

NEWSLETTER

OF THE

CHINESE LANGUAGE TEACHERS ASSOCIATION

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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

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OFFICERS OF THE ASSOCIATION

ELECTED OFFICERS

President

Chuanren Ke 柯传仁 (2011)
University of Iowa
Dept. Asian Languages & Literature
659 Phillips Hall
Iowa City, IA 52242
Tel: (319) 335-2156 (Office)
Fax: (319) 353-2207 (Office)
Email: chuanren-ke@uiowa.edu

Vice-President

Janet Xing 邢志群 (2011)
Dept. of Modern & Classical Languages
Western Washington University
516 High Street
Bellingham, WA 98225-9057
Tel: (360) 650-3926 (Office)
Fax:(360) 650-6110
Email: Janet.Xing@wwu.edu

APPOINTED OFFICERS

Headquarters

Executive Director

Yea-fen Chen 陳雅芬(2013)
University of Wisconsin-Milwaukee
Milwaukee, WI 53201

Tel: (414) 229-2492 (Office)
Fax: (414) 229-2741
E-mail: yfchen@uwm.edu

Journal Office

Editor: Zhengsheng Zhang 张正生 (2012)

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

Review Editor: Li Yu 虞莉

Department of Asian Studies
Hollander Hall Room 351
85 Mission Park Drive
Williams College
Williamstown, MA 01267, USA
Tel: 413-597-2799
Fax: 413-597-4222
<http://www.williams.edu/Asian/chinese/yuli.html>

Editorial Board Members:

Marjorie Chan (2013), Ohio State Univ.; Chan Lü (2015), Loyola Marymount Univ.; Cecilia Chang (2013), Williams College; Jyun-gwang Chen (2014), National Taiwan Normal Univ; Mienhwa Chiang (2013), Univ. of Pennsylvania; Wenze Hu (2015), US Naval Academy; Wendan Li (2015), Univ. of North Carolina; Yu Li (2013), Emory Univ.; Chaofen Sun (2014), Stanford Univ.; Hongyin Tao (2014), UCLA; Xiaohong Wen (2015), Univ.of Houston; Yun Xiao (2015), Bryant Univ.; Tianwei Xie (2013), Cal-State Long Beach; John Jing-hua Yin(2015), Univ. of Vermont

Newsletter Office

Editor

Tianwei Xie 谢天蔚(2013)
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 張文光(2012)
East Asian Languages and Cultures
University of Southern California
Los Angeles, CA 90089
Tel: (213) 740-3715 (Office)
E-mail: johnwcha@usc.edu

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2011 CLTA ANNUAL MEETING PROGRAM

Colorado Convention Center Denver, Colorado 17-20 November, 2011

THURSDAY, November 17, 2011

9:00am to 1:00pm

**Colorado Convention Center, Hyatt Regency Hotel,
Marble room
CLTA Steering Committee Meeting**

1:00pm to 4:00pm

**Colorado Convention Center, Room 601
CLTA Teacher Workshop**

Title: Developing Interactive Classroom Exercises
Presenters: Claudia Ross, College of the Holy Cross;
Meng Yeh, Rice University

1:00pm to 4:00pm

**Colorado Convention Center, Room 304
CLTA Jiede Empirical Research Workshop**

Title: A Contrastive Analysis Model of Teaching/Learning Chinese as a Foreign Language
Presenter: Janet Z. Xing, Western Washington University

6:00pm to 10:00pm

**Colorado Convention Center, Hyatt Regency Hotel,
Mineral Hall F
CLTA Board Meeting**

FRIDAY, November 18, 2011

11:00am – 12:00pm

**Colorado Conference Center, Room 703
Session 1.1 Expressing Passive Intent in Modern
Standard Chinese**

Intermediate and advanced students find increasing need for utterances that would take the passive in English, but in Chinese may occur in one of many different structures. This session will offer broad accounts of the linguistic facts and suggestions of methods for teaching and learning this complex material.

- Chair: Timothy Light, Western Michigan University
- Presenters:
 - Timothy Light, Western Michigan University
 - Cornelius C. Kubler, Williams College
 - Jing-heng Ma, Wellesley College

11:00am – 12:00pm

**Colorado Conference Center, Room 705
Session 1.2 Task-Based Approach and Multimedia
Materials in Teaching Chinese**

The presenters discuss the use of task-based and multimedia materials in teaching Chinese. The authentic, video-based materials cover levels from beginning to superior. The rich content not only addresses the acquisition of everyday language, but promotes an understanding of the cultural and social aspects of modern China.

- Chair: Kun-shan Carolyn Lee, Duke University
- Presenters:
 - Kun-shan Carolyn Lee, Duke University
 - Der-Lin Chao, Hunter College
 - Miao-fen Tseng, University of Virginia

11:00am – 12:00pm

**Colorado Conference Center, Room 707
Session 1.3 Effective Teaching on Chinese Characters and Reading Strategies**

Focusing on the issue of character learning and reading, this panel aims to demonstrate that Chinese character learning and reading proficiency improvement are facilitated by following some internal principles such as the sound-meaning interaction in characters, the usage frequency order of characters/radicals and reader-task-specific strategies.

- Chair: Chenging Song, University of Wisconsin–Madison
- Presenters:
 - Henghua Su, University of Wisconsin
 - Tianlin Wang, University of Wisconsin

- Hongming Zhang, University of Wisconsin

11:00am – 12:00pm

Colorado Conference Center, Room 709

Session 1.4 Critical Language Pedagogy for CHL Learners in the US

What are CHL learners' linguistic traits and learning behavior as compared to non-CHL learners'? How does one best instruct CHL via their bicultural experience? Based on the findings from error analysis and from examining CHL learning through instructions, this session proposes a critical language pedagogy for CHL development.

- Chair: Lihua Zhang, University of California, Berkeley
- Presenters:
 - Jin Huei Enya Dai, Monterey Institute of International Studies
 - Yuwen Yao, UCLA
 - Lihua Zhang, University of California, Berkeley

11:00am – 12:00pm

Colorado Conference Center, Room 711

Session 1.5 Designing Teacher Training Projects for CSP

This session presentation promotes a "project-based" approach to facilitate the integrated teacher training on CSP (Chinese for Specific Purposes). Three papers are included: 1) Competence of Second Language and Culture: Comprehensible Input and Comprehensible output; 2) Designing Task-based Teaching Activities for Tourism Chinese; 3) Planning and Practice Compiling Teaching Materials for Tourism Chinese

- Chair: Chin-chin Tseng, National Taiwan Normal University
- Presenters:
 - Chin-chin Tseng, National Taiwan Normal University
 - Li Yu Chen, National Taiwan Normal University
 - Li-na Fang, National Kaohsiung Normal University
 - Discussant: Yea-Fen Chen, University of Wisconsin-Milwaukee

1:15pm – 2:15pm

Colorado Conference Center, Room 703

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

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

- Chair: Limei Shan, Lehigh University

- Presenters:

- Culture Teaching from a Critical Perspective, Jianfei Chen, Indiana University
- Advanced Distance Teaching Techniques Applied in Chinese Language, Limei Shan, Lehigh University
- New Perspectives in Classical Chinese Instruction: A Literacy-Based Approach, Tingting Chen, University of Iowa

1:15pm – 2:15pm

Colorado Conference Center, Room 705

Session 2.2 Chinese Writing and Effective Instruction

This session reports studies on what modern written Chinese really is and how instruction on Chinese writing may be conducted to help students to improve their Chinese language proficiency.

- Chair: Zhengsheng Zhang, San Diego State University
- Presenters:
 - Two Dimensions of Modern Written Chinese, Zhengsheng Zhang, San Diego State University
 - Help students retain newly-learned language through effective writing assignments, Lingjun Hu, Columbia University
 - On Strategies of Narrative Writing for Advanced Students from Error Analysis, Jianhua Shen, Yale University

1:15pm – 2:15pm

Colorado Convention Center, Room 707

Session 2.3 Discourse Pragmatic Issues in Chinese Heritage Language Development

Existing research on Chinese heritage language has tended to focus on properties of language structure and character learning. This panel, by contrast, explores issues in interpersonal communication and discourse beyond single sentences. Topics to be explored include: 1) code-switching; 2) cohesive devices in discourse; and 3) request strategies.

