of Teaching Chinese as a Second Language
National Taiwan Normal University
162 Ho-ping East Road, Section 1
Taipei 10610, TAIWAN

Applications are accepted on a rolling basis. The application deadline can be extended only if necessary.
TEL: 886-2-77345186; 77345195 FAX: 886-2-23419746

BATES COLLEGE **One-semester position**

The Asian Studies Program of Bates College, a highly selective private liberal arts college located in south-central Maine, invites applications for a one-semester position (with possible extension for a second semester) in Chinese Language and Culture to begin in January, 2010. Ph.D. is preferred but ABD candidates will be considered. A native/near native proficiency in Mandarin Chinese and English, a strong commitment to teaching language courses at all levels and training in Chinese language pedagogy are expected; experience preferred. Duties include teaching 3 courses in Chinese language and culture at the intermediate and advanced undergraduate level. Review of applications will begin immediately and continue until the position is filled. For more information about Asian Studies at Bates, see

www.Bates.edu/ASIA.xml?dept-ASIA. To apply, submit a letter of application, vita, transcripts, and three letters of recommendation. Candidates are also invited to submit scholarly manuscripts, course syllabi, teaching evaluations and a statement of teaching philosophy. Send materials to:

Chinese Language and Culture Search Committee
R2125
c/o Academic Services
Bates College
2 Andrews Road
7 Lane Hall
Lewiston, Maine 04240
Bates values a diverse college community and seeks to assure opportunity through a continuing and effective Affirmative Action Program.

WASHINGTON AND LEE UNIVERSITY **Visiting Assistant Professor in Chinese Language and Literature**

The Department of East Asian Languages and Literatures at **Washington and Lee University** invites applications for a one-year replacement position for Assistant Professor (Ph.D.) or Instructor (ABD) in Chinese language and literature. Responsibilities include teaching six courses over a three-term period. The candidate will be asked to teach Chinese language at various levels and offer courses in literature/culture in translation in the candidate's area of specialization. Please send copies of transcripts, curriculum vitae, three letters of recommendation, with at least one letter addressing the candidate's performance in the classroom, and other supporting materials to Chinese Search Committee, Dept. of East Asian Languages and Literatures, 5 University Place, Lexington, VA 24450. Review of applications will begin immediately and will continue until the position is filled. Email inquiries may be directed to Hongchu Fu at fu@wlu.edu. Washington and Lee is an Equal Opportunity Employer. Minority and women candidates are encouraged to apply.

BOOK NEWS

国际中文教学杂志《八仙过海》

《八仙过海》创刊号网络版：[**http://confucius.msu.edu/publications/Dec2009_vol1.pdf*](http://confucius.msu.edu/publications/Dec2009_vol1.pdf)
订阅电子版《八仙过海》：<http://confucius.msu.edu/publications/>***

《八仙过海》是一本面向海外各国中文教学机构及各地孔子学院、服务国际汉语教师的杂志。旨在通过帮助国际汉语教师，尤其是K-12、Startalk 短期中文项目、以及网络中文教育的教师不断提高教学质量进一步推动汉语和中国文化教学。取名《八仙过海》我们希望表达两层意思。第一，目前有大量的国际汉语教师都是漂洋过海，在异国他乡执教，属于“跨文化”教师。第二，国际汉语教学方兴未艾，有很多需要探索的地方，而且目前的教学范围十分广泛，加之教学对象、层次、环境多样，因此要求教师们必须“各显神通，”因材施教，因地制宜。

针对目前国际汉语教师和教学的特点，《八仙过海》风格上力求做到短小精悍，本刊稿件内容大多在1000字以内，便于在短时间内读完。内容上追求实际有用，少谈理论，多谈问题，所有稿件都以教师教学、生活中常见的问题为出发点，邀请一线教师、专家、各国当地教育及社区人士、学生及家长撰稿。

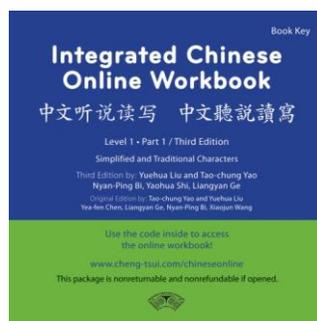
杂志共分四个版块：一线报道、教师天地、教师手记、技术及资源。*一线报道*主要报道与国际汉语教学有关的综合消息。*教师天地*内容广泛，汇集专家学者关于中文教学的各种思考、案例分析、专家访谈、学科建设、问题解答、教学策略点滴、各地教育制度及政策介绍等。*教师手记*是为教师提供的交流平台；在这里，他们可以与读者分享自己在教学生活中的跨文化经历，教学实践中的彷徨与困惑，人际关系的建立，以及个人的职业成长。*教学技术与资源*主要介绍利用信息技术用于汉语教学的方法、资源、和产品。

