

NEWSLETTER

OF THE

CHINESE LANGUAGE TEACHERS ASSOCIATION

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ANNOUNCEMENTS

2010 CLTA Annual Conference Program

The Hynes Convention Center

Boston, MA

18-21 November, 2010

THURSDAY, NOVEMBER 18

1:00pm to 4:00pm

The Hynes Convention Center, Room 202

CLTA Teacher Trainer Workshop

Title: Curriculum Designer for Beginners: K-16 Students

- Chair: Janet Xing, Western Washington University
- Presenters:
 - Team 1: Articulation and standards, Dali Tan, London School & Jennifer Liu, Indiana University
 - Team 2: Teaching Chinese Pronunciation in context, Julia Kessel, CLASS & Meng Yeh, Rice University
 - Team 3: Integrating culture in the teaching of Chinese characters, Adam Ross, Lakeside School and Derlin Chao, Hunter College

1:00pm to 4:00pm

The Hynes Convention Center, Room 203

CLTA Jiede Empirical Research Workshop

Title: Finding Research Topics and Designing Empirical Studies on CFL, Chuanren Ke, University of Iowa

6:00pm to 10:00pm

Sheraton Hotel, Back Bay Ballroom B

CLTA Board Meeting

FRIDAY, NOVEMBER 19

11am to 12pm

The Hynes Convention Center, Room 201

Session 1.1 Pushed Output Hypothesis and Development of CFL Proficiency and Learning Strategies

This panel discusses effects of "pushed output" hypothesis in developing CFL learning strategies.

- Chair: Hong Gang Jin, Hamilton College
- Presenters:
 - Effect of dictogloss on vocabulary retention in L2 Chinese instruction, Fangyuan Yuan, U.S. Naval Academy
 - Effects of pushed output in negotiation of meaning, Hong Gang Jin, Hamilton College
 - Pushed output and development of Chinese proficiency in content-based instruction, Jennifer Liu, Indiana University

11am to 12pm

The Hynes Convention Center, Room 202

Session 1.2 Image-mediated Instruction: Meeting the Challenge of Twenty-first Century CFL Class

This panel equips teachers and instructional designers with knowledge of effectively using images from media and internet to design CFL instruction.

- Chair: Xiaoyuan Zhao, University of Iowa
- Presenters:
 - Image-mediated Speaking Instruction in Intermediate CFL Classroom, Xiaoyuan Zhao, University of Iowa
 - Image-mediated Listening Instruction in Intermediate to Advanced CFL Classroom, Lisha Xu, University of Iowa
 - Image-mediated Reading Instruction in Advanced CFL Classroom, Shu Zhu, University of Iowa

11am to 12pm

The Hynes Convention Center, Room 203

Session 1.3 A Collaborative Thematic Approach to Transfer Skills in Immersion Classrooms

How can teachers collaboratively transfer skills and concepts taught in one language to the other without duplicating? One Chinese-English partnership will offer concrete examples so participants can develop integrated curriculum. The session will conclude with an activity in which participants will have the opportunity to discuss the strategies presented.

- **Chair:** Luyi Lien, Yinghua Academy
- **Presenters:**
 - Kai Ling Chen, Yinghua Academy
 - Luyi Lien, Yinghua Academy;
 - Jenessa Van Schooneveld, Yinghua Academy

11am to 12pm

The Hynes Convention Center, Room 204

Session 1.4 New Perspectives in Advanced Chinese Teaching and Learning

The objective of this panel is to demonstrate how instructors combine effective form-focused drilling of the targeted vocabulary and structures in class with task-based language practice in and outside class to help students grasp the formal vocabulary and grammatical structures and use them actively and accurately.

- **Chair:** Vivian Ling, CLTA
- **Presenters:**
 - Jueichen Hsiao, Georgetown University
 - David Wang, American Institute in Taiwan
 - Peng Wang, Georgetown University

1:15pm to 2:15pm

The Hynes Convention Center, Room 201

Session 2.1 Cheng & Tsui CLTA Walton Presentation Prize (Part I)

In this session papers will be presented by this year's three Walton Presentation Prize finalists. The Walton Presentation Prize is awarded to recognize the best first-time presentation at the CLTA Annual Meeting.

- **Chair:** Yunhung Sandra Hsiao, Indian Trail Academy;
- **Presenters:**

- Study and Survey Results of non-Chinese Students' Attitudes and Strategies, Yunhung Sandra Hsiao, Indian Trail Academy
- Language use and oral Fluency in the Study Abroad Context, Wenhao Diao, Carnegie Mellon University
- American Learners' Acquisition of Chinese Gratitude in a Study-Abroad Context, Li Yang, The University of Iowa

1:15pm to 2:15pm

The Hynes Convention Center, Room 202

Session 2.2 Pedagogic Strategies for Effective Learning at the Advanced Level

This panel explores effective instruction at the advanced level. Three pedagogical experiments, at word, text, and discourse respectively, argue for the integration of communicative approaches with analytical/critical skills.

- **Chair:** Aili Mu, Iowa State University
- **Presenters:**
 - Teaching Synonyms at the Advanced Level, Rongzhen Li, Yale University
 - 'Appropriateness of Use' as a Priority, Lei Yan, Harvard University
 - Between Language Learning and Critical Thinking, Aili Mu, Iowa State University

1:15pm to 2:15pm

The Hynes Convention Center, Room 203

Session 2.3 Language Proficiency and Cultural Competency through Situated Multimedia Learning

Chinese learners often find it difficult to understand the culture and/or the language in Chinese culture-specific expressions and texts. This panel argues that this problem can be improved by incorporating situated multimedia activities into class instruction. The three articles in the panel discuss different aspects of utilizing situated multimedia activities.

- **Chair:** Fang-Yi Chao, University of Maryland
- **Presenters:**
 - Chao-hua Wang, Nat'l Taichung Inst. of Technology;
 - Wo-hsin Chu, National Taiwan Normal University
 - Fangyi Chao, University of Maryland

1:15pm to 2:15pm

The Hynes Convention Center, Room 204

Session 2.4 Innovate Professional Training Models to Empower Chinese Instructors

The panel introduces four innovative professional training models. The presenters demonstrate that

the models can dynamically empower Chinese language instructors and can be applied to different teaching environments. Significances of the models in post method era are explored and examples of how the models can be implemented effectively are given.

• **Chair:** Heping Xu, Defense Language Institute

• **Presenters**

- Patrick Lin, Defense Language Institute
- Zhenlin Qiao, Defense Language Institute
- Yi Long, Defense Language Institute

2:30pm to 3:30pm

The Hynes Convention Center, Room 201

Session 3.1 Cheng & Tsui CLTA Walton Presentation Prize (Part II)

In this session papers will be presented by this year's three Walton Presentation Prize finalists. The Walton Presentation Prize is awarded to recognize the best first-time presentation at the CLTA Annual Meeting.

- Chair: Zhengwei Qiao, University of Iowa
- Presenters:
 - Implicit and Explicit Corrective feedback in task-based interaction, Zhengwei Qiao, University of Iowa
 - Incorporate task-based language teaching with traditional Chinese textbooks, Binbin Yang & Chunxia Wang, UC, Davis
 - A Survey for the U.S. Confucius Institute: Contribution and Challenge, Shuai Li, Carnegie Mellon University

2:30pm to 3:30pm

The Hynes Convention Center, Room 202

Session 3.2 Studies on CFL reading: task, strategy, and lower-level linguistic processing

This panel investigates various issues related to reading competence of Chinese as a foreign language.

- Chair: Helen H. Shen, The University of Iowa
- Presenters
 - Reading strategy training and reading comprehension, Jia Lin, The University of Iowa;
 - The effects of reading comprehension tasks on L2 Chinese vocabulary acquisition, Binnan Gao, Harvard University;
 - Fluency and accuracy: lower level linguistic processing and reading comprehension, Helen H. Shen, The University of Iowa

2:30pm to 3:30pm

The Hynes Convention Center, Room 203

Session 3.3 Teaching Chinese Shufa as Non-Shufajia

Focusing on the practical theories, models, and resources, this panel discusses the challenges non-shufajia teachers may face in teaching a Chinese calligraphy course, and offers solutions to overcome those challenges

- Chair: Yu Li, Emory University
- Presenters
 - Establishing educational goals for a calligraphy course, Yu Li, Emory University
 - Preparing calligraphy teachers, Madeline Chu, Kalamazoo College
 - Developing calligraphy curriculum, Rebecca Hsieh, Johns Hopkins University

2:30pm to 3:30pm

The Hynes Convention Center, Room 204

Session 3.4 Tone and Intonation: Acoustic Analyses and CFL Teaching Strategies

This panel discusses various issues related to teaching and learning Chinese pronunciation.

- Chair: Marjorie Chan, Ohio State University
- Presenters
 - Research on tone deafness and implications for teaching Mandarin tones, Liwei Jiao, University of Pennsylvania
 - Improving CFL learners' tonal pronunciation in connected speech, Rong Rong Liao & Marilyn Chakwin, Defense Language Institute
 - Audio-visual training in intonational production and CFL learners' intonational development, Chunsheng Yang & Marjorie Chan, Ohio State University

3:45pm to 4:45pm

The Hynes Convention Center, Room 201

Session 4.1 A Contrastive Analysis Model of Pedagogical Grammar of Chinese

This panel aims to introduce a Contrastive Analysis Model (CAM) of pedagogical grammar of Chinese to the field of Chinese language pedagogy. Through four presentations (three case studies and one summary discussion), this panel will provide evidence to show that CAM can be used at every level of teaching and learning Chinese as L2: grammatical patterns, discourse analysis, cultural and cognitive elements.

- Chair: Janet Zhiqun Xing, Western Washington University

- Presenters
- A Cultural Comparison between Chinese and English Teaching Materials, Fang-Fang Kuan, Chihlee Institute of Technology
- A Study of Chinese Causative Verbs and Pedagogical Implications, Te-Fen Ou, Ching Yun University
- A Contrastive Analysis Model of Sense Units, Li-Kawn Lin, Nanya Institute of Technology
- Discussant: Janet Z. Xing, Western Washington University

3:45pm to 4:45pm

The Hynes Convention Center, Room 202

Session 4.2 Teacher Development and Teacher Training

This panel presents a number of teacher development models.

- Chair: Hsiu-Hsien Chan, Yale University
- Presenters
- A case study of TCFL Teacher development: From theory to practice, Hsiu-Hsien Chan, Yale University
- Using Video as a vehicle for Chinese language teacher training, Zhijun Wang & Chia-chen Lu, University of Massachusetts Amherst
- Training Teachers to Adapt Textbooks Effectively, Peiyu Chen Roth, Defense Language Institute

3:45pm to 4:45pm

The Hynes Convention Center, Room 203

Session 4.3 Chinese Pinyin Teaching and Pronunciation Training

This panel presents a number of effective methodologies for teaching Pinyin and improving learners' pronunciation.