- Chair: Hongyin Tao, UCLA
- Presenters:
 - Agnes He, State University of New York at Stony Brook
 - Xiaohong Wen, University of Houston
 - Yun Xiao, Bryant University

1:15pm – 2:15pm

Colorado Convention Center, Room 709

Session 2.4 Building Business Chinese Competent for Optimal Goal of Communicative Success

This session focuses on teaching business Chinese based on socio-pragmatic and socio-cultural competent

approaches, inter-cultural communication and modular approaches, and content-based instructional approach designed by the federally funded Chinese Flagship Program. Theories of these approaches will be discussed, analyzed and applied in teaching business Chinese at elementary, intermediate and advanced levels.

- Chair: Meiru Liu, Portland State University
- Presenters:
 - Yan Zhang, University of Wyoming
 - Meiru Liu Portland State University
 - Jean Wu, University of Oregon

1:15pm – 2:15pm

Colorado Convention Center, Room 711

Session 2.5 Active Reading: Skills, Strategies, and Results

This panel explores ways in improving active reading skills by addressing the effect of integrating students' prior knowledge and information to promote comprehension, and two research studies demonstrating the result of direct class instruction on reading strategies and use of reading practice to build an effective and educational testing system.

- Chair: Frances Yufen Lee Mehta, Cornell University
- Presenters:
 - Frances Yufen Lee Mehta, Cornell University
 - Grace Wu, University of Pennsylvania
 - Lala Zuo, Swarthmore College

2:30pm – 3:30pm

Colorado Convention Center, Room 703

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

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

- Chair: Chen-Huei Wu, University of Illinois
- Presenters:
 - Cognitive Relations of "yi...jiu..." Sub-constructions and its Pedagogical Applications, Hsin-Hung Yeh, Harvard University
 - Second Language Fluency and Foreign Accent in Learning Chinese, Chen-Huei Wu, University of Illinois
 - Web-Based Machine Translators: Chinese Learners' Beliefs and Behavior, Yi-Chen Lee, University of Wisconsin-Madison

2:30pm – 3:30pm

Colorado Convention Center, Room 705

Session 3.2 Empirical studies on CFL vocabulary teaching and learning strategies

This panel reports three empirical studies on CFL vocabulary teaching and learning strategies.

- Chair: Helen Shen, University of Iowa
- Presenters:
 - Metacognitive Learning Strategies and Vocabulary Acquisition among CFL Learners, Lini Ge, University of Iowa
 - Near Synonyms Acquisition and Learning Strategies among Advanced CFL Learners, Fengping Yu, University of Iowa
 - Strategies for Beginning CFL Vocabulary Instruction: Toward Active Learning, Helen Shen, University of Iowa

2:30pm – 3:30pm

Colorado Convention Center, Room 707

Session 3.3 Catering to Learner Needs at Different Levels of Chinese Instruction

This panel introduces pedagogical innovations and relevant research based on learner needs at different levels of Chinese instruction.

- Chair: Youping Zhang, Stanford University
- Presenters:
 - Developing Learner Self-efficacy in a First-year CFL Class, Youping Zhang, Stanford University
 - A Research Project on Intermediate CFL Learners' Narratives, Sik Lee C. Dennig, Stanford University
 - Learners' Acquisition of Chinese Anaphora in Narrative Discourses, Xiaofang Zhou, Stanford University

2:30pm – 3:30pm

Colorado Convention Center, Room 709

Session 3.4 Writing Task Analysis across Levels in College Chinese Teaching

This session offers discussions on writing task design in Chinese language programs. Analyzing different writing tasks across levels, the session focuses on several key issues in task design: the nature of writing tasks, the alignment of writing tasks to pedagogical goals and ACTFL standards, and the implementation of those tasks.

- Chair: Yunyan Zhang, The Ohio State University
- Presenters:
 - Ming Fang, the Ohio State University
 - Xuefei Hao, The Ohio State University
 - Qian Du, The Ohio State University

2:30pm – 3:30pm

Colorado Convention Center, Room 711

Session 3.5 Technology Enhanced Assessment and Feedback in Chinese Language Pedagogy

Technology enhanced assessment and feedback is a most relevant yet continually challenging aspect of Chinese pedagogy. This panel offers pragmatic tools and practical strategies for digital assessment, from approach and design to online writing to classroom activities, ensuring the processes are agile, effective, and supportive of interactive Chinese teaching and learning.

- Chair: Ka Wong, University of Hawaii
- Presenters:
 - Ka Wong, University of Hawaii
 - Chris Magriny, University of Southern California
 - Wenkuang Chang, University of Southern California

3:45pm – 4:45pm

Colorado Convention Center, Room 703

Session 4.1 Assessing Chinese Proficiency Gain by Open Source and Web-based Technology

Proficiency gain can be evaluated intelligently by developing necessary skills to use top instruments via open source on the internet, such as customizable tag cloud technology for assessment of lexical knowledge, expected outcome shown in an online course by video conferencing and effective use of UC Berkeley's film-clip database will be introduced.

- Chair: Hsiuhuei Lin Domizio, San Francisco State University
- Presenters:
 - Stephen Tschudi, Univ of Hawaii-NFLRC
 - Hsiuhuei Lin Domizio, San Francisco State University
 - Shu-chuan Chen, UC Santa Barbara

3:45pm – 4:45pm

Colorado Convention Center, Room 705

Session 4.2 CFL Proficiency Development: Input, Interaction, and Output

This panel will discuss the effect of input, interaction, and output in developing CFL proficiency. Presentations include: "Attention to What? An Investigation on the Linkage between Attention and Input;" "Input, Interaction, and Output: Chinese Tone Training Across Levels;" and "Effects of Pushed Output on Acquisition of Forms in L2 Chinese."

- Chair: Jennifer Liu, Harvard University
- Presenters:
 - Hong Gang Jin, Hamilton College
 - Jennifer Liu, Harvard University
 - Fangyuan Yuan, U.S. Naval Academy

3:45pm – 4:45pm

Colorado Convention Center, Room 707

Session 4.3 Empowering CFL Class through Top Tools for Chinese Language Teaching

This panel focuses on the emerging tools and web services which empower Chinese teaching.

- Chair: Hao-jan Chen, National Taiwan Normal University
- Presenters:
 - Top Tools for Top Classes: Empowering CFL Teaching with Emerging Technology, Yu-jen Lien, National Taiwan Normal University
 - THA: An improved method of assessing vocabulary and its frequency contained in CFL teaching materials, Hao-jan Chen, National Taiwan Normal University
 - What should be taught first? Preparing your teaching material with Chinese Characters Family Retrieval System, Kun Jing Li, Mandarin Training Center, National Taiwan Normal University

3:45pm – 4:45pm

Colorado Convention Center, Room 709

Session 4.4 Potent Tactics: Conquering the Demands of Business Chinese Language Delivery

China's dominance of the global economy has facilitated huge demand for Business Chinese language courses at colleges and universities across the nation. Our panel will address how to conquer these growing demands in terms of effective methods of instruction with considerations to the diverse backgrounds of the U.S. students.

- Chair: Jane Kuo, University of California, San Diego
- Presenters:
 - Qinghai Chen, University of Michigan
 - Guan Daoxiong, University of California, Santa Barbara
 - Jane Kuo, University of California, San Diego

3:45pm – 4:45pm

Colorado Convention Center, Room 711

Session 4.5 Student-Centered and Task-Based Approaches to Teaching Chinese Grammar

This session explores strategies for teaching Chinese grammar to beginning and intermediate learners, with an emphasis on the ways in which the study of grammar can enhance the development of students' communication skills. We offer concrete examples for incorporating task-based and student-centered learning, error correction, and inquiry-based learning.

- Chair: Wenchao He, University of Rhode Island
- Presenters:
 - Dela Jiao, New York University
 - Chris Livaccari, Asia Society
 - Wenchao He, University of Rhode Island

5:00pm – 6:00pm

Colorado Convention Center, Room 703

Session 5.1 Understanding and Teaching Chinese Grammatical Functions

This session presents pedagogical implications or applications based on studies of some of the Chinese grammatical functions that are troublesome for students to understand and learn, such as descriptive verbal complements, interjections, and classifiers.