本刊由密歇根州立大学孔子学院和密歇根州立大学汉语教师学院举办。为电子版月刊。2009年12月出版第一期，试刊。从2010年2月起，每月20日出版。杂志网络地址：

<http://confucius.msu.edu/publications/>

本刊以约稿为主，同时也欢迎投稿。来稿请用电子邮箱：

magazine@cimsu.org <<mailto:magazine@cimsu.org>>。



Integrated Chinese Online Workbooks Level 1, Part 1 and Level 1, Part 2

<http://iconline.cheng-tsui.com/books/>

By Yuehua Liu, Tao-chung Yao, et. al.

Published by Cheng & Tsui Co.

Order from: www.cheng-tsui.com

1.800.554.1963

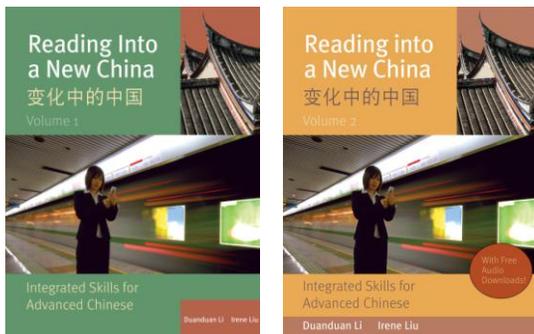
The *Integrated Chinese* Level 1 Workbooks (3rd Edition) are now available in an electronic format! Powered by Quia, a leader in interactive education, this cutting-edge software contains all of the exercises and audio files from the print version of the best-selling series, accessible through any computer connected to the Internet. Including both traditional and simplified characters, the Online Workbooks unite the careful design and engaging activities of *Integrated Chinese* with the power and convenience of an online multimedia environment. For students, immediate feedback is available for most exercises. Computers with audio-recording capabilities allow students to record many of their responses, allowing instructors to listen to pronunciation. Students can also work with partners via computer to practice speak-

ing and listening skills, as well as become adept at typing in Chinese.

For instructors, the automatic grading system saves time and effort in assessing students' objective responses. Sending out feedback, class announcements, activities and due dates is as easy as clicking the mouse. Course management features allow for easy grade tracking and exporting to Blackboard or other CMS/gradebook applications, and exercise results can be viewed by class, student or activity. The workbook can also be customized, giving instructors the option of creating new activities and uploading external documents.

Access to the *Integrated Chinese Online Workbooks* can be purchased by students via printed book keys or e-mail; subscriptions last 24 months after code activation. Instructor book keys are available via e-mail only. Level 1, Part 1 and Level 1, Part 2 are each sold separately.

Visit www.cheng-tsui.com for further information, or to try the online demo and request a 30-day free personal trial!



Reading into a New China *Integrated Skills for Advanced Chinese* 变化中的中国

By Duanduan Li, Irene Liu

Volume 2 Now Available!

Published by Cheng & Tsui Company

Order from: www.cheng-tsui.com

1-800-554-1963

Cheng & Tsui Company

25 West Street

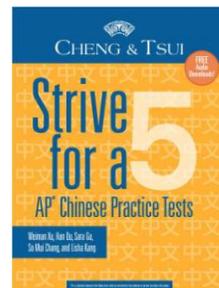
Boston, MA 02111 USA

One of the most robust texts available for third- or fourth-year Chinese, *Reading into a New China* brings students and instructors to the heart of contemporary China. The revised edition of the highly successful *A New Text for a Modern China*, *Reading into a New Chi-*

na is suitable for intermediate to advanced college and heritage learners.

Divided into two volumes, these combined textbooks and workbooks teach the fundamentals of reading comprehension strategies and emphasize effective techniques for reading and writing in both narrative and expository styles. Meanwhile, the series' extensive cultural coverage enhances language acquisition through contextualization. Each lesson includes an essay on a contemporary cultural issue, with word usage and sentence pattern examples explained in straightforward English. New to this edition, the Vocabulary Building Skills section increases students' speed and effectiveness in vocabulary acquisition. Discussion questions and writing assignments develop students' ability to speak and write about complex social issues such as the rise of Internet culture, divorce trends in Chinese society, and the consequences of environmental pollution.