- Chair: Boyan Zhang, Harvard University
- Presenters
- Why do advanced second language speakers still sound foreign? Boyan Zhang, Harvard University
- A Prototype of An Adaptive Chinese pronunciation Training system, Ying-Hua Guan, National Taiwan Normal University; Hsien-Cheng Liao & Jia-Jang Tu, Industrial Technology Research Institute
- An Experimental Approach in Teaching Pinyin at Princeton, Yin Chong, University of Pittsburgh

3:45pm to 4:45pm

The Hynes Convention Center, Room 204

Session 4.4 Teaching Culture to Heritage Learners

This panel discusses the unique needs of heritage learners in their cultural education and how to address these needs in terms of curriculum design, material preparation and classroom instruction.

Presentation titles: 1) Enhancing Cultural Awareness through Readings of Autobiographies; 2) Cultural Concepts in Language Instruction; 3) Bridging the Cultural Divide

- Chair: Maiheng Dietrich, University of Pennsylvania
- Presenters
- Min-Min Liang, Massachusetts Institute of Technology
- Grace Wu, University of Pennsylvania;
- Maiheng Dietrich, University of Pennsylvania

5:00pm to 6:00pm

The Hynes Convention Center, Room 201

Session 5.1 Building Literacy Skills in the Basic Chinese Curriculum

This panel addresses the development of *literacy skills*, that is, reading and writing skills, in the “basic Chinese” curriculum, the beginning and low-intermediate levels of Chinese.

- Chair: Claudia Ross, College of Holy Cross
- Presenters
- Designing Effective Practices to Enhance Reading Strategies in Chinese Meng Yeh, Rice University
- Cultivating Reading and Writing Strategies: Characters and Complex Sentences, Baozhang He, College of the Holy Cross
- Bridging the Gap: From Simple Sentence to Paragraph" Pei-Chia Chen, University of California at San Diego
- Discussant, Claudia Ross, College of Holy Cross

5:00pm to 6:00pm

The Hynes Convention Center, Room 202

Session 5.2 Building an Effective Testing System to Empower Teaching

In teaching Chinese, scholarship has heavily tilted toward proficiency tests; whereas testing as crucial components in curriculums has rarely received attention. This panel concentrates on functions reliable tests in curriculum management, by demonstrating how to use tests to motivate students for successful learning and to help execute teaching objectives.

- Chair: Ling Mu, Yale University
- Presenters
- Jianhua Bai, Kenyon College;
- Alan Li, Dartmouth College;
- Tong Chen, Massachusetts Institute of Technology

5:00pm to 6:00pm

The Hynes Convention Center, Room 203

Session 5.3 Chinese Vocabulary Learning

This panel focuses on CFL vocabulary learning strategies.

- Chair: John Jinghua Yin, University of Vermont;
- Presenters
 - Integration of Computer-assisted Chinese Vocabulary Learning with Chinese language teaching, John Jinghua Yin, University of Vermont
 - Cross-case study of Vocabulary learning Strategies in Chinese, Ming Fang, CLTA
 - Home Literacy environment and word knowledge among Chinese-English bilingual children, Dongbo Zhang, Carnegie Mellon University

5:00pm to 6:00pm

The Hynes Convention Center, Room 204

Session 5.4 Integrating Second Life in Teaching and Learning Chinese

This panel reports studies and addresses issues regarding teaching/ learning Chinese in Second Life (SL). The panel also provides suggestions for future research and practice.

- Chair: Hong Zhan, Embry-riddle Aeronautical University
- Presenters:
 - Student Perspectives of Learning Chinese in SL, Hong Zhan, Embry-riddle Aeronautical University
 - Pre-service Teacher Perspectives of Teaching Chinese in SL, Hsiujen Cheng, Chung Yuan Christian University
 - Issues Related Using SL in Teaching Chinese, Tianwei Xie, California State University Long Beach

6:30pm to 7:30pm

The Hynes Convention Center, Room 203 CLTA Membership Meeting

This meeting will include reports on past events and new initiatives, introduction of new officers and board members, and presentations of different awards such as the Cheng & Tsui CLTA Walton Lifetime Achievement Award.

SATURDAY, NOVEMBER 20

8:00am to 9:00am

The Hynes Convention Center, Room 201

Session 6.1 Regional Chinese Language Teachers Associations - Meeting the Needs of the Field at the Local Level

This panel reports on the organization, structure, and focus of regional Chinese Language Teachers Associa-

tions. Conducted in a roundtable format that invites audience participation, it addresses concerns of Chinese language teachers planning to form regional organizations, shares programming ideas with existing regional organizations, and explores the role of regional CLTAs in the Chinese language teaching field.

- Chair: Claudia Ross, College of Holy Cross
- Presenters
 - Wayne He, Us Military Academy At West Point;
 - Cathy Wei, Pasadena City College;
 - Adam Ross, Lakeside School;
 - Meng Yeh, Rice University;

8:00am to 9:00am

The Hynes Convention Center, Room 202

Session 6.2 Teaching Chinese through Interactive and Collaborative Online Social Networks **This panel focuses on utilizing Internet technology (Web 2.0) to engage Chinese learners creatively, collaboratively, and practically. Three types of online social networks, Facebook, Blog, and virtual role-playing game, are discussed which offer Chinese language teachers and students new modes of pedagogical interaction.**

- Chair: Tao-chung Yao, University of Hawaii At Manoa
- Presenters:
 - **Learning Chinese through Social Networking: Ethnographic Study and Pedagogical Implications**, Chris Magroney, University of Southern California;
 - Enhancing Chinese Writing Skill through Blogging: Empirical Research and Application, Yang Xiao, UC Davis
 - Incorporating Online Role-Playing Games in Chinese Language Instruction: A Meta-Analysis, Ka Wong, University of Hawaii

8:00am to 9:00am

The Hynes Convention Center, Room 203

Session 6.3 Multiple Perspectives on Heritage Learners in Flagship and STARTALK Programs

Focusing on ASU's Chinese Flagship and STARTALK programs, this panel looks at Chinese heritage learners from the viewpoints of the program director, a language instructor, and a heritage learner who is a recent Flagship graduate. Issues such as curricular design, motivational strategies, cultural literacy, and personal identity will be discussed.

- Chair: Madeline K. Spring, CLTA

- Presenters:
- Irene Hsiao, Arizona State University
- Jie Zhu, The Language Flagship
- Madeline K. Spring, CLTA

8:00am to 9:00am

The Hynes Convention Center, Room 204

Session 6.4 Semantic, Discourse, and Pragmatic Perspectives of Language Use and Teaching

This proposal introduces dynamic language uses. Through enriched language uses, L2 learners are provided with optimum opportunities to develop their language skills.

- Chair: Fred J. Chen, National Taiwan Normal University
- Presenters:
- The Semantic Characteristics of *juxing* and *juban*, Huichen Hsiao and Shuting Hsu, National Taiwan Normal University
- The Discourse Functions of *erqie* and *zaishuo*, Fred J. Chen, National Taiwan Normal University
- The Pragmatic Perspective of *de* and *zhi*, Hsi-chi Lee, Feng Chia University

10:00am to 11:00am

The Hynes Convention Center, Room 201

Session 7.1 Developing and application of The Basic Wordlist of Contemporary Chinese

The Basic Wordlist of Contemporary Chinese for CSL (BWCC, thereafter) was developed by the research group of Institute of Teaching Chinese and a Second Language of National Taiwan Normal University. This panel comprises presentations of word selection, application of grammatical categories, design and implementation of BWCC.

- **Chair:** Shouhsin Teng, National Taiwan Normal University
- **Presenters**
- Meei-yuan Fann, National Taiwan University
- Fu-ju Ju Wu, Williams College
- Wang Chuchen, Swarthmore College
- Mingyi Li, National Central University

10:00am to 11:00am

The Hynes Convention Center, Room 202

Session 7.2 Chinese Instruction

This panel explores a number of CFL pedagogical approaches and methods.

- Chair: Michelle Smith, UCLA
- Presenters

- Using a Moodle Video Database in Teaching Chinese: a Pilot Project, Michelle Smith, UCLA
- Culture Instruction in the Target Language at the Beginning Level, Ran Zhao, The University of Virginia
- Pedagogical Principles for teaching Chinese language in K-12 classrooms, Belinda Louie, University of Washington, Tacoma

10:00am to 11:00am

The Hynes Convention Center, Room 203

Session 7.3 Teaching Chinese Writing: Course Planning, Task Implementation, and Semantic Focus

Drawing on our experiences in teaching advanced-to superior-level students at the ICLP, National Taiwan University, we discuss how advanced writing may become an integral and mutually-reinforcing component of upper level Chinese language instruction.

- Chair: Huei-Feng Phoebe Huang, National Taiwan University
- Presenters
- Focus on the Focus—Study on the Syntactic Expression of Semantic Focus in Mandarin Chinese Teaching, Frederic Xu, National Taiwan University
- News Reading and Writing Teaching Pedagogical Model, Longsheng Jin, National Taiwan University
- The Intrepid Writer—Task-based Learning through Composition, Huei-Feng Phoebe Huang, National Taiwan University

10:00am to 11:00am

The Hynes Convention Center, Room 204

Session 7.4 Vocabulary Acquisition of Learners of Chinese: From Theory to Practice

This panel explores strategies of vocabulary acquisition of Chinese as a foreign language.

- Chair: Lening Liu, Columbia University
- Presenters
- Effects of Semantic Elaboration and Repetition on Chinese Vocabulary Acquisition, Shaoyan Qi, Columbia University
- Learner's Awareness of the Distinction between Chinese words and morphemes, Qiuyu Tan, Columbia University
- A Survey of Vocabulary Learning Strategies by Learners of Chinese Language, Xiaodan Wang, Columbia University
- Discussant: Lening Liu, Columbia University

11:15am to 12:15pm

The Hynes Convention Center, Room 201

Session 8.1 Graded Extensive Reading in Traditional Chinese Classes: Implementation and Effects

The panel presents three studies on graded extensive reading and its benefits for Chinese students' learning.

- Chair: Chengzhi Chu, University of California, Davis
- Presenters
 - How to do extensive reading in traditional Chinese classes, Chengzhi Chu, University of California, Davis
 - Vocabulary acquisition through graded extensive reading: A quantitative case study, Ju-Yin Wang, University of California, Davis;
 - An empirical study of extensive reading in two Chinese L2 classes, Shan Xiang, University of California, Davis;

11:15am to 12:15pm

The Hynes Convention Center, Room 202

Session 8.2 Issues in Designing Curricula of Chinese Language Courses

The panel discusses how to design a more effective curriculum to facilitate language acquisition in Chinese language courses.