- Chair: Song Jiang, University of Hawaii At Manoa
- Presenters:
 - The Experiential Basis of Chinese Classifiers and its Pedagogical Implications, Song Jiang, University of Hawaii At Manoa
 - Study of Interjection and Teaching Chinese as a Foreign Language, Le Tang, Stanford University
 - Semantic Features of Descriptive Verbal Complements and Their Pedagogical Applications, Fei Ren, Georgetown University

5:00pm – 6:00pm

Colorado Convention Center, Room 705

Session 5.2 Chinese Vocabulary and Character Instruction

This session has three paper presentations that offer their unique perspectives on tools and ways of teaching Chinese vocabulary and characters.

- Chair: Chengzhi Chu, University of California, Davis
- Presenters:
 - Vocabulary instruction as an important step towards minimizing grammatical errors, Liwei Gao, DLIFLC
 - Chinese Dictionaries Aren't Functional as a Tool for Non-native Students, Quanyu Huang, Miami University
 - The Transparency Condition for Etymology Analysis in Chinese Character Teaching, Chengzhi Chu, University of California, Davis

5:00pm – 6:00pm

Colorado Convention Center, Room 707

Session 5.3 "College is Short:" Online Language Collaboration in a Liberal Arts Consortium

This session analyzes issues in technology-assisted learning of Chinese language and culture in a consortium. Online language learning provides significant benefits because "College is short, life is long." But the different needs of institutions and faculty can postpone implementation. This session engages benefits, challenges and solutions to consortial inter-campus collaboration.

- Chair: Carl Robertson, Southwestern University
- Presenters:
 - Jiuqu Xinchang (Old Tunes, New Rendition): Teaching Chinese and Culture via Consortium Network, Li Wei, Rollins College
 - Enhancing CFL Students' Learning through the Virtual Immersion Program, Richard Lu, Spelman College
 - Identifying Faculty Purpose in Inter-Collegial Language Learning Projects, Carl Robertson, Southwestern University

5:00pm – 6:00pm

Colorado Convention Center, Room 709

Session 5.4 10 Effective Ways to Teach Chinese Characters, Promoting Chinese Literacy

Three veteran Chinese immersion teachers from Yinghua Academy will share classroom strategies and tangible classroom techniques to teach Chinese characters. Dr. Luyi Lien, as the facilitator, will provide background theory and research about why multisensory techniques and interdisciplinary strategies work.

- Chair: Luyi Lien, Yinghua Academy
- Presenters:
 - Shu-Mei Lai, Yinghua Academy
 - Huei-ling Chen, Yinghua Academy
 - Fang-Wen Yeh, Yinghua Academy

5:00pm – 6:00pm

Colorado Convention Center, Room 711

Session 5.5 Chinese Literature for Chinese Language Students

This session discusses the issues of how Chinese literature should be dealt with in Chinese language classes at all levels.

- Chair: Ling Mu, Yale University
- Presenters:
 - On Selecting Literature for Advanced CFL Students, Hsiao-wei Rupprecht, University of Toronto
 - How to Select Literature for K-12 Chinese Language Learners, Belinda Louie, University of Washington, Tacoma
 - Literature for Language Teaching: New Approaches in Reading Short-Short Stories, Ling Mu, Yale University

6:30pm – 7:30pm

Colorado Convention Center, Room 607

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 19, 2011

8:00am – 9:00am

Colorado Convention Center, Room 703

Session 6.1 Exploring Culture and Building Community

This session demonstrates how to explore the cultural dimension and build a learning community in order to improve the effectiveness of language teaching.

- Chair: Christie Chang, Council on Int'l Educ. Exchange
- Presenters:
 - Language, Culture, and Affect: Mentoring Language Teachers for "Generation Me", Christie Chang, Council on Int'l Educ. Exchange
 - The Relationship between Teacher Efficacy and Cultural Receptivity, I-Chun Liu, University of Texas at San Antonio
 - Social Media and CFL Pedagogy: Transforming Classrooms into Learning Communities, Wen-hua Teng, University of Texas at Austin

8:00am – 9:00am

Colorado Convention Center, Room 705

Session 6.2 Pedagogical Implications of Three Second Language Acquisition Studies

This panel addresses how to incorporate the results from three second language acquisition studies to real classroom teaching of Chinese as a foreign language. The pedagogical discussions are based on three empirical studies on acquisition of VO construction, locative inversion, and preposition Dao by English-speaking learners.

- Chair: Feng-hsi Liu, University of Arizona
- Presenters:
 - Hsuan-Ying Liu, University of Arizona
 - Jin Zhang, University of Arizona
 - Ke Peng, Western Kentucky University
 - Discussant: Feng-hsi Liu, University of Arizona

8:00am – 9:00am

Colorado Convention Center, Room 707

Session 6.3 Classical Chinese, Vocabulary Teaching, and Differentiation

This session deals with how classical Chinese and vocabulary should be taught in a modern Chinese language program as well as how to design differentiated learning tasks.

- Chair: Fang Liu, Oberlin College

- Presenters:
 - The Redefinition of Chinese Vocabulary Teaching, Ling Yan, Columbia University
 - Advanced Chinese Language Curriculum with a Classical Chinese Component, Kai Li & Fang Liu, Oberlin College
 - Differentiated Peer Interaction in Second Life, Li Jin, Depaul University

8:00am – 9:00am

Colorado Convention Center, Room 709

Session 6.4 Technology Facilitated Instructions for Teaching Mandarin Catering to Multiple Intelligence

This panel presentation explores Multiple Intelligence theory (MI) and its applications in teaching Chinese as a second language. Technology-facilitated instructions to MI theory are presented. Specific topics, such as using music to teach language, and helping first year learners with intrapersonal intelligence are also discussed.

- Chair: Daliang Wang, Mercyhurst College
- Presenters:
 - Daliang Wang, Mercyhurst College
 - Yunong Zhou, University of Pennsylvania
 - Juan Yu, West Virginia University

8:00am – 9:00am

Colorado Convention Center, Room 711

Session 6.5 Understanding Students' Difficulties in Listening and Speaking

This session examines the causes for the difficulties that students often experience in improving their Chinese listening comprehension and in learning to speak Chinese fluently with correct tones so as to seek a way to help students to overcome the difficulties.

- Chair: Jun Da, Middle Tennessee State University
- Presenters:
 - CFL learners' perception of temporally modified speech, Jun Da, Middle Tennessee State University
 - Understanding Learning Difficulties in Listening and Improving L2 Listening Competence, Marilyn Chakwin, Defense Language Institute
 - The Mystery of Tone 2 and Tone 3, Chunsheng Yang, Northwestern University

10:00am – 11:00am

Colorado Convention Center, Room 703

Session 7.1 Media Materials Development and Curriculum Design

This session focuses on how media materials should be developed and used to help students to improve their Chinese language proficiency.

- Chair: Hsin-hsin Liang, University of Virginia

- Presenters:
 - Achieving Linguistic Goals by Non-linguistic Means: Teaching Chinese through Movies, Yan Li, University of Kansas
 - Developing Film-Based Materials for Narrative Competence in Chinese, Yang Wang, Brown University
 - Theme-based curriculum design in a Chinese Media course, Hsin-hsin Liang, University of Virginia

10:00am – 11:00am

Colorado Convention Center, Room 705

Session 7.2 Teaching Chinese Characters: Using Research to Guide Practice

This session identifies research-supported strategies for teaching and learning characters in order to maximize the efficiency and effectiveness of character learning. It compares current textbook practice in the introduction of characters with research on the acquisition and mental representation of characters, and on the effect of Pinyin on visual processing.