Reading into a New China is in simplified characters with traditional characters in the vocabulary lists, as well as an appendix of readings in traditional characters. Each textbook includes free audio downloads that further enhance the utility of the materials.



Cheng & Tsui's Strive for a 5: AP* Chinese Practice Tests

By Weiman Xu, Han Qu, Sara Gu, So Mui Chang, and Lisha Kang

Published by Cheng & Tsui

Company

Order from: www.cheng-tsui.com

1-800-554-1963

Cheng & Tsui Company

25 West Street

Boston, MA 02111 USA

Practice makes perfect, and with *Cheng & Tsui's Strive for a 5: AP* Chinese Practice Tests*, students will have the opportunity to hone their language skills as they become familiar with the AP exam format. Coupled with valuable tips for studying and test taking, this book of exercises offers powerhouse drills that will get them ready for test day! In *Strive for a 5*, eight full-length practice tests simulate the entire AP Chinese Language and Culture exam. Tests are organized by theme – Customs, Daily Life, Economics, Education, Entertainment, Family, Geography, and Mixed Themes – making them easy to incorporate alongside existing cultural material

throughout the year. This one volume contains everything needed to prepare for the exam, including a thorough review of the AP Chinese exam's structure and organization, as well as intense practice covering all major themes generally taught in the AP Chinese course.

Each of the eight practice tests comes with a full answer key. As on the actual exam, all materials appear in both traditional and simplified characters. For instructors and students unfamiliar with the relatively new AP Chinese exam, the bilingual introduction discusses the test at length, including format and test-taking procedures. As an added bonus, *Strive for a 5* includes 200 minutes of free audio downloads, with transcripts, making this the most comprehensive text on the market for AP Chinese preparation.

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

Chinese Odyssey, Volumes 5 and 6 Innovative Chinese Courseware 通向中國

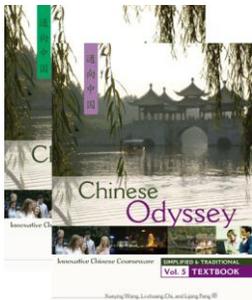
Volumes 1-6 Now Available!

By Xueying Wang, Li-chuang Chi, Liping Feng

Published by Cheng & Tsui

Order from cheng-tsui.com

1-800-554-1963



Chinese Odyssey combines text and technology to enlighten and stimulate students of Chinese at all levels of proficiency. The series assembles images, video, audio, text and exercises, enabling students to practice all four language skills in a dynamic multimedia environment. Emphasizing natural, colloquial

language and realistic vocabulary pacing, *Chinese Odyssey* offers clear, detailed explanation of grammar rules and language usage. With combined character editions, *Chinese Odyssey's* flexible courseware can be combined in several ways to accommodate different learning styles and teaching environments. The accompanying CD-ROMs contain all of the essential content from each level and can be used as a stand-alone course. Each volume is designed to cover one semester of study at the college level and, in total, completes a three-year program. *Chinese Odyssey* is also recommended for ro-

bust high school programs, particularly those aiming to prepare for the AP Chinese test.

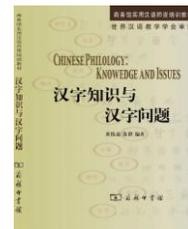
Volumes 5 and 6 cover the third year of study, solidifying students' competence in modern Chinese communication. Learners are encouraged to carry on more sophisticated discussions in Chinese and express themselves in writing. Each lesson contains integrated grammar and communication exercises, removing the need for a workbook, as well as clear and detailed explanations of grammar and language usage, and cultural material. Lesson topics include a comparison of traditional Chinese medicine with Western medicine, Chinese economic policies and reforms, the administrative structure of the Chinese political system, and the state of environmental protection and pollution in China. Exercises and quizzes in each volume are modeled after the HSK, China's standardized test of Chinese for foreign learners.

The ideal course for anyone who plans to study or work in China, *Chinese Odyssey* offers a sophisticated, 21st-century take on language learning.

《汉字知识与汉字问题》 Chinese Philology: Knowledge and Issues

By Weijia Huang Qun Ao 黄伟嘉 敖群

商务馆实用汉语师资培训教材, 世界汉语教学学会审订。北京商务印书馆2009年出版。ISBN:978-7-100-05890-2



《汉字知识与汉字问题》是专门为从事对外汉语教学的老师特别是在海外的中文老师编写的。本书分两部分, 上编“汉字知识”全面地介绍了汉字的各类知识, 例如: 汉字是什么时候产生的? 汉字是怎么产生的? 汉字有哪些造字方法?