- Chair: Chih-jen Lee, University of Pennsylvania
- Presenters:
 - Integrating Different Approaches/Methods in a Beginning Chinese Course Curriculum, Chih-jen Lee, University of Pennsylvania
 - Essential Elements in a Beginning Business Chinese Course Curriculum, Karina Chen, University of Pennsylvania
 - Designing an Intermediate Chinese Class Curriculum with Backward Planning, Ju-hui Kao, University of Texas At Austin

11:15am to 12:15pm

The Hynes Convention Center, Room 203

Session 8.3 Discourse Competence for Intermediate-Level CFL: Knowledge, Tasks, Criteria, Teacher Feedback

The panelists will discuss the four areas of their pedagogical practice at the intermediate-level at a summer program: 1) compilation and delivery of level-appropriate discourse knowledge, 2) design of speaking and writing tasks, 3) grading criteria for

the tasks, and 4) instructor's feedback for student work.

- Chair: Jin Zhang, Massachusetts Institute of Technology
- Presenters
 - Discourse Knowledge for Intermediate-Level Chinese Learners: When, What, and How? Jin Zhang, MIT
 - Building Oral Discourse Competence at the Intermediate Level: Tasks, Standards and Instructor's Feedback, Ye Yuan, Washington and Lee University
 - Building Writing Discourse Competence at the Intermediate Level: Tasks, Standards, and Instructor's Feedback, Yang Wang, Brown University
 - Discussant: Jianhua Bai, Kenyon College

11:15am to 12:15pm

The Hynes Convention Center, Room 204

Session 8.4 Chinese Grammar Acquisition

This panel explores L2 earners' acquisition of different aspects of Chinese grammar.

- Chair: Jie Zhang, CLTA
- Presenters
 - Advanced CFL Learners' Acquisition of the Chinese Resultative Verb Complement, Jie Zhang, CLTA
 - Effects of Discourse Grammar on L2 Acquisition of Chinese Adverbs, Chiu-hung Chen, University of Miami
 - Temporal Sequencing in Learner Language: the Case of Mandarin Chinese, Cheng-Fu Chen, Defense Language Institute

2:00pm to 3:00pm

The Hynes Convention Center, Room 201

Session 9.1 Learner-Centered Materials Design: Shifting the Focus from Teaching to Learning

This session presentation shares the theme of shifting the focus from teaching to learning, and the implementation of the concept into teaching materials design. 1) CEFR-Based Business Chinese Teaching Materials Design; 2) Problem-Based L2 Chinese Pronunciation Teaching Modules Design; and 3) Task-Based and Learner-Centered Elementary School L2 Chinese Reading Materials Design

- Chair: Tao-chung Yao, University of Hawaii At Manoa
- Presenters:
 - Li-yu Chen, National Taiwan Normal University
 - Li-na Fang, National Kaohsiung Normal University
 - Chin-chin Tseng, National Taiwan Normal University

- Discussant: Anthony J. Kane, American Councils for International Education

2:00pm to 3:00pm

The Hynes Convention Center, Room 202

Session 9.2 Developing and Utilizing a Library of Chinese Film Clips

This panel focuses on the development and utilization of a library of film clips by discussing considerations of clip tagging, and the process of clip selection, annotation or modification for classroom application.

- Chair: Ni Eng Lim, UCLA
- Presenters
 - Developing a library of Chinese Film Clips, Ni Eng Lim, UCLA
 - Cultural Instruction with Film, Haiping Wu, UCLA

2:00pm to 3:00pm

The Hynes Convention Center, Room 203

Session 9.3 Cognitive Process and Chinese Learning: Curriculum, Research and Technology

This panel discusses some general underlying cognitive principles of the Chinese language, and how to incorporate these principles into the CFL curriculum.

- Chair: Sue-mei Wu, Carnegie Mellon University
- Presenters
 - Cognition-based Chinese Learn Lab Curriculum, Sue-mei Wu, Carnegie Mellon University
 - Incorporating Iconic Principles into Chinese Literacy Training, Yi-ching Liu, National Taiwan University
 - Conceptual Viewpoints and Chinese Learning, Wenze Hu, United States Naval Academy

2:00pm to 3:00pm

The Hynes Convention Center, Room 204

Session 9.4 Teaching behavioral culture in classrooms: from beginning to superior level

Based on Hammerly's notion of categorizing culture into three types, achievement, informational, and behavioral culture, this panel focuses on how to teach behavioral culture in language classrooms of various levels in high school, study abroad, and university programs.

- Chair: Nan Meng, The Ohio State University
- Presenters

- How to integrate culture in the beginning Chinese class in high schools, Nan Meng, The Ohio State University
- Training American adults for success in Chinese work environments, Patrick Mcaloon, The Language Flagship
- Behavioral Culture Instruction in the Study Abroad Context, Xizhen Qin, Ohio State University
- Discussant: Li Yu, Williams College

4:00pm to 5:00pm

The Hynes Convention Center, Room 201

Session 10.1: Chinese Pedagogy

This panel explores a number of classroom methodologies for CFL learning.

- Chair: Le Tang, University of Michigan
- Presenters
 - Content-based Instruction in the Summer Intensive Program, Le Tang, University of Michigan
 - How to Optimize Dictation in Class-Based on Students' Feedback, Lingjun Hu & Zhongqi Shi, Columbia University
 - Student to Student Chinese Language Lab: Free 6-12 Online Resource, Lilia Cai-hurteau, Brooks School

4:00pm to 5:00pm

The Hynes Convention Center, Room 202

Session 10.2 Culture Learning in Chinese

This panel explores L2 learners' culture learning and technology program for culture learning.

- Chair: Jia Zhu, The University of Iowa
- Presenters
 - Culture Learning on Stage: An Exemplar of Culture Learning Process, Jia Zhu, The University of Iowa
 - Building Language and Cultural Competence through a Project-Based Program, Chan Lu, Loyola Marymount University; Elaine Hyder, Carnegie Mellon University
 - Language and Culture Learning through Social Networking Virtual Immersion, Li Jin, DePaul University

4:00pm to 5:00pm

The Hynes Convention Center, Room 203

Session 10.3 Chinese Listening and Speaking

This panel presents a number of methodologies for teaching and testing CFL oral and aural skills.

- Chair: Wen-hua Teng, University of Texas
- Presenters:
 - Designing CFL Listening Comprehension Exercises for Web-based Learning, Wen-hua Teng, University of Texas

- How to improve Students' listening Ability of Chinese by Online videos, Tiezhu Dong, Wofford College
- Testing for Advanced Oral Proficiency: A Reflection on SOPI Results, Yi Zhou, UNC-Chapel Hill

4:00pm to 5:00pm

The Hynes Convention Center, Room 204

Session 10.4 Chinese Linguistics

This panel discusses a number of linguistic aspects from the perspectives of CFL teaching and learning.

- Chair: Wendan Li, University of North Carolina at Chapel Hill
- Presenters
 - Temporal and Aspectual Reference in Chinese and the Syntax-semantics interface, University of North Carolina at Chapel Hill
 - The Usage of -Le among Chinese Native Speakers, Jizhen Sun, SCCL
 - Applying Temporal Semantics to Pedagogical Grammar, Liancheng Chief, UCLA

5:15pm to 6:15pm

The Hynes Convention Center, Room 201

Session 11.1 Vocabulary Instruction in Chinese: Importance, Issues and Solutions

The panel with three presentations argues for the greater importance of vocabulary instruction, analyzes the problems as manifested in popular textbooks and proposes a number of solutions, including more systematic selection and recycling of vocabulary and a more cognitive approach as exemplified by an expanded and alternatively organized vocabulary list.

- Chair: Zhengsheng Zhang, San Diego State University
- Presenters
 - Song Jiang, University of Hawaii At Manoa;
 - Nansong Huang, University of Southern California
 - Zhengsheng Zhang, San Diego State University

5:15pm to 6:15pm

The Hynes Convention Center, Room 202

Session 11.2 3Ts: Teacher, Teaching Materials and Teaching Methods in CFL

This session combines Teacher training, Teaching material development, and Teaching methodologies (3Ts) for the purpose of revisiting these top discussed and concerned issues that are imperative and pivotal in CFL. The panel introduces a new teacher training model, innovative teaching materials and

effective ICC (the intercultural communication competence) teaching method.

- Chair: Meiru Liu, Portland State University
- Presenters
 - Yan Zhang, University of Wyoming
 - Lina Lu, Portland State University
 - Meiru Liu, Portland State University

5:15pm to 6:15pm

The Hynes Convention Center, Room 203

Session 11.3 Teacher training, textbook development and pedagogy for Chinese heritage learners

The session is to introduce an integrated project on Chinese language education for American Chinese heritage learners and a teacher training program held by presenters. Topics: Task-based Pedagogy Strategies for Heritage Learners; Design and Implementation of teacher training program; Integration of web 2.0 with textbook for Chinese heritage students.

- Chair: Shih-chang Hsin, National Taiwan Normal University
- Presenters
 - Yih-fen Sun, National Taiwan Normal University;
 - Sheni Chen, National Taiwan Normal University;
 - Hsiuhuei Lin Domizio, San Francisco State University;

5:15pm to 6:15pm

The Hynes Convention Center, Room 204

Session 11.4 CFL Curriculum Development and Field Building

This panel discusses various aspects of CFL curriculum development and field building.

- Chair: Yi-Tzu Huang, The University of Iowa
- Presenters
 - Overview of the College-level curriculum design for Chinese heritage learners, Yi-Tzu Huang, The University of Iowa
 - Chinese Language Expansion in the U.S.: An organizational Framework for Understanding, Jinai Sun, Penn State University
 - Pre-service Teachers of Chinese and Issues regarding Technology Integration, Daliang Wang, Mercyhurst College

6:30pm to 7:30pm

The Hynes Convention Center, Room 201

CLTA-CLASS Joint Forum: The Path to the Establishment and Implementation of the Proficiency Standards in the K-16 Curriculum

- Co-chair: Claudia Ross (CLTA President)
- Co-Chair: Shouping Li (CLASS President)
- Presenters: Jianhua Bai & Jennifer Li-Chia Liu (CLTA)
- Presenters: Carol Chen-lin & Yu-Lan Lin (CLASS)

8:00pm to 10:00pm

CLTA Annual Banquet

Emperor's Garden, 690 Washington St., Boston

SUNDAY, NOVEMBER 21

8:00am to 9:00am

The Hynes Convention Center, Room 201

Session 12.1 Chinese Writing Instruction and Character Learning

This panel explores the varied ways used to teach the writing skill in the language classroom and learners' development of orthographic awareness in their character learning.

- Chair: Jianling Liao, CIEE;
- Presenters
- Enhance L2 Chinese Writing Skills through Interactive Planning, Jianling Liao, CIEE
- Developing Chinese orthographic Awareness through the Characters in the Textbooks? Hui-mei Fan, University of Iowa

8:00am to 9:00am

The Hynes Convention Center, Room 202

Session 12.2 CFL Pedagogical Grammar

This panel explores a number of approaches for teaching several aspects of Chinese grammar.