- Chair: Claudia Ross, College of the Holy Cross
- Presenters:
 - Baozhang He, College of the Holy Cross
 - Pei-chia Chen, University of California, San Diego
 - Meng Yeh, Rice University

10:00am – 11:00am

Colorado Convention Center, Room 707

Session 7.3 Enhance Student Participation in Advanced CFL Classes

This panel focuses on how to enhance student participation through different curriculum projects in Advanced CFL classes. Three papers are included: 1) Comparison of Prepared and Unprepared Discussion Activities in Advanced CFL Class; 2) Self-Assessment of Oral Presentation in Advanced Chinese Class; 3) A Strategic Study of Teaching Writing for Advanced Heritage CFL Learners

- Chair: Hsin-I Tseng, Brown University
- Presenters:
 - Hsin-I Tseng, Brown University
 - Dan Wang, Duke University
 - Tianshu He, Duke University

10:00am – 11:00am

Colorado Convention Center, Room 709

Session 7.4 Strengthen and Invigorate Chinese Program through Curriculum Renovation

The panel argues curriculum renovation, which has not received its due attention from the Chinese teaching field, is crucial to strengthen and invigorate a Chinese program in order to meet increasing challenges facing

the field. The three presenters make the argument from different angles with concrete examples and experimental results.

- Chair: Heping Xu, Defense Language Institute
- Presenters:
 - Heping Xu, Defense Language Institute
 - Zhenlin Qiao, Defense Language Institute
 - Peiyu Chen Roth, Defense Language Institute
 - Discussant: Yi Long, Defense Language Institute

10:00am – 11:00am

Colorado Convention Center, Room 711

Session 7.5 Efficient Training Techniques for Inexperienced Chinese Instructors

The session will highlight various teacher training models, conceptual frameworks for textbooks, and demonstrate how use newly designed teaching materials for effective grammar instruction. It will present effective methods for teaching characters and helping students acquire them. All of the techniques presented are based on current linguistic and pedagogical research.

- Chair: Xiaoyang Zhou, Boston University
- Presenters:
 - Weijia Huang, Boston University
 - I-Hao Woo, Boston University
 - jinhui Zhen, Boston University

11:15am – 12:15pm

Colorado Convention Center, Room 703

Session 8.1 Enhancing Chinese L2 Students' Intercultural Communication Competence: Theories and Applications

How to help students to develop their competence in cross-cultural communication is one of the major concerns of modern language instructors. This panel proposes innovative instructional design assisted with modern technology to help Chinese L2 students to behave effectively and appropriately in (assimilated) authentic Chinese settings.

- Chair: Shih-chang Hsin, National Taiwan Normal University
- Presenters:
 - Fang-Yi Chao, University of Maryland
 - Wo-hsin Chu, National Taiwan Normal University;
 - Chao-Hua Wang, National Taichung Institute of Technology

11:15am – 12:15pm

Colorado Convention Center, Room 705

Session 8.2 Should We Delay Teaching Chinese Characters in US-based CFL Programs?

This session introduces a dissertation study and two case studies of US-based CFL programs, focusing on the timing of character introduction. Using data from the dissertation's national surveys, interviews, and action research, presenters discuss US trends in the introduction of characters and present case studies of two programs.

- Chair: Lijuan Ye, Messiah College
- Presenters:
 - Lijuan Ye, Messiah College
 - Claudia Ross, College of the Holy Cross
 - Hong Li, Emory University
 - Discussant: Xiaoliang Li, Georgia Institute of Technology

11:15am – 12:15pm

Colorado Convention Center, Room 707

Session 8.3 Instructional Approach and Assessment

This session has three presentations that offer unique perspectives on the Chinese instructional approach and assessment to improve teaching effectiveness and efficiency.

- Chair: Yueming Yu, Carnegie Mellon University
- Presenters:
 - Assessing a Content-Based Chinese Language Course, Yueming Yu, Carnegie Mellon University
 - Two Examples of Inductive Approach to Grammar Teaching, Yanmei Liu, Defense Language Institute
 - Improving Chinese Teaching Efficiency through Backward Design, Shuyuan Chen, Taiwan University

11:15am – 12:15pm

Colorado Convention Center, Room 709

Session 8.4 Issues and Challenges in Building Strong Secondary School Chinese Programs

This panel demonstrates how three teachers have worked to build strong secondary school Chinese programs. Three papers are included: 1) Using Online Technologies for Student Interactive Learning in Secondary School Chinese Programs; 2) Walking the Walk: Designing and Implementing Standards Aligned Mandarin Instruction and Assessment in Middle and High School Curricula; 3) Cultivating "Language Sense" in Mixed Groups of Heritage and Non-Heritage Learners in Upper Level High School Chinese Classes

- Chair: Adam L. Ross, Lakeside School
- Presenters:
 - Chunman Gissing, University Preparatory Academy
 - Adam L. Ross, Lakeside School

- Xiaoyun Zhang Matthewson, Lakeside School

11:15am – 12:15pm

Colorado Convention Center, Room 711

Session 8.5 Pedagogical strategies for improving proficiency in upper-level learners of Chinese

Drawing on results of work with Flagship students this panel will weave together effective learning strategies applicable to all students at upper-level proficiency. Presenters will examine the role of integration of meaning-making practices, explicit linguistic input, and individualized instruction in facilitating learners' overall proficiency development.

- Chair: Jie Zhu, Arizona State University
- Presenters:
 - Jie Zhu, Arizona State University
 - Jing Xia, Arizona State University
 - Discussant: Madeline K. Spring, Arizona State University

2:00pm – 3:00pm

Colorado Convention Center, Room 703

Session 9.1 Structure and Function: Language Knowledge and Pragmatic Usage

This panel focuses on the functions and usages of some commonly used linguistics elements and teaching methods. Titles of each presentation: The Acquisition of Chinese Resultative Complement for L2 Learners; Uniqueness and the Optional Use of the Relative Marker DE; Semantic Complexity and the Instruction of Chinese None-Moveable Adverbs.

- Chair: Chih-ping Chou, Princeton University
- Presenters:
 - Yongping Zhu, University of Mississippi
 - Chao Fen Sun, Stanford University
 - Lening Liu, Columbia University

2:00pm – 3:00pm

Colorado Convention Center, Room 705

Session 9.2 Controversial, Self-selected, Localized: Teaching Materials for Communicative Competence Development

This panel discusses using controversial topics and self-selected, localized teaching materials to enhance CFL students' communicative competence as they pursue advanced levels of Chinese language studies.

- Chair: Rong Li, The Hong Kong Polytechnic University
- Presenters:
 - Yun Li, Harvard University
 - Jiajia Wang, C.V. Starr-Middlebury School in China, Kunming
 - Haiwen Wang, Yale University

2:00pm – 3:00pm

Colorado Convention Center, Room 707

Session 9.3 Mandarin Chinese Variation Between Taiwan and Mainland China

Taiwan and Mainland China, having been completely isolated from each other for nearly 60 years, show variation complexities in Mandarin they use. The variation nowadays affects Chinese teaching and learning over the globe. This panel section is composed of three papers discussing the issue from phonological, lexical and syntactic aspects.

- Chair: Yiching Wu, Ming Chuan University
- Presenters:
 - Zixuan Li, Fu Jen Catholic University
 - Chingya Anne Chao, Wenzao Ursuline College of Language
 - Yiching Wu, Ming Chuan University

2:00pm – 3:00pm

Colorado Convention Center, Room 709

Session 9.4 Action research on pronunciation: tonal acquisition, learning strategies, error correction

Based on action research on the teaching and learning of Mandarin pronunciation, this panel investigates beginning-level students' tone perception, tone production and tonal acquisition, effective learning strategies and pronunciation assignments targeting error patterns, as well as the relationship between learner motivation and error correction.

- Chair: Cecilia Chang, Williams College
- Presenters:
 - Cecilia Chang, Williams College
 - Lung-hua Hu, Brown University
 - Jin Zhang, Massachusetts Institute of Technology

2:00pm – 3:00pm

Colorado Convention Center, Room 711

Session 9.5 An Innovative User Interface for Computer-based Testing Assessment and Scoring

This session demonstrates the process of designing a computerized Chinese test system. The wash-back effect of an online evaluation system for Chinese writing performance will be a prominent discussion topic. A comparison of item parameter estimation between traditional paper-and-pencil and computer-based testing will also be explored.