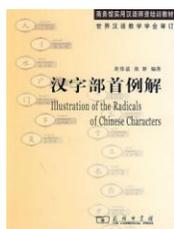
汉字的形体是怎么演变的? 汉字的名称是怎么来的? 汉字的数量有多少? 常用的汉字字典有哪些? 等等。在讲解汉字形体演变历史时, 我们是按照历史朝代顺序来排列的。这样既可以清楚地看出汉字形体的演变轨迹, 也可以详细地了解各个时期汉字形体使用的情况, 同时还避免了汉字形体称谓出现不一致的问题。下编“汉字问题”详细地讲述了汉字教学中的各种问题, 例如: 繁简字的问题, 异体字的问题, 异义字的问题, 异音字的问题, 混用字的问题, 异形词的问题, 方言字的问题, 汉字部首的问题, 汉字印刷体字形的问题, 汉字笔画顺序的问题, 写错字的问题, 读错字的问题, 汉字解说的问题, 汉字标音的历史, 汉字书法字体的问题, 等

等。本书编写宗旨是帮助汉语老师了解汉字的各类知识，帮助老师解决汉字教学中出现的各种问题。

《汉字部首例解》 Illustration of the Radicals of Chinese Characters

By Weijia Huang Qun Ao 黄伟嘉 敖群

商务馆实用汉语师资培训教材，世界汉语教学学会审订。北京商务印书馆2008年出版。ISBN:978-7-100-05552-9



《汉字部首例解》是汉字教学的实用工具书。它具体分析了147个部首及其所系联的3000多个常用字。在每一个部首下，首先列出跟部首有

形义关系的形旁字，然后列出跟部首有声音关系的声旁字，最后列出跟部首没有任何关系的讹变字。同时特别指出一些现在看起来和部首没有关系的系联字的本义，说明它和部首之间的渊源。《汉字部首例解》为中文教学提供一个简明、实用的部首与系联字的关系表。让老师和学生在教学中，可以很方便地找到部首所系联的各种类型的字例；可以很容易地明白部首在这些字例中所表示的意义；可以很清楚地了解部首系联字跟部首的历史关系。进而可以帮助老师和学生知道许多隐藏在书面语和成语中字词的原始含义。

《汉字知识与汉字问题》和《汉字部首例解》是对外汉语教学普及性用书，所以尽量做到用语明白简单，叙述浅显易懂。对于有争议的问题，我们只选择其中认为合适的一种说法，不罗列其他的意见，以免老师和学生无所适从。

Integrated Chinese Online Workbooks Level 1, Part 1 and Level 1, Part 2 Third Edition

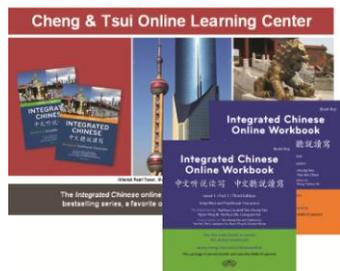
<http://iconline.cheng-tsui.com/books>

By Yuehua Liu & Tao-chung Yao, et al.

Published by Cheng & Tsui

Order from cheng-tsui.com

1-800-554-1963



The *Integrated Chinese* Level 1 Workbooks (3rd Edition) are now available in an electronic format! Powered by Quia, a leader in interactive education, this cutting-edge, Internet-based program

contains all of the exercises and audio files from the print version of the best-selling series. Including both traditional and simplified characters, the Online Workbooks unite the careful design and engaging activities of *Integrated Chinese* with the power and convenience of an online multimedia environment.

Students can get immediate feedback for most exercises, record spoken responses for instructors to check pronunciation, work with partners remotely to practice speaking and listening skills, and become adept at typing in Chinese.

Instructors can save time and energy with the automatic grading system, easily manage the classroom by sending out feedback, class announcements, assignments, and deadlines, and view exercise results by class, student, or activity. Grades can be exported to Blackboard, WebCT, and other CMS/gradebook applications. The online workbooks are also customizable—instructors can create new activities and upload external documents.

Once purchased, student access to the *Integrated Chinese* Online Workbooks is given via printed or emailed book keys; subscriptions last 24 months after code activation. Instructor book keys are sent by e-mail only. Level 1, Part 1 and Level 1, Part 2 are each sold separately.

Visit www.cheng-tsui.com for further information, or to try the **FREE online demo** and request a 30-day free personal trial!