- Chair: Patrick Lin, Defense Language Institute
- Presenters:
- A New Approach on Teaching Complements in Chinese Grammar, Patrick Lin, Defense Language Institute
- The Effect of Tailored Induction on Teaching Chinese Function Words, Shuhui Su, Grove City College
- Teaching the Chinese Spatial-Temporal Terms to speakers of English, Wei Lai, Penn State University

8:00am to 9:00am

The Hynes Convention Center, Room 203

Session 12.3 CFL Instructional Materials Development

This panel includes studies to examine different teaching materials used to teach Chinese.

- Chair: Dongdong Chen, Seton Hall University
- Presenters
- Examining the DeFrancis Series, Dongdong Chen, Seton Hall University
- Motivate Students with Authentic Chinese Materials, Tasks and Interactions, Fushun Le, University of Missouri-st. Louis
- Shi...de Sentences in CFL teaching materials, Yi Xu, University of Pittsburgh

8:00am to 9:00am

The Hynes Convention Center, Room 204

Session 12.4 CFL Learning Environment and Pragmatics Learning

This panel explores characteristics of CFL learning environment and Learner's pragmatics acquisition.

- Chair: Xiuhua Ke, University of Western Ontario
- Presenters
- Cross-linguistic influence in CFL learning, Xiuhua Ke, University of Western Ontario
- The Development of an Interactive CFL Learning Environment, Chiann Ru Song & Enming Heebner, National Chung Cheng University
- Disagreement Behavior in Chinese: Pragmatic Awareness and Instruction, Weihua Zhu, University of Florida

10:00am to 11:00am

The Hynes Convention Center, Room 201

Session 13.1 Chinese Character Learning

This panel presents a number of learning strategies L2 learners used for character learning.

- Chair: Lijuan Ye, Georgia State University
- Presenters
- Character Learning Strategies: A case study of a CFL class, Lijuan Ye, Georgia State University
- Chinese Character Learning by Beginners, Jing Wang, IUPUI
- Easy Way to Learn Chinese Characters: Strategy Samples, Yanmei Liu, Defense Language Institute

10:00am to 11:00am

The Hynes Convention Center, Room 202

Session 13.2 Task-Based Chinese Instruction

This panel presents a number of curriculum models using task-based language teaching approaches.

- Chair: Miao-fen Tseng, University of Virginia

- Presenters
- Empowering Students through WebQuest Tasks in a Task-based Curriculum, Miao-fen Tseng, University of Virginia
- Active Learning through Discussion Tasks, Lily Han, FSI
- Promoting Socio-Cultural Proficiency in Task-Based Virtual, Hybrid, and Real Classrooms, Kueilan Chen, DLIFLC

10:00am to 11:00am

The Hynes Convention Center, Room 204

Session 13.4 Active Mandarin learning: Success stories without phonetics

This panel discusses the principles in teaching speaking, reading and writing skills. With the advance of technology, new computer functions are also introduced to supplement the practice of these techniques to make Chinese teaching and learning more efficient and effective.

- Chair: Felicia Zhang, University of Canberra
- Presenters
- Learning Mandarin through technology enhanced active learning techniques, Felicia Zhang, University of Canberra
- Active learning of Chinese Mandarin for Beginners, Li-fen Chen, National Taiwan Normal University
- Direct association of meaning, sound, and characters through active learning, Curtis Dean Smith, Grand Valley State University, Michigan
- Discussiant: Chung-tien Chou, National Taiwan Normal University

11:15am to 12:15pm

The Hynes Convention Center, Room 201

Session 14.1 Chinese Reading Instruction and Reading Acquisition

This panel explores the different methods of reading instruction in Chinese and L2 learners' reading stages.

- Chair: Jun Da, Middle Tennessee State University
- Presenters
- Performance-based reading instruction in Chinese, Yongfang Zhang, University of Akron
- Pinyin annotation and beginning level CFL reading instruction, Jun Da, Middle Tennessee State University

11:15am to 12:15pm

The Hynes Convention Center, Room 202

Session 14.2 Proficiency Assessments

This panel discusses different assessment methods for Chinese language proficiency.

- Chair: Ying Shiroma, Defense Language Institute
- Presenters
- Enhancing Self-Assessment through Chinese Online Diagnostic Profile, Ying Shiroma, Defense Language Institute
- Utilizing Proficiency Based Assessments in Secondary Schools, Darell Tibbles, Vistamar School



ASSCE (Original was named CEG) DEMO: ASSCE (American Society of Shufa Calligraphy Education)

Acting Executive Director: Madeline Chu, Kalamazoo College

President of ASSCE: Harrison Tu, Confucius Classroom, Denver

Demo Director: Jasmine Tang, SUNY Geneseo/MCC

Demo Calligrapher: John Wang, George Washington University

Demo Assistant: Zheng Liu, Shanghai Normal University

Date & Time: November 19 & 20, 2010

Friday: 10:00a.m.-11:00a.m./12:00-1p.m./2p.m.-3p.m.

Saturday: 10:00a.m.-11:00a.m./12:00-1p.m./2p.m.-3p.m.

《王力全集》资料征集信

(编辑中)

为纪念中国现代语言学奠基人之一，我国著名语言学家、教育家、翻译家、散文家和诗人王力先生，进一步弘扬王力先生的学术成就，王力先生的亲属、学生和中华书局共同组织编纂《王力全集》。《王力全集》旨在总结和梳理王力先生所创造的优秀科学文化成果，系统、科学地展示王力先生在多个领域的学术造诣和创作才能，为学界和广大读者提供最为精善、可供依凭的王力先生著作。目前，《王力全集》的编辑出版工作已经正式启动。

中华书局从即日起至2011年底面向社会各界公开征集王力先生著述的相关资料，以便遴选收入全集，保证全集能够更加全面、完整地收录王力先生的著述。征集内容主要包括：

- 1) 王力先生所写的书信；
- 2) 王力先生未刊诗、文及相关手稿；
- 3) 王力先生讲话录音及整理稿；
- 4) 以王力先生名义发表的题词、贺词、贺电、唁电等；
- 5) 王力先生著述的稀见版本及相关的信息。

以上征集的资料只需提供复印件。欢迎社会各界人士提供相关资料与信息。感谢社会各界对《王力全集》编辑出版工作的大力支持！

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《科技与中文教学》

Journal of Technology and Chinese Language Teaching

-A Peer-Reviewed Publication (online and hard copy)

ISSN: 1949-260X

A publication by TCLT: www.tclt.us

First Call for Papers

In order to promote the exploration and application of educational technologies in Chinese language learning and teaching, we are pleased to announce the establishment and the first call for papers for the new *Journal of Technology and Chinese Language Teaching* (JTCLT), a peer-reviewed publication (both online and in hard copy) in companion to the successful international conference series on *Technology and Chinese Language Teaching* (TCLT, www.tclt.us) since 2000.

JTCLT has been registered with the U.S. ISSN Center administered by the Library of Congress, USA. Its ISSN number is 1949-260X.

JTCLT will be published twice a year online at <http://www.tclt.us/journal>, and published once a year on paper by *China Social Sciences Press* (中国社会科学出版社, <http://www.csspw.com.cn>). The online version and the paper version of the journal may contain different contents.

Guidelines for manuscripts preparation and copyright

JTCLT will publish UNPUBLISHED (conference proceedings does not count as formal publication) articles and reviews on the issues related to technology and Chinese language learning and teaching, including qualitative and quantitative research articles and reviews of software applications, multimedia textbooks, and other (online) materials and resources. All manuscripts submitted will be reviewed by at least two reviewers, either from the editorial board or invited from outside for specific topics. Articles and book reviews are expected to follow JCLTA's style sheet and guidelines (We thank JCLTA for permission to use its document), while reviews of software applications, etc. should follow CALICO's software review guidelines. Please refer to the submission and manuscript preparation and JTCLT style sheet at <http://www.tclt.us/journal/authors.php>.

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Subscription and manuscripts submission

Subscription to the journal published online needs (and we encourage our readers) to register at <http://www.tclt.us/journal/sub.php>. Upon successful registration, subscribers will be notified by email sent from journal@tclt.us when a new issue is released. For the paper version published by *China Social Sciences Press* (中国社会科学出版社), readers will be notified when it is available at bookstores/web sites in China.

Manuscript submission takes two steps. First, register with the author information at <http://www.tclt.us/journal/authors.php>. Second, email your manuscript in both Microsoft Word and PDF formats as attachments to editor@tclt.us.

Deadline and publication timeline and languages

As stated, JTCLT will be published online twice a year, one in June and the other in December. Publication of the first issue of the journal will be based on the following schedule:

- October 31, 2010: Submission deadline for manuscripts
- November 30, 2010: Notification of acceptance
- December 31, 2010: Publication of the first issue

The first issue's topic is **virtual classrooms and virtual education in Chinese**. Articles can be written in either English or Chinese.

Future online issues of the journal will follow the timeline below:

- March 1: Manuscript submission deadline for the June issue
- April 30: Notification of acceptance for the June issue
- October 1: Manuscript submission deadline for the December issue
- November 30: Notification of acceptance for the December issue

JTCLT will also be published on paper once a year by *China Social Sciences Press* (中国社会科学出版社). The on paper version will be a collection of (1) the best articles published in the online version of the journal, (2) the best papers (need further editing) presented at the TCLT conferences and included in the TCLT conference proceedings, and (3) best articles submitted. Articles/papers submitted should be written in Chinese.

Editors

Editor-in-chief: De Bao Xu, Hamilton College, dxu@hamilton.edu

Associate editor-in-chief: Jun Da, Middle Tennessee State University, jda@mtsu.edu

New technologies editor: Shijuan Liu, California State University, Los Angeles

Book review editor: Song Jiang, University of Hawaii at Manoa

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China Social Sciences Press (中国社会科学出版社)

Contact information

Please send email to editor@tclt.us for inquiries or any other questions concerning the journal.

JTCLT Style Sheet

Guidelines for submission of manuscripts

Acknowledgement: JTCLT manuscript submission guidelines are adopted from JCLTA's document at <http://journal.clta-us.org/stylesheet.htm>. We thank CLTA for permission to use their document.