- Chair: Lin Ying Lin, SC-TOP
- Presenters:
 - Lin Ying Lin, SC-TOP
 - Chia-Pi Chao, SC-TOP
 - Shu-hui Peng, SC-TOP
 - Discussant: Tianwei Xie, California State University Long Beach

4:15pm – 5:15pm

Colorado Convention Center, Room 703

Session 10.1 Robust Chinese Literacy Training to Improve Student Outcomes

This panel introduces approaches to literacy training that are based on the principles of the Chinese language, and discusses how to incorporate these approaches into the CFL curriculum, particularly with the use of technology.

- Chair: Sue-Mei Wu, Carnegie Mellon University
- Presenters:
 - Robust Chinese Character Learning for Literacy Training, Sue-Mei Wu, Carnegie Mellon University
 - Empowering Chinese Literacy Training with Automated Vocabulary Tutors, Yi-ching Liu, University of Iowa
 - Enhancing Literacy at the Advanced Level, Wenze Hu, US Naval Academy

4:15pm – 5:15pm

Colorado Convention Center, Room 705

Session 10.2 Performing Chinese: Multifaceted Applications of TBLT that Accelerate Language Acquisition

This panel discusses how to systemically integrate "performance" aspects into every level of Chinese instruction to advance student oral skills for professional and academic purposes.

- Chair: Huei-Feng Phoebe Huang, National Taiwan University
- Presenters:
 - Becoming the Author, Performer, and Critic: Rehearsing Creative, Authentic Uses of Chinese, Huei-Feng Phoebe Huang, National Taiwan University
 - The Chef and the Gourmet: Using Chinese Cooking to Hone Narrative, Explanatory, and Critical Language Skills!, Ruo Yu Shen, National Taiwan University
 - Remembering 'Tones' when Excited: A Grounding-breaking Approach for Achieving Accurate Pronunciation and Intonation while Successfully Conveying Emotions, Frederic Xu, National Taiwan University

4:15pm – 5:15pm

Colorado Convention Center, Room 707

Session 10.3 Studies on Standards and Guidelines for Teacher Evaluation

This session examines teacher-student relationship in L1 and L2 environments, takes a critical look at the conventional way language teachers are evaluated, and proposes how standards for teachers should be implemented.

- Chair: Jun Liu, University of Arizona

- Presenters:
 - A Study of Teacher-Learner Relationship in Native vs. L2 Environment, Yuanman Liu, United States Military Academy
 - Evaluating Evaluations: Guidelines for Language Educators Evaluation, Hsiu-Hsien Chan, Yale University
 - Why standards and how to make them work?, Jun Liu, University of Arizona

4:15pm – 5:15pm

Colorado Convention Center, Room 709

Session 10.4 Reading Strategies of Chinese Heritage Learners at Different Proficiency Levels

This panel aims to investigate specific reading strategies applied by Chinese heritage learners at different proficiency levels. Three empirical studies will demonstrate how Chinese heritage learners use reading strategies differently from their non-heritage peers and discuss how curriculum designer and instructors can effectively enhance Chinese heritage learners' reading proficiency.

- Chair: Yi-Tzu Huang, The University of Iowa
- Presenters:
 - Yi-Tzu Huang, The University of Iowa
 - Wen-Hua Du, Pennsylvania State University
 - Jia Lin, The University of Iowa

4:15pm – 5:15pm

Colorado Convention Center, Room 711

Session 10.5 Computer Assisted Chinese Instruction in and after Class

This session shares the experiences in designing in-class presentational materials to assist task-based instruction and online interactive exercises and homework to be used by students after class.

- Chair: Jinyi Li, University of Michigan
- Presenters:
 - Using Innovative Technology to Design Interactive Homework, Ping Xie, CIEE
 - PowerPoint presentation and focus on form in task-based Chinese grammar instruction, Zhijun Wang, University of Massachusetts Amherst
 - Online Interactive Language Exercises for Introductory Chinese, Jinyi Li, University of Michigan

5:30pm – 6:30pm

Colorado Convention Center, Room 703

session 11.1 Developing Communicative Competence in Chinese

This session shares the experiences in developing students' communicative competence in Chinese, including designing form-focused tasks, discovering and using authentic expressions, and providing corrective feedback to raise intercultural awareness.

- Chair: Shuchen Chen, The University of Virginia

- Presenters:
 - Intercultural Awareness in the Prosodic Corrective Feedback of CSL Classrooms, Chun-mei Chen, National Chung Hsing University
 - Designing Form-focused Tasks in the CFL Communicative Classroom, Shuhui Su, Grove City College
 - Help college students discover and use authentic Chinese expressions, Shuchen Chen, The University of Virginia

5:30pm – 6:30pm

Colorado Convention Center, Room 705

session 11.2 Teaching and Learning Chinese in a Study Abroad Program

This session presents three studies that engage directors and instructors of study abroad in China programs in thinking about how to utilize the Chinese language environment in China to benefit students in and after class.

- Chair: Li Zhu, CET in Beijing
- Presenters:
 - Theme-Based Curriculum Design in a CFL Study-Abroad Program, Li Zhu, CET in Beijing
 - Language Environment Management: An Analysis of its Modes and Effects, Zhuo Tian, The Alliance for Global Education
 - Language Instruction Beyond the Classroom in Study Abroad, Yi Lin, University of Mississippi

5:30pm – 6:30pm

Colorado Convention Center, Room 707

Session 11.3 Chinese Communication Strategies and Instruction

This session attempts to explore the concept of saving face, refusal strategies in professional situations among Chinese speakers, and strategies to integrate Chinese language instruction with culture.

- Chair: Haohsiang Liao, The Ohio State University
- Presenters:
 - Refusal Strategies of Mandarin and English Speakers in Professional Situations, Susanne Devore
 - The Manifestation of "Face" as a Cultural Performance in China, Haohsiang Liao, The Ohio State University
 - Teaching Strategies for Integrating Culture in Adult Beginning-level Classes, Aubrey Kuan Roderick, Mira Costa College

5:30pm – 6:30pm

Colorado Convention Center, Room 709

Session 11.4 Exploring Linguistic Features in Chinese Business Discourse

The presenters of this panel share the common goal of enhancing business Chinese instruction through analyzing language used in Chinese business contexts. This panel contributes to research and content of BC textbook, helping business Chinese teachers to be more effective and not missing the link between evidence-based research and practice.

- Chair: Mien-Hwa Chiang, University of Pennsylvania
- Presenters:
 - Mien-Hwa Chiang, University of Pennsylvania
 - Liwei Jiao, University of Pennsylvania
 - Dora Lee, University of Pennsylvania

5:30pm – 6:30pm

Colorado Convention Center, Room 711

Session 11.5 Computer Technologies for Writing and Chinese Corpus

This session reports how computers and web-based software can be used to help students to learn to write and construct a corpus of Chinese language learners.

- Chair: Patrick Pakchong Lin, Defense Language Institute
- Presenters:
 - Writing Chinese with Computer: an Integration of Technology and Pedagogy, Patrick Pakchong Lin, Defense Language Institute
 - Written Chinese for Adult Beginners: An Experimental Web-Based Approach, David Porter, University of Michigan
 - The Construction of a Chinese Learner Corpus, Li-ping Chang, National Taiwan Normal University

6:40pm – 7:30pm

Colorado Convention Center, Room 702

CLTA-CLASS Joint Forum on Articulation: Performance-based Assessment in Secondary and Post-Secondary Programs

The Forum presents approaches and techniques on performance-based assessment for measuring student learning outcomes in secondary and post-secondary CFL curricula. Examples of assessment techniques for various levels will be discussed by each presenter.

- Chairs: Chuanren Ke, CLTA President; Gin-Chi Wu, CLASS President
- Presenters:
 - Yu-Lan Lin, Boston Public Schools
 - Lucy C. Lee, Livingston High School in New Jersey
 - T. Richard Chi, University of Utah

- Jianhua Bai, Kenyon College

7:45pm to 9:45pm

CLTA Annual Banquet (Location is to be announced.)

SUNDAY, November 20, 2011

8:00am – 9:00am

Colorado Convention Center, Room 703

Session 12.1 Development of localized teaching materials in CFL

Teaching material is an issue treated as pivotal and imperative in CFL. This panel session will focus on construction and development of localized pedagogical CFL teaching materials for K-12 and adult learners. Comparative analyses of different textbooks as well as their characteristics are provided.