《木兰》 (Mulan)

程岚, James Rolle (lulu出版社) 2009

《花木兰》的故事在中国家喻户晓，根据其改编的动画片更是为美国青少年所喜爱。为提高学生的学习兴趣 and 热情，并将语言学习贯穿于其中，我们编写了这本《木兰》。本教学材料根据场景共分为三十七场，每场均包括剧本、生词表、语言点讲练及习题。在附录部分还包括固定用语与成语、补语、量词的专题讲练，以及语言点和生词的快速索引。老师可以根据学生水平、课时进度等教学实际情况决定如何使用本材料。如选择部分场景章节，对生词和句型进行精讲多练；或从全书/整部动画片中选择重要的生词和句型进行讲练；学生亦可自行预习生词和语言点，上课由老师引导讨论。

为满足老师的不同需要，目前，本教学材料共提供了三种不同的搭配选择，即1) “剧本”；2) “生词+语言点+练习”；3) “剧本+生词+语言点+练习”。由

于本材料为自行出版，因此，如订购数量较多，我们可以根据您的需要对其内容进行取舍。

有关图书更多信息，请浏览：
<http://mulan.wikispaces.com>。

Cengage Learning's New Publication **Developing Chinese Fluency 表达**

by Phyllis Zhang

Published by Cengage Learning

Textbook: Simplified | Paperback | 4-color | 350pp | 978-981-4272-83-4

Workbook (with online access): Simplified | Paperback | B&W | 120pp | 978-981-4296-23-6

Availability: Spring 2010

Developing Chinese Fluency is a rigorous skill-building program that seeks to systematically enhance the intermediate learners' vocabulary and help them achieve advanced level proficiency in the oral and written use of the language, while strengthening their reading and listening skills.

Designed with the ACTFL Oral Proficiency Guidelines and National Standards "5C"s in mind, the program combines innovative instructional approach and computer technology to efficiently develop learners' fluency in three progressive stages: Building Core Vocabulary, Building Expressive Power, and Building Paragraph Fluency. Materials are organized thematically to allow comprehensive coverage of key vocabulary in five core areas: Objects, People, Nature, Geography and City. Students will find a stimulating array of interactive classroom activities, technology-supported fluency drills and authentic target language readings that promotes acquisition and reinforces learning.

This program is designed for use at the intermediate and advanced college levels. It is also appropriate for heritage learners, high school students preparing for the AP Chinese exam, and individuals who are striving towards advanced level oral proficiency.

《表达》是一套中文技能训练教程，侧重培训中级至高级阶段的说写表达技能，同时兼顾同类话题的听读能力。本教程的特点为：迅速扩充话题词汇，并依据美国外语教学学会制定的技能标准，针对描述、比较、介绍、议论等技能进行强化输出训练，使学习者在短期内突破基本词汇及表达关。每个教学单元分为三个训练阶段：熟悉基本词汇、丰

富表达用语、组织语段表达。单元的词汇及技能涵盖五个基本主题：物、人、天、地、城市。

本教程涵盖听、说、读、写、打各项技能。适于以下课型和学习者：

- 针对表达技能的中高级课程，如说写课程 (Conversation & Composition)，或会话课 (Advanced Conversation)
- 针对提高华裔学习者语言表达层次的课程，如有一般生活会话基础、学过一年基础课程并有基本汉字认读、打字能力的华裔提高班
- 强调技能训练的中级—高级综合性课程 (大学中文三、四年级)
- 美国高中的大学先修课程 (AP Chinese)
- 希望加强实用口头表达技能、突破中级程度的个人学习者

For more information:

Visit our website www.cengageasia.com/Chinese

Email: asia.info@cengage.com

新書資訊 Newly Released Books

Read About China Reading Series

這是一套專為以英語為母語的漢語學生而設的閱讀叢書。系列包括中國文化、中國國情、中國圖符、英雄人物...等等各種認識中國文化不能或缺的主題，讓學生在享受閱讀樂趣的同時，從不同角度加深對中國文化的了解。

內容編排帶給學生立體的閱讀經驗，以短篇文章為主體，每篇均具有英文譯文、生詞解釋、延伸知識及遊戲練習，適合課堂上配合課程使用？

The Read About China series is specially designed for the Chinese language students who are native English speakers to bring the ease and convenience in learning both China's culture and the Chinese language at the same time. Topics include folk legends, social customs, traditional symbols and much more. The series features English translations, Pinyin Romanization, glossary, expansion readings and games for fun, making it suitable for both in-class activities or after school readings?