《国际汉语教育》征稿启事

《国际汉语教育》(原名《国际汉语教学动态与研究》)由北京外国语大学海外汉学研究中心、

北京外国语大学国际汉语教学信息中心于2002年底创办。

本刊宗旨在于真实、全面地介绍国外汉语教学的历史和现状,使国内外同仁及时把握国际汉语教学界的新情况、新成就、新问题,促进全球汉语第二语言教学同行间的合作与交流,并适时地为教育部、国家汉办制定有关政策提供可参考的第一手资料。

本刊为季刊,出刊时间为每季度第三个月,每期刊约14万字。我们诚邀各位学者同仁分享、交流以下方面的研究成果:

● 国际汉语教育人才培养

- 1、国际汉语教育人才培养模式、方法研究
- 2、国内外汉语师资培训模式研究
- 3、汉语志愿者海外实践报告和相关问题研究
- 4、汉语教师职业发展的相关研究

● 语言政策与汉语国际传播

- 1、汉语国际推广政策、策略等相关问题研究
- 2、孔子学院的建设与可持续发展的调查研究
- 3、各国政府有关汉语语言文化的政策调查研究
- 4、各国政府推广本国语言的政策、途经、模式对汉语国际推广的启示

● 国际汉语教学透视

- 1、国外汉语教学机构(包括大学、中学、小学、海外华人资助的中文学校及其他教学机构)调查与研究
- 2、国内外汉语教学新理论、新实践、新方法的思考与研究
- 3、各国汉语学习需求的相关调查研究
- 4、国内外汉语教学模式和教学方法的相关调查研究
- 5、国内外汉语教材,特别是国别汉语教学的相关调查研究
- 6、各国汉语学习者习得汉语的特点和规律的相关调查研究
- 7、汉语教学与文化教学之关系研究
- 8、现代教育技术与汉语教学的结合与创新应用研究
- 9、国内外汉语教学测试与评估的调查研究

● 世界汉语教育史研究

- 1、西方人早期汉语学习史研究
- 2、国别汉语教育史研究
- 3、国外早期文献及汉语教材研究
- 4、汉语教育历史人物、机构等专题研究
- 5、汉语教育史与汉语本体关系研究

6、汉学研究与国际汉语教育之关系研究
此外,我们也欢迎以下内容的稿件:

- 1、国内外汉语教学交流与合作的信息,各类汉语教学学术会议的信息与综评
- 2、国外汉语教学方面的著名专家学者评介
- 3、国内外汉语教学方面各种出版物(教材、论文、研究著作等)的出版信息与评介

(注:本刊可接收中文及英文稿件)

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《国际汉语教育》编辑部

2009年3月

14th NCOLCTL ANNUAL CONFERENCE CALL FOR PAPERS

The 14th Annual Meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) is scheduled for April 7-10, 2011, in Madison, WI (with pre-conference workshops scheduled for April 7th, 2011). Proposals are solicited for individual papers, colloquia, and poster sessions to be presented at this conference.

Submissions should fall broadly within the conference theme, "Building Language Capacity: Collaboration, Innovation, Globalization" Although proposed presentations may focus on individual languages, each paper should strive to address issues that clearly relate to more than just that one language. The focus of session topics might include heritage language learners, bilingual education students, autonomous and self-instructional settings, distance learning, outreach and advocacy initiatives, and the use of technology in teaching LCTL's. Other topics such as curriculum and materials development, teacher training and professionalization, research, and assessment will also be welcome.

Individual papers are to be 30 minutes long which should include time for questions and discussion. A paper should focus clearly on issues related to the main conference theme. Papers may be based on research or practical experience.

Colloquia are to be 90 minutes long. A colloquium proposal should specify three or more presenters who will address the conference theme. Preference will be given to colloquia that cut across different languages or language groups.

Poster and presentation sessions may focus on completed work or work in progress related to the teaching and/or learning of less commonly taught languages. They may be in either: the traditional poster format, such as presentation of materials, or of research completed or in progress, or demonstrations of instructional or information technology. (NB, any proposal in this category requiring technical support must specify in detail the type of hardware or software needed).

Proposals may ONLY be submitted in electronic format via the Abstract Submission Page on the NCOLCTL website (<http://www.ncolctl.org/node/add/sessions>). This is the only format in which Proposals may be submitted. For a proposal to be considered, all relevant fields of the form, including, title, abstract, proposal, type of session, technology needs and contact information must be completed in full. Incomplete proposals may be disqualified.

The deadline for receipt of proposals is Friday, October 15, 2010. Applicants will be notified by the Program Committee after Friday, November 12, 2010 whether or not their proposal has been accepted. At least one presenter from an accepted presentation will be required to pre-register for the conference. Details about pre-registration will be provided in the acceptance notification.

If you have any questions regarding Proposal submission, please contact the NCOLCTL Secretariat at: ncolctl@mailplus.wisc.edu or Tel: 1-608-265-7905

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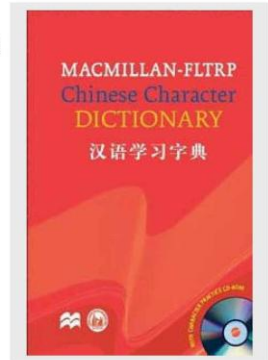
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NEWS OF THE FIELD

The American Society of Shufa Calligraphy Education Bi-Annual Conference in Beijing

The American Society of Shufa Calligraphy Education (ASSCE, formerly CEG) held its 7th bi-annual International Conference on Hanzi Calligraphy Education at Yulong International Hotel in Beijing, June 28-30, 2010. Hosted by the Calligraphy Culture Research Institute of Capital Normal University (首都师范大学书法文化研究院), the Conference was a resounding success. Keynote speech by Professor Xu Jialu emphasized the importance of calligraphy in manifesting the core values of Chinese culture and he advocated global development of calligraphy education. In addition to panel presentation of scholarly papers, there was art-work exhibition and on-site calligraphy writing. Participants also enjoyed the culture heritage fieldtrip to Capital Normal University Museum of Calligraphy Culture, and the Fangshan Stone-Carvings of Buddhist Scriptures. A Chinese news article on the Conference may be found at http://www.cedy.cn/2010-07/01/content_483775.htm. or <http://www.cnusf.com/?action-viewnews-itemid-262>



(Reported by Madeline Chu on behalf of ASSCE)

CLTA-VA Inaugural Meeting

The CLTA-VA had a very successful inaugural meeting last October. It outnumbered other foreign language groups as it emerged to be the largest group of foreign language teachers at the FLAVA (Foreign Language Association of Virginia) luncheon meeting. Following the annual meeting was the CLTA-VA 2010 Spring Chinese Pedagogy Workshop that was held at George Mason University (GMU) on Saturday, May 8th, 2010. We were truly thankful for generous support from the Confucius Institute at George Mason University and the East Asia Center and Asia Institute of the University of Virginia. Special thanks should also go to Dr. Karl Zhang and Dr. Li Fu, whose multiple roles associated with the CLTA-VA, GMU, and the CI at Mason, facilitated many different tasks for the one-day professional activity.

Three excellent interactive presentations were extremely well-received during the one-day workshop. They were presented by Dr. Haiyan Fu from Northside College Preparatory High School in Chicago, Illinois, Dr. Phyllis Zhang from George Washington University in Washington DC, and Dr. Fenglan Guo, Resident Director at the Confucius Institute at George Mason University, and Ms. Lei Wang from Beijing Language and Culture University.

The CLTA-VA second annual meeting will take place in conjunction with FLAVA at the Holiday Inn Koger Conference Center in Richmond on Friday-Saturday, October 8th-9th. The conference offers an exceptional registration package with high quality sessions at a surprisingly low rate. The package includes, but is not limited to, a keynote speech, two featured workshops, a wide spectrum of professional sessions on teaching and learning of six foreign languages, and dinner reception on Friday and continental breakfast on Saturday. It is a deal that is too good to be true. The CLTA-Va second annual meeting has expanded and enriched sessions on Chinese language teaching and learning in addition to a

material swap workshop that enhances professional exchanges. Standing CLTA-VA members will again enjoy a free lunch at the luncheon meeting on Saturday, October 9th. Please see updates through email announcements and the CLTA-VA website at <http://www.clta-va.org>.

In spring 2011, the CLTA-VA Chinese pedagogy workshop will be held at the College of William and Mary. Thanks to Professor Yangfang Tang and her colleagues, Dr. Liping Liu, and Ms. Qian Su, for their willingness to take on this very important task. Detailed information will be released as time approaches. (Submitted by Miao-fen Tseng, Founder/President of CLTA-VA)

第七届中文电化教学国际研讨会 会议纪要

由中文教学现代化学会主办、鲁东大学文学院与国际交流学院共同承办的第七届中文电化教学国际研讨会于2010年7月20日于坐落在美丽的烟台市的鲁东大学隆重召开。本次会议注册代表87人，分别来自中国（包括内地、香港）、美国、法国、日本、韩国、新加坡、印尼、丹麦9个国家和地区，论文集《数字化对外汉语教学实践与反思》由清华大学出版社于2010年6月出版，会议全程进行了视频录像。

开幕式由中文教学现代化学会北京秘书处秘书长、北京语言大学徐娟研究员、鲁东大学文学院院长亢世勇教授主持。鲁东大学副校长刘焕阳教授、世界汉语教学学会副会长、法国教育部汉语总督查白乐桑教授、中文教学现代化学会会长、北京语言大学张普教授先后致辞，张普教授与刘焕阳教授共同为第六届中文电化教学国际研讨会承办方——韩国又松大学、2009年中文电化教学专题研讨会承办方——法国拉罗谢尔大学孔子学院颁发奖杯。随后进行了精彩的大会特约报告，分别是：北京大学陆俭明教授的《汉语网络教学本体研究之管见》、张普教授的《词语发展变化研究与生命科学结合（上）——三个最新视角与国家语言资源监测》、厦门大学郑通涛教授的《EDU2.0时代与对外汉语教学平台构建探讨》。

分组报告分成以下六大主题：数字化对外汉语教学的资源建设、数字化对外汉语教学的整合与实践、数字化对外汉语教学的模式、方法与策略、移动式对外汉语教学、对外汉语教学知识库的理论与应用、数字化对外汉语教学的综合应用。会议代表们就上述主题展开了热烈讨论与学术交流。北京大

学出版社、世界图书出版公司、北京伊曼德瑞科技有限公司、北京友爱五洲教育科技有限公司同期进行了汉语教学资源展览。

会议期间还举办了中文教学现代化学会第二届会员大会，修改了学会章程，选举了第二届理事会，一致推选北京大学李晓琪教授担任会长，鉴于第一届会长张普教授对学会创建的卓越贡献，授予张普教授为名誉会长，还选出了第二届的常务理事、副会长、秘书长，聘任了顾问委员。

22日中午举行了会议闭幕式。李晓琪会长做了充满激情的“感谢、继承、团结、发展”的主题发言，学会副会长、美国长堤加州州立大学谢天蔚教授做了《汉语教学中电脑应用要与时俱进》的总结发言，日本早稻田大学、华东师范大学、香港教育学院的代表分别做了2012年的第八届中文电化教学国际研讨会的申办报告，大会在浓厚的学术气氛与依依不舍的人文情怀中胜利闭幕。（北京语言大学徐娟供稿）

第八届国际汉语教学学术研讨会圆满 结束

The 8th International Conference on Chinese Language Pedagogy Successfully Ended

第八届国际汉语教学学术研讨会由中国云南大学承办，于2010年7月25日在中国昆明顺利召开，并于7月27日圆满结束。本届会议中方主席由中国云南大学留学生学院院长袁焱教授担任，外方主席由美国佛蒙特大学亚洲语言文学系主任印京华教授担任。来自11个不同国家和地区的200多名汉语教学专家、学者、教师、研究生参加了本届会议。