- Chair: Lina Lu, Portland State University
- Presenters:
 - Yanzhuo Zhou
 - Lina Lu, Portland State University
 - Ling Feng, Confucius Institute at Portland State University

8:00am – 9:00am

Colorado Convention Center, Room 705

Session 12.2 Pedagogical Grammar and Language Acquisition

This session reports research on teaching Chinese grammar by utilizing constructional learning and rhetorical relations as well as the acquisition of Ba-sentence for a L2 learner.

- Chair: Liancheng Chief, UCLA
- Presenters:
 - Integrating Rhetorical Relations into a Pedagogical Grammar of Chinese, Liancheng Chief, UCLA
 - Constructional learning and Chinese grammar teaching, Huichen Hsiao, National Taiwan Normal University
 - Acquisition of the BA Construction by English-speaking Learners of Chinese, Hongying Xu, University of Kansas

8:00am – 9:00am

Colorado Convention Center, Room 707

Session 12.3 An Innovative Collaboration Model in the Study Abroad Context

The panel contributes productive outcomes of CIEE core course and TCSL graduate course collaboration. The presenters will share from three perspectives: Language Coordinator, graduate student and American students. Significances of the effect reveal innovative in-

structional design to empower Chinese language instructors and can be applied to different teaching environments.

- Chair: Ruby Chin, National Chengchi University
- Presenters:
 - Ruby Chin, National Chengchi University
 - Enni Chao, National Chengchi University
 - Jumin Wang, National Chengchi University
 - Discussant: Christie Chang, Council on International Education Exchange

8:00am – 9:00am

Colorado Convention Center, Room 709

Session 12.4 Constructing Authentic Communication in Chinese Instruction

Current Chinese instruction incorporates many more authentic materials than in the past. However, many classes using these materials neglect other components of authentic communication, including task, culture, and context. This panel aims to discuss these factors and propose new approaches to integrate all components of authentic communication in language instruction.

- Chair: Yongfang Zhang, Wofford College
- Presenters:
 - Xizhen Qin, Ohio State University
 - Yongfang Zhang, Wofford College
 - Patrick Mcaloon, Ohio State University

8:00am – 9:00am

Colorado Convention Center, Room 711

Session 12.5 A Collaborative Model of Digital Training for K-12 Chinese Teachers

This panel will discuss strategies of how teachers empower one another to go through the digital training process and the actual implementation. Panelists will discuss the following topics:

1) Life-long Learner: A Model of “Golden Girls” Successful Experiences in Learning and Applying Technology into Teaching; 2) Multimedia Games Design: Creativity and Cooperation Make Teaching Fun; 3) On-line Training: A Collaborative Approach of Training Language Educators at Remote Sites.

- Chair: Shu Fen Chen, Orange County Digital, Hua-Yu Learning Center
- Presenters:
 - Josphine Chi, Orange County Digital Hua-Yu Learning Center
 - Sharon S.C. Chu, Orange County Digital Hua-Yu Learning Center
 - Kerman Kwan, Orange County Digital Hua-Yu Learning Center

10:00am – 11:00am

Colorado Convention Center, Room 703

Session 13.1 The Role of Pragmatics on L2 Chinese Pedagogical Implications

This session proposal intends to introduce varieties of language use in different contexts, including semantics, discourse, and cross-cultural. The enriched language uses can provide L2 Chinese learners with plenty of opportunities to develop their language skills through the contexts presented.

- Chair: Fred J. Chen, National Taiwan Normal University
- Presenters:
 - Fred J. Chen, National Taiwan Normal University
 - Hsi-Chi Lee, Feng Chia University, and Wanqi Wu, National Taiwan Normal University
 - Tong Chen, MIT

10:00am – 11:00am

Colorado Convention Center, Room 705

Session 13.2 Chinese Curriculum Development

This session shares experiences on how Chinese curriculum may be developed to improve the quality and articulation of Chinese language education at high school and at college.

- Chair: Fushun Le, University of Missouri-St. Louis
- Presenters:
 - Challenges and Suggestions on Chinese Education in Secondary Schools, Alex Yuan, Utah Valley University
 - Reduce Attrition Rate with a Differentiated Chinese Curriculum, Fushun Le, University of Missouri-St. Louis
 - What forms the gap between high school and college Chinese curriculum, Zhuojun Jiang

10:00am – 11:00am

Colorado Convention Center, Room 707

Session 13.3 Online and Multimedia Chinese Instruction

This session reports the approaches in helping students to learn Chinese online and through multimedia.

- Chair: Fujia Li, Chinese Language Center, The Open University of China
- Presenters:
 - Using Multimedia to Create Cultural Context for Chinese Learnin, Liu Fei, The Chinese Language Center
 - Comparison of pedagogical designs of three CFL online learning systems, Cao Xiaoya, The Open University of China
 - Helping Students with “Writing” through Keyboard Input of Chinese Characters, Li Jialin, The Chinese Language Center

10:00am – 11:00am

Colorado Convention Center, Room 709

Session 13.4 Maximize Training Effectiveness: Objectives and Implementations

The panel argues that to maximize language training effectiveness, it is crucial to define clear objectives and implement learner-centered instructions and curriculum design.

- Chair: Lily Han, Foreign Service Institute
- Presenters:
 - Developing Writing Competence: Make It Effective Online, Lily Han, FSI
 - Strategy-based Classroom Instruction to Enhance Listening Comprehension, Jing S. Fox, FSI
 - Task-oriented Activity Design for Immersion Programs, Chi-Ping Shih, FSI
 - Discussant: Limin Zheng, FSI

10:00am – 11:00am

Colorado Convention Center, Room 711

Session 13.5 Understanding and Assisting Chinese Heritage Learners

This session is intended to help teachers understand the needs of Chinese heritage learners and the effective strategies to guide the students to learn Chinese efficiently and joyfully.

- Chair: Jack Liu, California State University
- Presenters:
 - The Use of Illustrations in A Popular Chinese Heritage-Language Curriculum, Chao Wang, University of Colorado at Boulder
 - Connecting Advanced Heritage Speakers with Young Heritage Learners: Community Service-learning Approach, Jack Liu, California State University
 - A Sociolinguistic profile of Intermediate Heritage Learners for Pedagogical Purposes, Hang Zhang

11:15am to 12:15pm

Colorado Convention Center, Room 703

Session 14.1 Management of Visiting Instructors from China

Visiting Chinese instructors sponsored by the Chinese Language Council International from China can be of great asset to Chinese programs at American higher institutions if managed well. The session will address issues related to the process of inviting them from China and their management at universities in the U.S.

- Chair: Xiaoyan Wang, Division of Teachers, Hanban
- Presenters:
 - Xiaoyan Wang, Division of Teachers, Hanban
 - Zhiwei Bi, Ohio State University
 - Youqin Wang, The University of Chicago

11:15am to 12:15pm

Colorado Convention Center, Room 705

Session 14.2 Chinese Reading and Writing Strategies

This session reports studies on strategies adopted and tested in teaching and learning how to read and write Chinese.

- Chair: Shenglan Zhang, Iowa State University
- Presenters:
 - Making Books: A Way to Enhance Writing, Reading, and Motivation, Shenglan Zhang, Iowa state university
 - Application of “Concept Map” in Advanced Chinese Heritage Class, Lili Fan, University of North Carolina at Chapel Hill
 - Strategies for Reading Chinese Texts with and without Hypermedia, Jing Wang, IUPUI

11:15am to 12:15pm

Colorado Convention Center, Room 707

Session 14.3 Sundry Issues in Pedagogical Grammar

This panel discusses issues of guiding students to grasp how to construct a grammatical utterance and when to appropriately use the utterance.