中國美食 Food in Chinese Culture

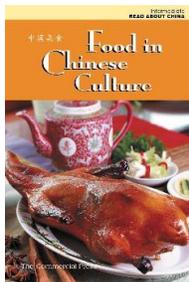
ISBN: 9780982181638

定價: USD 14.95

頁數: 116 pages

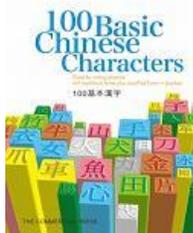
開度: 210mm x 150mm

Ever wonder how to use chopsticks or perhaps wonder why Chinese food just taste so good? This volume will help you expand your gastronomic knowledge in Chinese food culture with topics ranging from Chinese table manners and the science behind using chopsticks to Beijing Roast Ducks and “Lion Heads”. Your appetite to learn about the Chinese food culture will be finally fulfilled.



100 個基本漢字 100 Basic Chinese Characters

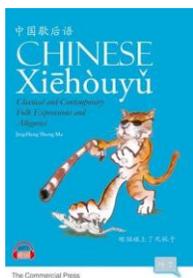
SBN: 9789620718694
 裝幀: 平裝 paperback
 定價: USD3.95
 頁數: 24 pages
 開度: 245mm x 190mm



Beginning language learners can understand the meaning and usage of the most commonly used Chinese characters. Each character's meaning, usage, and context are made easier to understand by related vocabulary words, sentence examples with Pinyin Romanization, and English translation. In addition, a stroke-order guide is available for demonstrating the correct way of writing Chinese characters.

中國歇後語 Chinese Xiehouyu

ISBN: 9780982181683
 裝幀: 平裝 paperback
 定價: USD14.95
 頁數: 120 pages
 開度: 210mm x 140mm



This title introduces Chinese idioms to non-native Chinese speakers with graphics, explanations in simplified and traditional Chinese characters, Pinyin Romanization and literal English translations. Along with a MP3, this is excellent for learners who want to improve in common expressions used in daily Chinese conversations.

Contact Information

U.S. Office:
 China Books
 360 Swift Avenue, Suite 48
 South San Francisco, CA 94080
 Toll Free: (800) 818-2017
 Fax: (650) 872-7808
www.chinabooks.com

Hong Kong Office:

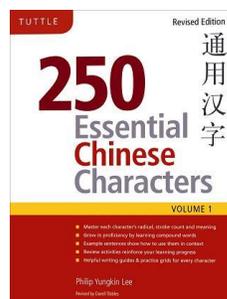
Maria Ng
 The Commercial Press Limited (H.K.)
 8/F, Eastern Central Plaza, 3 Yiu Hing Road
 Shau Kei Wan, Hong Kong
 Tel: (852) 2976 6588
 Fax: (852) 2565 1113
mariang@commercialpress.com.hk

Jonathan Yu

The Commercial Press Limited (H.K.)
 8/F, Eastern Central Plaza, 3 Yiu Hing Road
 Shau Kei Wan, Hong Kong
 Tel: (852) 2976 6629
 Fax: (852) 2565 1113
jonathanyu@commercialpress.com.hk

250 Essential Chinese Characters, Vol.1

By Philip Yungkin Lee, Revised by Darell Tibbles



Rutland, VT. (December 9, 2009). The Tuttle Publishing company has released an updated edition of its introductory guide to Chinese characters: 250 Essential Chinese Characters, Vol. 1. The first unit in a two-volume series that covers the 500 most important characters, the book was designed both for classroom use and individual study.

A full page is dedicated to each character. Each character entry includes both Simplified, Traditional, and pinyin forms. Numerous vocabulary and sentence examples are given in Simplified characters, pinyin, and English. Also included are stroke count, stroke order, and helpful hints to remember when writing a character. For example, for the character wǔ (五), the student is coached to keep the three horizontal strokes equally spaced and to write the bottom stroke a little longer than the top and middle strokes.

In addition to these benefits, the new editions include many improvements, such as:

1. The selection of characters was modified to better prepare students for the Chinese AP exam.
2. New "lesson" groupings create a more structured learning environment.
3. Every lesson includes AP-exam style questions, and each group of five lessons is followed by AP-style re-

view exercises.

4. Updated sample sentences show current usage and focus on vocabulary building.
5. A new sequencing creates a more efficient learning process.
6. More emphasis is given to spoken Chinese. The focus is still vocabulary building, but examples and exercises encourage more review and development of oral skills.

The first volume covers 250 characters. A revised edition of the second volume, which covers a second 250 characters, will be published in spring of 2010.

Examination copies are available for a 35% discount off the cover price of \$29.95, refundable if the book is adopted for a class of 10 or more students. For more information, please visit www.tuttlepublishing.com.