与会者听取了台湾政治大学竺家宁教授题为“论词义场分析与汉语教学”，华东师范大学吴勇毅教授题为“CSL课堂教学中的非预设事件”，美国佛蒙特大学荣誉教授、美国弗里曼基金会王觉非博士题为“美国中文教学状况：机会与挑战”等三个大会学术报告。

此外，150多名与会者在53个分会场就1) 二语习得理论在对外汉语教学中的应用与研究、2) 正规教学机构对外汉语教学模式及教学法研究、3) 孔子学院及其他非常规教学机构对外汉语教学问题及管理、4) 具有特殊目的的对外汉语教学实践与研究、5) 现代教育技术在对外汉语教学中的应用与研究、6) 对外汉语教材的开发与评价等六个方面的专题对国际汉语教学实践以及相关问题的研究和思考发表了学术论文、并与其他与会者进行了较为深入的探讨和交流。

会议半天的休会期间，与会者参访了位于云南大学校园内的清代贡院和云南大学前身东陆学院的旧址，以及与云南大学校训“会泽百家，致公天下”相关联并具有特殊历史意义的会泽院与致公堂。与会者们还参观了位于昆明的多家茶叶集散地之一的康乐茶文化城和在昆明城市发展中具有重要意义的滇池大坝，品尝了云南风味，观看了云南少数民族的歌舞。

三天的会议结束后，不少与会者前往大理、丽江、香格里拉、腾冲、西双版纳等地考察：游览中国西南的秀美山川，体验中国少数民族风情文化。

本届会议有百余篇论文，经编辑委员会匿名评审，收录于《国际汉语教学实践与思考》。此书已由外语教学与研究出版社出版，供国际汉语教学专家、学者、教师、学生了解和参考（见本刊书讯）。（第八届国际汉语教学学术研讨会组委会供稿）

**Successful Completion of the 6th International Conference and Workshops on Technology and Chinese Language Teaching (TCLT6)
Ohio State University
June 12-14, 2010**

TCLT6, the 6th International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century (TCLT6) co-sponsored by Hamilton College and the Ohio State University was successfully held at the Ohio State University June 12-14, 2010.

The main themes of the conference were *Virtual Classrooms and Everyday Use of Technology*.

There were 171 professionals from 11 countries and areas including the U.S., Canada, Australia, Belgium, El Salvador, Singapore, Taiwan, Japan, Hong Kong, Macau, and China attended the conference. 55 selected papers presented in 17 panels, 7 plenary speeches representing 6 countries including the U.S., Australia, China, Taiwan, Hong Kong, and Singapore, and 6 hands-on workshops teaching up-to-date technologies and applications in Chinese language teaching and learning.

The 7 plenary speeches were:

1. Assessment of Participatory Web Learning Tools and Selection of Virtual Classroom Software (VCS)

De Bao Xu, Hamilton College (U.S.)

2. New Technologies and New Challenges: Chinese Proficiency Training in the Digital Age,
Phyllis Zhang, George, Washington University (U.S.)

3. Mobile Technologies in Teaching and Learning a Second Language
Linda Tsung, The University of Sydney (Australia)

4. 汉语国际教育教学资源观的转变与资源库建设
赵世举, 武汉大学 (China)

5. 融合RIA与多人虚拟环境的网络直观情境学习系统

王兆華(Chao-Hua Wang), 國立臺中技術學院多媒體設計系 (Taiwan)

6. Succession and Development of the Use of Online Platform in Advanced Level Chinese Reading Courses
Siu-lun LEE, The Chinese University of Hong Kong (Hong Kong)

7. 移动学习——播客华语辅助教学初探

陈桂月、林琼瑶、曾伟明, 新加坡国立大学语言中心 (Singapore)

The 6 hands-on workshops were:

Workshop (一)

Teaching and Learning Chinese in the Virtual World: Free Asynchronous and Synchronous Tools
Tianwei Xie 谢天蔚教授, University of California at Long Beach;
Shijuang Liu, 刘士娟教授, California State University at Los Angeles (U.S.)

Workshop (二)

Using Google Earth and Google Maps for Task-based Activities and Cultural Knowledge
Jun Da, 笄骏教授, Middle Tennessee University (U.S.)

Workshop (三)

Authoring in the Mobile Age: Creating Interactive Contents for the iPhone Using iWillSpeak
John W. Chang, 张文光教授, University of Southern California (U.S.)

Workshop (四)

Simple Solutions to Everyday Tasks
Phyllis Zhang, 张霓教授, George Washington University (U.S.)

Workshop (五)

On-line Chinese Character/Vocabulary Learning System: Easy Go
陈俊文博士、黄宜雯讲师 (Tamkang University, Taiwan)

Workshop (六)

Second Life 101

Dongdong Chen, 陈东东教授, Seton Hall University (U.S.)

As a convention, TCLT6 published its *Conference Proceedings* on site. For more information about TCLT6, please check the web site at <http://nealrc.osu.edu/tclt6/> and <http://www.tclt.us/>.

TCLT will launch its publication: *Journal of Technology and Chinese Language Teaching* (科技与中文教学)-A Peer Reviewed Online Publication (ISSN: 1949-260X) in December, 2010. Details about the journal will be announced separately.

TCLT7 will be held at the University of Hawaii at Manoa in 2012. Interested readers should check the conference information at <http://www.tclt.us/> when the time comes.

There are still some extra copies of the *Proceedings* left. If anyone is interested, please contact Dr. Minru Li at OSU at li28@humanities.osu.edu for a copy. OSU may charge a few dollars for production cost. To make sure you want a copy of the *Proceedings*, please check the TCLT6 Conference Program at <http://www.tclt.us/> under Conferences/TCLT6/Program.

New First-Year Chinese Teaching Program by Terry Waltz

Ten schools around the country are piloting a new first-year Chinese teaching program by Terry Waltz using Optimized Immersion (which provides both language acquisition using TPRS and literacy education using first-language literacy methods from the West to teach Chinese characters and reading strategies). Reading materials from the program, which are suitable for all beginning students regardless of the textbook used, will be available to anyone interested later this semester. For more information contact Dr. Waltz at waltz@acslanguage.com. (by Waltz, Translator/Interpreter terry.waltz@chineseandspanish.com)

CLTA-TX's 2010 Annual Conference Held August 28

CLTA-TX will hold 2010 Annual Conference on Saturday, August 28th with the sponsorship of Confucius Institute at Texas A&M University. Connecting Assessment to Daily Instruction is the Conference theme. Two

keynote speakers are invited. Dr. Yulan Lin, World Language Director Boston Public Schools, will focus on 'Empowering Language Teaching through Performance-based Assessment'. Dr. Tianwei Xie, professor at California State University Long Beach, presents 'OPI, SAT and TOP: Assessment Tools for a Hybrid Study Program'. Dr. Michael Hydak, Director of Language Other than English at Texas Education Agency, along with Mr. McCune, Curriculum Instructional Specialist at LamarC ISD, will discuss the development of the Chinese programs at K-12 in Texas. The Conference also includes four panels discussing the assessment issues and daily instruction by twelve teachers in middle schools, high schools and university. See the detailed conference program, please check <http://www.clta-texas.org/>. (submitted by Yeh Meng)

Tiantian Zhongwen 天天中文 A Graded Chinese Reader Series

天天中文 (Tiantian Zhongwen) is a carefully graded Chinese reader series for high-elementary Chinese language learners and above. Each anthology contains a rich selection of enjoyable reading about China, covering a wide range of topics including modern China, ancient fables, history, lifestyles and the Chinese language.



Besides gaining a greater insight into China, these stories help learners increase their Chinese reading and simplified character recognition skills through meaningful and stimulating contexts.

Language support for key words and grammar

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www.mydiscoverchina.com

POSITIONS

UC BERKELEY

CHINESE LECTURER POSITION

The Department of East Asian Languages and Cultures at the University of California, Berkeley, has one-year openings for two lecturers in Chinese language, with the possibility of extension. Appointment up to 100% time depending on instructional needs and budgetary resources, effective July 1, 2011. Minimum annual salary is \$44,636. Responsibilities include: co-teaching several sections of first-year, second-year, or third-year Chinese language or a combination thereof; supervising Graduate Student Instructors; compiling teaching materials. Requirements: native or near-native fluency in Chinese; good command of English; minimum degree M.A. in Teaching Chinese as a Foreign Language, Linguistics, Second Language Acquisition, or equivalent; experience in teaching Chinese and possibility to teach different levels of Chinese at the college level; experience with computer-assisted instruction, online course, and Chinese language instructional software is highly desirable. Send letter of application with curriculum vitae and names and complete addresses of three references to Chinese Language Search Committee, Department of East Asian Languages and Cultures, 3413 Dwinelle Hall, University of California, Berkeley, CA 94720-2230. All materials must be postmarked by January 3, 2011. The University of California is an Affirmative Action, Equal Opportunity Employer.

UNIVERSITY OF MASSACHUSETTS

AMHERST

LECTURER IN CHINESE

The program in Asian Languages and Literatures of the Department of Languages, Literatures and Cultures, University of Massachusetts Amherst, invites applications for a position of Lecturer in Chinese.

Fulltime, renewable position to begin September 1, 2011. Preference will be given to candidates with experience in proficiency-based language instruction and native or near-native command of standard Chinese. M.A. required. Please send a c.v., three letters of recommendation, a statement of teaching philosophy, and a 40 minute video of your classroom teaching to: Chinese Search Committee, Asian Languages and Literatures, Department of Languages, Literatures and Cultures (LLC), 440 Herter Hall, University of Massachusetts, Amherst, MA 01003-9312. Review of applications will begin December 1 and will continue until the position is filled. Salary commensurate with experience and qualifications. The department is committed to developing a more diverse faculty, student body, and curriculum. The University of Massachusetts Amherst is a member of the Five College Consortium along with Amherst, Hampshire, Smith, and Mount Holyoke Colleges and is also a member of the Academic Career Network, a resource for dual career couples. The University of Massachusetts Amherst is an Affirmative Action / Equal Opportunity Employer; applications from women and members of minority groups are encouraged.

OHIO STATE UNIVERSITY

ASSISTANT PROFESSOR – CHINESE LINGUISTICS.