- Chair: Chih-jen Lee, University of Pennsylvania
- Presenters:
 - Differentiating “neng,” “keyi” and the Potential Complement, Maiheng Dietrich, University of Pennsylvania
 - Topic-Comment Sentence---When to Use and How to Teach, Chih-jen Lee, University of Pennsylvania
 - Constraining Factors that Determine the Syntactic Positions of “Le”, Meiqing Sun, Mission of Chinese Program, University of Pennsylvania

11:15am to 12:15pm

Colorado Convention Center, Room 709

Session 14.4 Blogging and Twittering in Chinese Language Teaching

This session shares experiences in using blogging and twittering in Chinese instruction and examines the effect of using such Internet technologies.

- Chair: Yanjing Wang, University of Notre Dame
- Presenters:
 - Fostering Chinese Learning Through Blogging in Upper Level Courses, Yanjing Wang, University of Notre Dame
 - Daily but Easily: Using Twitter to Enhance Students’ Written Output, Jiawen Wang, Michigan State University

- The Creative Use of Blogs in Chinese Language Classrooms, Jung Ying Lu-Chen, University of Hawaii

11:15am to 12:15pm

Colorado Convention Center, Room 711

Session 14.5 Proficiency Assessments

This session shares experiences on how assessment may help Chinese curriculum development, course design, and teaching materials compilation.

- Chair: Nyan-Ping Bi, University of Washington
- Presenters:

- Project-Based Assessment in Advanced CFL Classrooms, Nyan-Ping Bi, University of Washington
- Assessing syntactic complexity in L2 Chinese using HSK Composition Corpus, Yi Xu, University of Pittsburgh
- Assessing Chinese Oral Proficiency Gains and Implications for Curriculum Design, Jianlin Liao, CIEE Study Center

[End]

ANNOUNCEMENTS

ASSCE (American Society of *Shufa* Calligraphy Education) DEMO-ACTFL

Denver, CO 2011

Thursday, November 18, 2011 & Friday, November 19, 2011

Time: 10-2 Thursday & Friday

ACTFL Exhibition Hall: CLTA/Tuttle Publishing

Dr. Lihua Ying
Bard College, NY
ASSCE Executive Director

Prof. Jasmine Tang, ACTFL Calligraphy Demo Director
SUNY Geneseo/MCC, NY
ASSCE Board Member

Prof. Harrison Tu, ACTFL Soft Brush Calligraphy Demonstrator
Naropa University, CO
ASSCE President

Dr. Daan Pan, ACTFL Pen/Pencil Calligraphy Demonstrator
California State Polytechnic University at Pomona, CA
ASSCE Board Member

CLTA 会议期间 中文教师书法 研习班

主题与研习内容:

中国书法海外教育的基本要点(执笔,点画,间架),
书法教学中的文化内涵
汉字书法教学促进和丰富中文教学,
海外汉字书法教学实践经验谈.

时间: 11月 24日(周四) 下午: 2:30--5:30

地点: 丹佛孔子课堂 (Confucius Classroom in Denver)

2:00pm从丹佛国际会议中心前门到丹佛孔子课堂,
有专车接送, 届时有专人门前举牌集中上车.

(丹佛孔子课堂联系电话: 303-934-1773)

费用: \$72/每人, 费用包括课堂练习用笔墨材料和专车接送费用.

讲课教师: 屠新时 Harrison Xinshi Tu

美国汉字书法教育学会主席,具有十多年在美国大学
开设中国书法课程的教学实践. 北京大学书法研究所
客座教授

2011 CLTA Professional Development Grant Award for Announcement

The Chinese Language Teachers Association has awarded Professional Development Grants in support of workshops and conferences organized by the following regional associations: Colorado Chinese Language Teachers Consortium (CCLTC), Chinese Language Teachers Association of California (CLTAC), Chinese Language Teachers Association of Texas (CLTA-Texas), and Wisconsin Association of Chinese Language Teachers (WACLTC).

The CLTA Professional Development Grant Awards up to \$1,000 for each proposal to support professional development for K-16 teachers to improve classroom instruction and student participation. Regional Chinese language teachers organizations that have formally affiliated with CLTA are eligible to apply. Grant recipients are required to acknowledge CLTA in any literature they distribute about their programs and submit a one-page report within a month after completing the proposed events. The next dead-

line for completed applications is January 15, 2012.

[Affiliation procedures are provided on the following CLTA website: <http://clta-us.org/regional.htm>.]

專業華語與文化教學

國際研討會

International Symposium on Chinese for Specific Purposes and Teaching Chinese Culture

一、研討會目的

華語文教學在世界各地深耕之際，學習者數目不斷增加，而對專業華語（Chinese for Specific Purposes; CSP）與文化教學的需求，亦逐漸擴大。舉凡商務華語、導遊華語、華人古典及現代文學、華人電影、華人節慶文化、華人宗教信仰、華人生活與歷史等課程均已納入各語言中心以及海內外各大學華語文相關科系之課程規劃中，以促成華語學習者對華人語言與文化更深層的認知與了解。職是之故，本研討會欲邀集專家學者與專業教師集思廣益，深度探究此領域之發展軌跡與前景，以精益華語文教學之專業發展。

二、會議時間

2012年6月16、17日（星期六、日）

三、會議主題範圍

商務華語
新聞華語
法律華語
醫學華語
學術華語
導遊華語
宗教華語

華人節慶文化
華人文化生活
華人歷史、政治、經濟
華人電影
華人文學
第二文化習得

或是上述之外，和專業華語與文化教學相關之論文亦歡迎投稿

四、投稿須知：

（一）摘要截稿日期：

2011年12月15日

（二）摘要格式：

請於研討會網站填寫投稿申請書，並與300-400字之論文摘要一同上傳

研討會網站：www.clc.ntnu.edu.tw/csp

（三）審查結果通知：

2012年1月15日前以Email通知，並公告於研討會網站。

（四）論文全文截止日期：

2012年4月31日，請於研討會網站上傳。

五、報名方式

（一）網路報名

請於研討會網頁填寫報名表回傳

（二）報名截止日期

5月30日（名額以150名為限）

（三）此研討會為學術交流性質，不收取報名費，報名額滿為止。

歡迎諸位專家共襄盛舉。

電子信箱：csp@deps.ntnu.edu.tw

聯絡電話：02-7714-8253 傳真：02-2601-1703

承辦人員：朱我芯主任、游惠雯小姐

進一步資訊及相關表格將隨時公佈於研討會網站www.clc.ntnu.edu.tw/csp



National Taiwan Normal University

The Department of Chinese Language and Culture

is a 4-year bachelor degree program specially designed for international students.

WHAT WE OFFER

- Chinese as a Second Language (CSL) education by renowned faculty and staff
- International-standard academic environment
- Platform for further studies/career development after graduation
- Various scholarships for international students

WHAT YOU WILL GET

- Proficiency and competency in Chinese for effective communication in the global market
- Comprehensive understanding of the Chinese culture

DEGREE REQUIREMENTS

Towards the degree, students have to take a minimum of 128 credit hours including 100 credits for various courses on Chinese Language, Cultures, Society and Literature and 28 credits for General Education.

ADMISSIONS

The department accepts 36 international students this year. The application for Fall 2011 should be submitted by March 31, and application for Spring 2012 should be submitted by October 31, 2011. To find more detailed information about admissions, please visit our homepage <http://www.ntnu.edu.tw/clc>

Application Form:

http://www.ntnu.edu.tw/oia/admission_en.php

- Qualification: Applicants who have a high school diploma, do NOT have ROC (Taiwan) na-

tionality, AND do NOT speak Mandarin as their mother tongue.

■ Time of Admission: Fall semester in September; Spring semester in February.

■ Documents required:

1. High school diploma (or higher).
2. Two recommendation letters.
3. Autobiography and curriculum vitae (in Chinese or English).
4. Certificate of Chinese proficiency, or description of experience in Chinese learning.
5. Study plan (1 to 3 pages; in Chinese or English; briefly explain your reasons for studying Chinese, and future plans).
6. High school transcript.