250 Essential Chinese Characters, Vol. 1
By Philip Yungkin Lee, Revised by Darell Tibbles
ISBN-13: 978-0-8048-4035-4

\$29.95, paperback
350 pages

汉办赠书

中国国家汉办一直在大力推动世界各地的汉语教学，并力所能及地为开设中文课程的学校提供教材和教学用具支持。最近，在汉办赠书的名单里，增加了一个对汉语教学和学习极其有帮助的软件 - Chinese Plus+Speech Plus专业版组合。产品说明，详见汉办赠书网站：

<http://zengshu.hanban.org/zsFrame.ciic>
在《音像制品》目录下，《教材及教辅类》中。产品名称：一件通+一声通专业版组合或在书名中检索“一件通”。

SOFTWARE AND WORLD WIDE WEB NEWS

Active Chinese

<http://www.activechinese.com>



The San Francisco-based ActiveChinese Inc., a leading provider of interactive multimedia Chinese language and culture learning solutions, have recently released

a suite of mobile applications. This is part of the company's push to make the Chinese learning truly anywhere, anytime.

Extending the audio and video lesson downloads on mobile devices that have been available as part of the ActiveChinese K16 online programs, ActiveChinese now have a personalized flashcard for iPhone/iPod Touch and a multimedia mobile app for Nokia phones, which won the second place of Nokia 2009 Calling All Innovators Global Developer Contest over 1,700 submissions from 85 countries.

ActiveChinese mobile educational application for Nokia is comprised of 10 flash-animated lessons for English speakers to begin to learn how to speak Chinese. A series of built-in flashcards provides the most useful words and phrases, and includes: the Chinese character, Chinese pronunciation, PinYin, and the English translation. The Travel Edition introduces the cultural differences in daily life that a traveler might encounter while traveling to China. The program will be featured in Nokia's Ovi Store.

The flashcard app for iPhone is available for all existing ActiveChinese School Edition users by pointing to <http://www.activechinese.com/m> with the browser on iPhone or iPod Touch. One can also go to www.ActiveChinese.com to create a free trial account of the School Edition to test it out.

ActiveChinese interactive multimedia programs have been used by public and private schools in US and Europe and international schools in Asia as well as the United Nations Chinese Program and the US State De-

partment. For more information, check out the company's website -- www.ActiveChinese.com.

Mandarin Network

<http://www.mandarinnetwork.com>

Mandarin Network is a brand new Interactive learning Chinese platform that will be launching its official beta on January 15th. The Chinese language course already has 80 interactive video lessons prepared on the initial launch date. Mandarin Network will create another 100 new classes with in the first year of operations.

All of the videos at Mandarin Network will be free for all users that have completed the registration process. The core teaching method for each lesson will be a professional language video with two Chinese teachers introducing the topic of each lesson and talking about the key words from each lesson's dialogue. The two video hosts will explain the meaning of the dialogue in both English and Chinese. They will also talk about the other important Vocabulary or Grammar notes

that are related to the topic of each lesson. The video lessons are an ideal solution for learning Chinese on the go with such devices as an I-phone or blackberry.

In addition to the video, each Chinese lesson has another 12 pages of premium content displayed to users that are browsing through their computer or mobile device. Each subscriber to Mandarin Network will also receive access to the Vocabulary, Phrases and Dialogue pages for that lesson. All Chinese characters on our website will include the pop-out character feature that displays the English meaning of each character while the user is hovering over any of the Chinese characters. The premium subscriber will also have access to 8 different Interactive exercises associated with each video lesson; Comprehend, Pictures, Hanzi, Translate, Matching, Fill-in and Grammar exercises. These 8 exercises help the student learn to read Chinese characters quickly, improve their listening skills and help learn Chinese grammar.

Relax,
you don't need to clone yourself.

**You provide your lesson plan,
we support you by providing your students:**

- * Tailored speaking and listening practice
- * More personal attention – 1 on1 or small groups
- * Feedback, grades, and progress reports that you can review
- * Exam preparation help (AP, IB, HSK, SAT II, etc.)
- * Professional assistance from a LIVE teacher

Email info@guavataalk.com to schedule a Free Consultation and find out how GuavaTalk can provide these services and more to your school!



Create Your Own Online School Today!

拥有一个专属的线上中文教学平台!