The Ohio State University's Department of East Asian Languages and Literatures (DEALL) seeks candidates for a tenure-track position in Chinese linguistics at the rank of Assistant Professor, starting Autumn 2011. Field of specialization is syntax (or syntax-semantics interface), with secondary interests in such areas as dialect studies and/or discourse analysis (broadly construed). Native or near-native command of Mandarin Chinese is required, and knowledge of one or more other Chinese dialects would be highly desirable. The successful candidate joins one of the most comprehensive and

dynamic departments in East Asian languages in the U.S., and will share with another faculty member the responsibility of maintaining the full set of course offerings in the department's vibrant M.A. and Ph.D. program in Chinese linguistics. The individual will also assist in undergraduate-level courses in Chinese linguistics and Chinese culture, both existing and new courses that support the department's mission. S/he will have opportunities to develop new directions in linguistics course offerings, including potential linguistics courses that connect with other DEALL faculty members' research and teaching of localized cultures from different perspectives and disciplines. Research opportunities also exist for interdisciplinary connections with numerous colleagues in other fields at Ohio State (e.g., linguistics, cognitive science, education, etc.). The successful candidate will be expected to be active in research and publication, to meet standard departmental teaching requirements and to perform service duties as required by the department and the university. A Ph.D. is required at the time of appointment. Interested applicants should submit a letter of application, curriculum vitae, publications and/or writing samples, and three letters of recommendation to: Professor Marjorie Chan, Chair, Chinese Linguistics Search Committee, Department of East Asian Languages and Literatures, The Ohio State University, 398 Hagerty Hall, 1775 College Road, Columbus, OH 43210. (Email: <chan.9@osu.edu>. DEALL website: <deall.osu.edu>.) To build a diverse faculty, women, minorities, veterans, disabled veterans and individuals with disabilities are encouraged to apply. The Ohio State University is an Equal Opportunity/Affirmative Action employer. Screening of applications will begin on 1 November 2010 and continue until the position is filled.

STATE UNIVERSITY OF NEW JERSEY CHINESE LITERATURE

The Department of Asian Languages and Cultures at Rutgers, the State University of New Jersey in New Brunswick, NJ, invites applications for a tenure-track position in Pre-Modern Chinese Literature and Culture at the level of assistant professor, beginning September 2011. Applicants should possess a Ph.D. or have completed the Ph.D. by the beginning of the appointment. They should be prepared to teach courses in Chinese

language, literature, and culture as well as East Asian Studies in general. A commitment to scholarly research and service to the university and the field is expected. Salary is competitive. The position is subject to the availability of funds. Qualified applicants should prepare a complete dossier—including a detailed statement of research interests, CV, and the names and contact information of three references—and submit their online application at:

<https://secure.sas.rutgers.edu/apps/facsearch/postings/index/deptid/9>

Applicants should also be prepared to submit a sample publication or thesis chapter following the review of the online applications. To ensure full consideration, applications must be submitted by November 15, 2010. Rutgers is an equal opportunity/affirmative action employer; women and minorities are encouraged to apply.

WASHINGTON STATE UNIVERSITY TENURE TRACK ASSISTANT PROFESSOR OF CHINESE LANGUAGE, LITERATURE AND CULTURE Foreign Languages and Cultures Pullman, WA 99164-2610

WASHINGTON STATE UNIVERSITY, Department of Foreign Languages and Cultures seeks a tenure-track Assistant Professor of Chinese language, literature and culture beginning 8/16/11. Required qualifications include: Ph. D. in hand or ABD near completion in Chinese literature, Comparative Literature, East Asian Literatures, or related degree with significant emphasis on Chinese literature or culture; native or near-native Chinese and English proficiency; commitment to excellence in teaching, especially language; and evidence of a dynamic research agenda. Desired qualifications include: Specialization in traditional Chinese literature or culture; demonstrated ability to teach Chinese language and/or literature/culture courses; proficiency in other languages; interest in language-learning technology. Duties include: Teaching undergraduate classes in Chinese language, culture, and literature and in Asian literature/culture; coordinating efforts to help enhance the Chinese major; writing grants in support of Chinese and East Asian languages; maintaining a productive research and scholarship agenda; mentoring students; serving on appropriate departmental, college, and university committees; involvement in conferences and scholarly associations. Teaching load is five courses per year. WSU offers internal grants as well as support in identifying and writing external grant applications. Salary and benefits are competitive. East Asian languages at WSU are growing quickly in popularity. We currently

employ one tenured faculty member and one non-tenure track clinical associate professor in Chinese as well as one assistant professor and one instructor in Japanese. WSU is a major research institution with approximately 20,000 students on the main campus in Pullman, WA, with more on three urban campuses. Pullman Washington is a classic college town setting situated eight miles from Moscow, Idaho, the site of the University of Idaho. Together, the two form a substantial intellectual cultural community of 60,000 with many scholars, professors and students from East Asia, including China, Taiwan, Hong Kong and South East Asia. The Department of Foreign Languages and Cultures at WSU offers instruction in Chinese, French, German, Greek, Italian, Japanese, Latin, Nez Perce, Russian, and Spanish and houses the burgeoning Film Studies Program. Conference in-

terviews will take place at the MLA Annual Convention in Los Angeles in early January. Send a letter of application addressing your qualifications for the position, curriculum vitae (include all relevant telephone numbers, fax, and e-mail), three recent and confidential letters of recommendation under separate cover from the referees, and supporting materials to Dr. Christopher Lupke, Chinese Search Committee Chair, Department of Foreign Languages and Cultures, PO Box 642610, Pullman, WA 99164-2610. No emailed applications will be accepted. Application review begins on November 8, 2010 and continues until the position is filled. WSU is an EEO/AA educator and employer. Protected group members are encouraged to apply.

BOOK NEWS



国际汉语教学实践与思考 —— 第八届国际汉语教学学术研讨会论文集

Chinese as a Foreign Language Teaching Practice and Reflections

ISBN: 978-7-5600-9809-8

编著者: 袁焱 印京华 主编

Chief Editors: Yuan Yan, John Jing-hua Yin

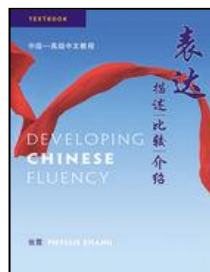
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第八届国际汉语教学学术研讨会就二语习得理论在对外汉语教学中的应用与研究、正规教学机构对外汉语教学模式及教学法研究、孔子学院及其他非常规教学机构对外汉语教学问题及管理、具有特殊目的的对外汉语教学实践与研究、现代教育技术在对外汉语教学中的应用与研究、对外汉语教材的开发与评价等六个方面的专题对国际汉语教学实践以及

相关问题的研究和思考进行了交流。《国际汉语教学实践与思考》收录了本届会议论文百余篇, 供国际汉语教学专家、学者、教师、学生了解和参考。



Cengage Learning's New Publications 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 | 150pp | 978-981-4296-23-6

Available now through **Heinle Cengage Learning**

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 conversational or speaking and writing Chinese courses 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：

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- 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:

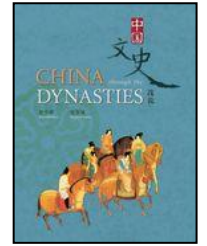
Visit our website www.cengageasia.com/Chinese
Email: asia.info@cengage.com

China Through the Dynasties

中国文史浅说

By Shouhui Zhao, Dongbo Zhang
Published by Cengage Learning

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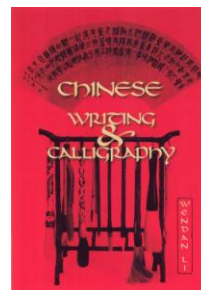
China through the Dynasties provides a quick introduction to Chinese history in a simple and engaging manner. Through the use of a conversational style of writing, and a generous spread of beautiful photographs and illustrations, readers will find this an enjoyable read.

In this book, Chinese history is presented in a chronological order, starting with the earliest human activities in China and concluding with the end of the Qing dynasty. Most chapters are divided into three sections: The Dynastic Cycle, Social Development and Cultural Advancement. The Dynastic Cycle section outlines the key historical events of that period. The Social Development section summarizes the political and economic development of Chinese society in that particular period. The Cultural Advancement section introduces each period’s cultural development and achievements. Through this structured approach, readers are given a broad and balanced view of each dynasty.

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For more information:

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Chinese Writing and Calligraphy

Author: **Wendan Li**, University of North Carolina at Chapel Hill
Publisher: University of Hawai’i Press
Publishing date: May 2010
ISBN: 978-0-8248-3364-0

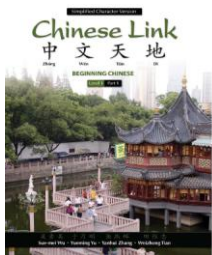
280 pages
132 illustrations

Further detail (with Table of Contents):

<http://www.uhpress.hawaii.edu/shopcore/978-0-8248-3364-0/>

Chinese Writing and Calligraphy is a comprehensive description of the techniques and related culture of Chinese calligraphy. The book consists of fourteen chapters and can be used as course material at the high school or college level; no previous knowledge of the language is required. Content covers three major areas: (1) descriptions of Chinese characters, an inside look of how they are built step by step, stroke types, layout patterns of components, and indications of sound and meaning; (2) basic brush writing techniques, the integration of pressure, moisture and speed in writing, balance rules, major scripts, and components of a calligraphy piece; (3) the social, cultural, historical and philosophical underpinnings of Chinese calligraphy, which are intellectually stimulating and crucial for the understanding of the art.

For the intended readers, a comparative approach is taken to show how Chinese calligraphy is different from Western calligraphy. Hands-on opportunities are provided to practice brush writing from tracing to copying and then to free-hand writing. Single strokes are practiced prior to characters and the composition of calligraphy pieces. High quality model characters based on Wang Xizhi are marked to indicate meaning and stroke order. To accommodate learner interest, models of well-known phrases in various script types are also provided. The book, designed with flexibility, can also be adopted for different types of courses and learners.



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The Chinese University Press (CUP), The Chinese University of Hong Kong.

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《世界汉语教学》

《世界汉语教学》(*Chinese Teaching in the World*) 1987年创刊,为世界汉语教学学会会刊,由北京语言大学对外汉语研究中心承办,中国著名学者朱德熙教授、林焘教授、陈亚川教授、吕必松教授、赵金铭教授历任杂志主编或代主编,现任主编是张博教授。本刊被《中文核心期刊要目总览》确定为“语言学/汉语”类核心期刊,同时也是《中文社会科学引文索引》(CSSCI)来源期刊、《中国学术期刊(光盘版)》和CNKI中国期刊网收录期刊、美国*Linguistics and Language Behavior Abstracts (LLBA)* 收录期刊。

《世界汉语教学》以及时反映汉语作为第二语言的语言研究、教学研究、学习研究中的最新理论研究成果、为海内外从事汉语教学与研究工作的学者提供广阔的学术交流平台为宗旨,以发表立意新颖、内容充实的学术论文为主,兼及学术评论与学术动态报道,设有“汉语研究”“汉语教学研究”“汉语学习研究”和“学术评论”等栏目,以汉语稿件为主,也发表少量的英文稿件。本刊实行双向匿名审稿制度,审稿周期一般为三个月。

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Macmillan-FLTRP Chinese Character Dictionary
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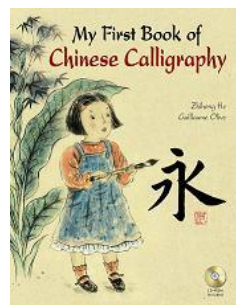
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Zhihong He and Guillaume Olive

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Zhihong He graduated from Beijing Academy of Fine Arts, where she studied traditional Chinese painting. She has authored and/or illustrated many children's books, including Long-Long's New Year for which she won the Peter Pan Award. She has also won the Saint-Exupery Prize.

Guillaume Olive is a Sinologist who spent many years in China. He is the author of several translations of Chinese folkloric tales, ancient poems and classic novels, as well as children's books published in his native France. He has received many prizes for his work, including the Nuit du Livre award and Saint-Exupery Prize.

Authors: Zihong He and Guillaume Olive

ISBN: 978-0-8048-4104-7

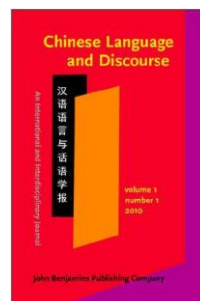
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Chinese Language and Discourse

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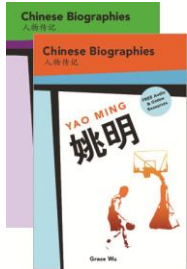
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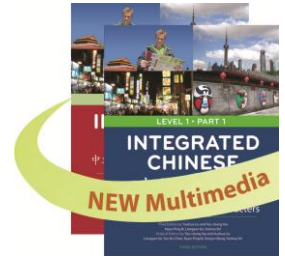
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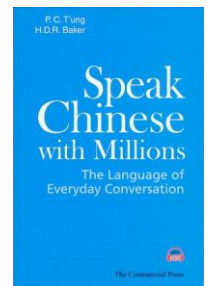
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(by David Porter, dporter@clavisinica.com)

Pinyin Tutor

- A Tool to Refine Pinyin Skills for Chinese as Second Language Learners

Members of CLTA understand the important role that Pinyin can play during the first stages of learning Chinese. However, our studies across dozens of universities show that, because of the lack of adequate focused practice, the majority of students have not achieved full control of Pinyin transcription even by the end of the first year. To address this issue, we at Carnegie Mellon University have built the online *Pinyin Tutor* and have made it freely available to the CLTA community at: <http://talkbank.org/pinyin>

We would like to encourage you to browse through the materials at that site and try out a demo version of the tutor. If you are interested in using the Pinyin Tutor with your class this coming Fall, we ask that you look through the information at <http://talkbank.org/pinyin/register.html> and send us email if you wish to participate. For inquiries, please contact the Pinyin Tutor de-

现在，北京友爱五洲公司正全面开发基于友爱汉字教学法的教学资源和学习产品，期望满足海外汉语学习者的多方面中文学习需求。

友爱汉字教学法

汉字教学有四难：笔画教学难，笔顺掌握难，书写输入难，阅读查字难。这四难归并为一难，就是：汉字字形的掌握和运用难。对此，北京友爱五洲教育科技有限公司的友爱汉字教学法进行了突破性的尝试。

首先，是将汉字笔画类别调整为九类，并根据形上的关联对应到计算机键盘上的ASDFGHJKL九个键。例如，F是两横一竖，以其作为横类笔画的代表；H是两竖一横，代表竖类笔画；J代表撇类笔画；K（最后一笔似捺）代表捺类笔画；L代表竖折类笔画，G代表直角横折笔画（G本身就是字母C加上横折）……。在一个笔画类别内部还有一些规律性的东西，如横折（G1）加一折是横折折（G2），加两折是横折折折（G3），向左加钩是横折钩（G4），向右加钩是横折提（G5），横折拐弯是横折弯（G6），横折拐弯再加钩是横折弯钩（G7）。

这样一来，35个笔画就不会比英语字母大小写加起来更难学了。解决了笔画教学问题之后，数字化的汉字书写练习问题也迎刃而解。在友爱汉语的网站（www.uichinese.com）上逐笔画练习“二”字的“书写”时，只要键入“F1”、“F1”即可。键入“H1”、“G1”、“F1”、“H1”可以实现“中”的书写效果。在友爱汉语即将开发上线的电子字典里，学生只要输入首末笔画的类别代码加整字笔画数，就可以轻松查字。例如，只要输入“HH4”，即可找到“中”字的读音和释义。

学生在写作业、写邮件、网上聊天时可以使用配套的友爱中文教学输入法。它的编码规则是：汉字首末笔画加字的读音。例如“中”的输入编码就是“HHzhong”。这种输入法便于巩固汉字字形，而且平均四键见字，速度快，不用翻页找字。在参加AP中文考试或者汉字已经熟练时，甩掉前面的首末笔画代码，就是普通的拼音输入法。

在识字教程的组织上，采用集中识字的方法，以字形关联性作为教学内容的纽带，用形统领音义，促进学生对汉字形音义的全面掌握。

这一创新的汉字教学方法，核心是解决互联网时代的汉字教学问题，所以一经问世，便受到了多方关注。在刚刚举行的第十届国际汉语教学研讨会上，中国国家汉办许琳主任听取了友爱汉字教学法的汇报，并给予了热情的勉励；北京语言大学崔希亮校长称这个思路是“革命性的”。

Key	A	S	D	F	G	H	J	K	L
1	丶	㇇	一	一	丨	丨	丿	㇇	丨
2	丶	㇇	フ	ノ	㇇	㇇	㇇	㇇	㇇
3	㇇	㇇	㇇	㇇	㇇	㇇	㇇	㇇	㇇
4		㇇	㇇						㇇
5		㇇	㇇						㇇
6		㇇	㇇						㇇
7		㇇	㇇						㇇

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（一）**模拟试题** 模拟试题严格按照美国大学理事会发布的AP中文考试流程开发，不仅能模拟考试题型和难度，还能模拟出计算机考试的流程，帮助学生熟悉考试题型，适应正式机考流程，避免因时间安排不当，不熟悉拼音输入法等造成的不必要失分，同时帮助检验考生语言水平，查漏补缺，提高学习者复习的针对性和有效性。

（二）**综合训练** 作为模拟试题的拓展和补充，综合训练以中华文化为明线设置单元主题，并结合对外汉语教学初、中级阶段的语言点和最常用的功能表达项目，力图使学习者通过综合训练从结构、语义、功能等方面提高语言水平。每个单元内的练习分为听、说、读、写四个部分，契合AP中文考试，题型更为丰富，包含词汇、文化、情景、任务等，帮助学生提高学习兴趣。

（三）**作业报告** 学生在完成模拟试题和综合训练后，系统会自动产生一份报告。客观性试题报告由系统自动产生，主观性试题的报告则在教师批改后产生。报告可以帮助学生准确地了解自己的语言水

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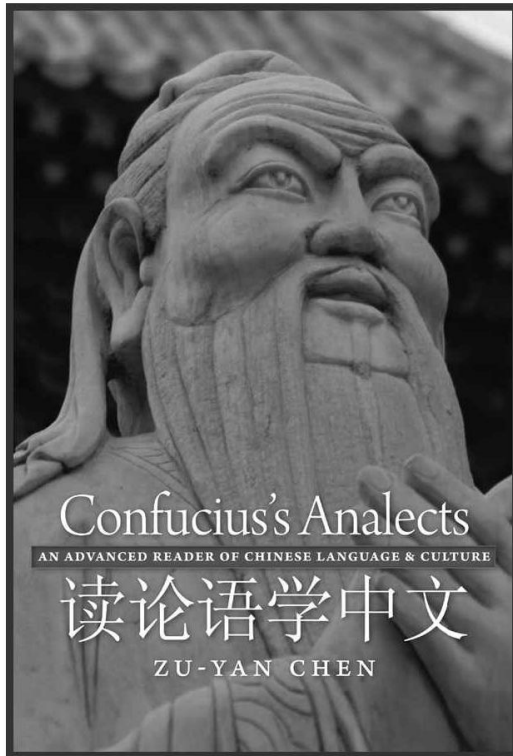
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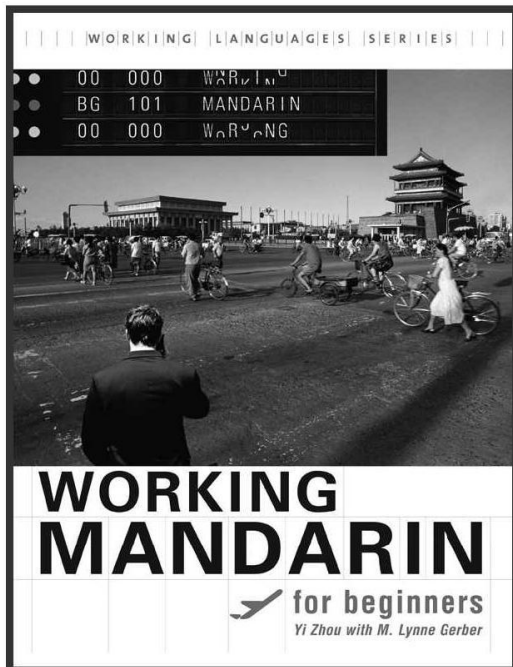
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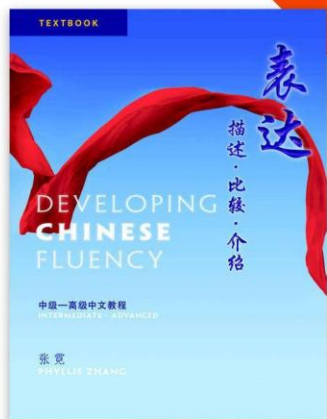
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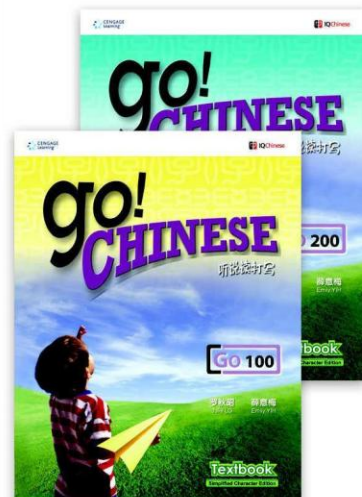
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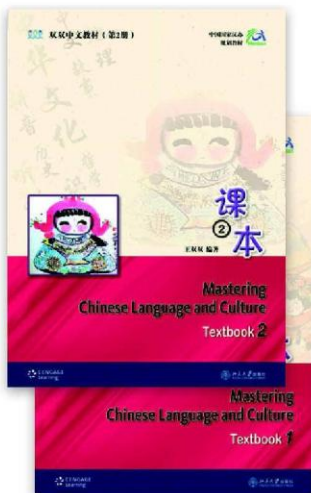
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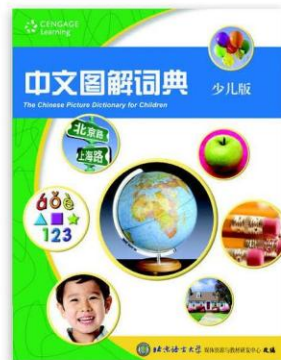


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