- Proven web platform, the same as used in ChineseTeachers.com
- Easy & fast to set up your exclusive online teaching offering
- Starts from just **US\$25 per month**

Create your account now at

<http://school.chineseteachers.com>

For more information, email School@ChineseTeachers.com

Your Ticket to China

English Teaching Program in Shenzhen, China

Spend a year teaching oral English in the top-rated public school system of Shenzhen – China's economic miracle, a vibrant modern city near Hong Kong. Begin with training in TEFL methods and Chinese language, in Beijing at Peking University in August. Then teach English until June 15 at a Shenzhen secondary or elementary school and continue your study of Chinese in classes in Shenzhen. Shenzhen is a Mandarin-speaking city. The program, now entering its thirteenth year, is sponsored by the Shenzhen government.

Airline tickets

Tuition, housing, and tours in Beijing

Salary in Shenzhen and bonus

Free housing in Shenzhen

Paid 3-week vacation

Train from Beijing to Shenzhen

For information and an application: www.chinaprogram.org

E-mail: china.program@gmail.com

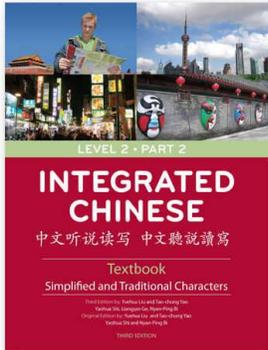
Center for Teaching & Learning in China, LLC, 2809 Kirby, Ste. 116 #205, Memphis TN 38119



CHENG & TSUI

Bringing Asia to the World™

New for your *Integrated Chinese* course!



中文聽說讀寫

***Integrated Chinese* Level 2 Part 2, Third Edition**

By Yuehua Liu and Tao-chung Yao, et al.

Level 2 Part 2 introduces approximately 400 more vocabulary items, important linguistic structures, and more formal speech and written-style language.

View sample lessons and request your exam copy online!

***Integrated Chinese* Textbook DVDs Level 1 Part 1 and Level 1 Part 2**

Bring *Integrated Chinese* to life with fun dramatizations of all 40 dialogues from level 1! "Culture Minutes," and optional subtitles encourage real-life communicative skills.

See a preview online!



***Integrated Chinese* Online Workbooks Level 1 Part 1 and Level 1 Part 2**

Engage students with electronic versions of the Level 1 workbooks! Students access all the workbook audio and exercises, while instructors save time with automatic grading.

Try a FREE demo!

***Integrated Chinese* BuilderCards Much more than vocabulary flashcards**

Help students reinforce and build their vocabulary with flashcards that contain all essential vocabulary from Level 1 plus 381 associated words. Includes simplified and traditional characters.



Order from
cheng-tsui.com

email service@cheng-tsui.com
call 1-800-554-1963

الحياة تأتي إلينا بدون ترجمة
Arabic

生活不帶字幕
Chinese

DANS LA VIE IL N'Y A PAS DE SOUS-TITRES
French

IM LEBEN GIBT ES KEINE UNTERTITEL
German

החיים לא באים עם כתוביות
Hebrew

LA VITA NON HA SOTTOTITOLI
Italian

人生に字幕はない
Japanese

A VIDA NÃO VEM COM LEGENDAS
Portuguese

ЖИЗНЬ НЕ БЫВАЕТ С СУБТИТРАМИ
Russian

EN LA VIDA NO HAY SUBTÍTULOS
Spanish

(Life Doesn't Come With Subtitles)

Middlebury
LANGUAGE SCHOOLS
SCHOOLS ABROAD

Middlebury Language Schools

- Financial aid and fellowship opportunities available
- Earn college credits
- 6-, 7-, and 9-week summer sessions
- Locations in Vermont and California

C.V. Starr-Middlebury Schools Abroad

- Locations in 35 cities
- Internships available
- Semester or yearlong programs
- Direct enrollment options in most locations

go.middlebury.edu/lis ■ go.middlebury.edu/sa

Chinese Language Teachers Association
CLTA Headquarters
Department of Foreign Languages and Literature
University of Wisconsin-Milwaukee
PO Box 413
Milwaukee, WI 53201
Tel: (414)-229-2492
Fax: (414)-229-2741

ADDRESS UPDATE

Please fill out the form below if:

- ... Your address label is not properly printed*
- ... You encounter a delay in receiving your CLTA journal or newsletter*
- ... You have recently moved or will soon be moving*

(Either school OR private address, NOT mixed)

Name: (Last) _____ (First) _____

Dept./Street _____

School _____

City _____

State/ Province _____

Country _____ Zip Code _____

Tel. (work) _____ (home) _____

E-mail _____ Fax _____

Please mail form to: CLTA Headquarters, Department of Foreign Languages and Literature, University of Wisconsin-Milwaukee, PO Box 413
Milwaukee, WI 53201