APPLICATION SUBMISSION

After completing the on-line application (<http://ap.itc.ntnu.edu.tw/istudent/apply>), application materials must be mailed to the Office of International Affairs. (162, Section 1, Heping East Rd., Taipei 10610, Taiwan, R.O.C. 國立台灣師範大學國際事務處收)

CONTACTS

Office of International Affairs:

http://www.ntnu.edu.tw/oia/admission_en.php

Department Homepage:

<http://www.ntnu.edu.tw/clc>

Tel : +886-2-7714-8253; Email:

clc@deps.ntnu.edu.tw



LCTL Materials in the Digital Age

With funding from the U.S. Department of Education, the UCLA Language Materials Project (LMP) has launched a survey of digital instructional materials for Less Commonly Taught Languages.

Do you have a favorite website or DVD for audios, videos, interactive lessons, or an online dictionary? Do you use any language apps or RSS feeds? Have you created your own digital materials? Tell us about them.

The Survey covers any curricular material created by a language teacher or pedagogical team that is available for purchase, subscription, or free use through an institutional website with open access. The material can be of any scope, from a video clip or app to a complete course.

Survey results will be published in pedagogical and policy journals, and disseminated through the national Language Resource Centers.

Here are some examples of the kinds of materials we are eager to hear about.

Arabic Webcasts. National Capitol Language Resource Center.

On-line authentic news in simplified Arabic with pre-listening background information, vocabulary support, and post-listening activities. Interactive multiple-choice or blank-filling exercises. Audios can be heard online, or downloaded to an iPod through RSS feed. (Also Russian Webcasts.)

<http://nclrc.org/webcasts/arabic>

Hindi - A Trip to the Market. Center for Advanced Research on Language Acquisition (CARLA).

On-line digital video with .doc or .pdf downloadable exercises. High intermediate to Advanced level. (Other “shareable material” from Arabic and Azeri to Urdu and Vietnamese.)

<http://www.carla.umn.edu/LCTL>

Mongolian Intermediate Readings. Center for Languages of the Central Asian Region (CeLCAR). On-line video & audio files with reading/listening components.

www.indiana.edu/~celcar/intermediate/mongolinter.html

Pashto Writing Tutorial. Center for Languages of the Central Asian Region (CeLCAR)

An app for iPad, Playbook, or Android phone, providing interactive exercises and games for learning to write Pashto script.

Turkish Tutor. UCLA Center for Near Eastern Languages.

Complete lessons based on dialogues from a popular television program. Each video clip comes with a glossary and exercises.

<http://languagetutors.ucla.edu/turkishtutor/pages/home/blackborder-fs.html>

Ukrainian. University of Arizona Critical Languages Series.

Interactive lessons on DVD-ROM or by online subscription. (Other complete lessons for Cantonese, Chinese, Kazakh, Korean, and Kurmanji Turkish, etc.) <http://clp.arizona.edu/cis>

LangMedia. Five Colleges Center for the Study of World Languages

Videos, with transcripts, of short conversations in a large number of languages. Conversations are grouped thematically. The can be downloaded or viewed on the web.

<http://langmedia.fivecolleges.edu/>

Please send your digital material suggestions to Barbara Blankenship blankens@humnet.ucla.edu, (310-267-4720) or to the feedback page of the LMP website at <http://lmp.ucla.edu/feedback.aspx?menu=006>

The UCLA Language Materials Project (LMP) has been in existence for nearly 20 years. Its web site offers a searchable bibliography of over 7000 teaching materials for 150 languages. Come see our new K-12 portal with over 100 free lesson plans at <http://lmp.ucla.edu/k-12>. We hope you'll enjoy the visit!

"Barbara Blankenship" <bblankens@gmail.com>

Workshop on Innovations in Cantonese Linguistics

ling.osu.edu/wicl

The Workshop on Innovations in Cantonese Linguistics (WICL) will take place on **March 16 and 17, 2012**, at The Ohio State University, Columbus, Ohio, U.S.A. The workshop focuses on new advances in Cantonese Linguistics, including innovations in methodologies, tools, and/or computing software. New approaches and research on language variation within the Cantonese (or “Yue”) subgroup of the Chinese language family, language contact phenomena, and new subfields and their interfaces are especially welcome.

Keynote Speakers:

Professor Anne Oi-kan Yue (余靄芹), University of Washington

Professor Alan C. L. Yu (余梓麟), University of Chicago

The workshop will also include a session on Cantonese Tones and Breaks Indices (Cantonese ToBI), to introduce the framework and to explore its extension from Hong Kong Cantonese to a Pan-Cantonese version.

Abstracts: Abstracts are invited for 20-minute presentations related to innovative research in any subfield of Cantonese linguistics and related disciplines. Submissions are limited to one (1) single-authored paper and one (1) joint-authored paper per person.

- Abstracts must be written in English and on a single page, including examples, key references, etc.
- Prepare two (2) copies of the abstract in PDF format, one containing the name(s) of author(s), affiliation(s), and e-mail address(es); and the other (for anonymous review) identified by title only.
- In the submission email, please provide the following information:
 - paper title
 - name(s) of author(s)
 - affiliation
 - status (student or non-student)
 - contact information (postal and email addresses)
 - primary area(s) of linguistics addressed in the abstract (e.g., Phonetics, Phonology, Syntax, Semantics, Pragmatics, Sociolinguistics, etc.)
- **Abstract submission:** Submit the two copies of the abstract and the information file to <wicl@ling.osu.edu> with the subject heading, "WICL Abstract".
- **Abstract deadline:** By November 11, 2011, 11:59 PM Eastern Standard Time.
- **Notification of acceptance via email:** By December 12, 2011.

This workshop is sponsored by The Ohio State University's Buckeye Language Network and co-sponsored by the Institute for Chinese Studies, the Graduate Association of Chinese Linguistics, and other units at The Ohio State University.

Organizing Committee:

Tsz-Him Tsui (Department of Linguistics, OSU)
Litong Chen (Department of East Asian Languages & Literature, OSU)
Yutian Tan (Department of East Asian Languages & Literature, OSU)
Professor Marjorie K.M. Chan (Department of East Asian Languages & Literature, OSU)

International Conference on Chinese for Specific Purposes and Teaching Chinese Culture

July 16 & 17, 2012

Deadline of abstract submission: December 15, 2011.

Department of Chinese Language and Culture for International Students, National Taiwan Normal University, Taiwan
Conference website: www.clc.ntnu.edu.tw/csp

We take great pleasure in announcing that our department will host the international conference about Chinese for Specific Purposes (CSP) and teaching Chinese culture.

Due to the high demand for Chinese language education worldwide, the world is in urgent need of more and better comprehension of Chinese cultures and Chinese professions. Currently, CSP and teaching Chinese cultures are added to the college and school curriculum, and, therefore, it is necessary now to build a platform for discussions about CSP and teaching Chinese culture.

We, therefore, invite papers investigating all aspects of CSP and teaching Chinese culture with a view to furthering our understanding of their past, current, and future developments in terms of teaching methodologies, curriculum planning, teaching strategy, and other related topics such as computer technology.

Possible topics include, but are not limited to, the following:

Business Chinese
Newspaper Chinese
Legal Chinese
Medical Chinese
Academic Chinese
Technology Chinese
Chinese for tour-guiding
Teaching Chinese religions
Teaching Chinese holidays and festivals

Teaching Chinese life and cultures
Teaching Chinese Cinema
Teaching Chinese literature
Second culture acquisition

Deadline for abstract submission: December 15, 2011.

Please submit your abstract in our conference website:
www.clc.ntnu.edu.tw/csp, and more information will be
available in the website, too.

Sincerely,
Chao-Mei Tu
Assistant Professor
Department of Chinese Language and Culture for Inter-
national Students
National Taiwan Normal University, Taiwan

The Confucius Institute at The Uni- versity of Iowa Third International Symposium on Chinese Applied Linguistics Call for Proposals



The Third International Symposium
on Chinese Applied Linguistics will
be held at The University of Iowa on
April 20-21, 2012.

This Symposium will serve as a platform for re-
searchers on Chinese applied linguistics around the
world to generate ideas, cross disciplinary bounda-
ries, and disseminate research about issues and con-
cerns in the learning and teaching of Chinese as a
non-primary language (including heritage language
learning) across different acquisition stages in dif-
ferent settings. A peer refereed volume will be
published out of presentations of the symposium in
honor of Dr. Michael Everson on the occasion of
his retirement from The University of Iowa, thus
recognizing his significant contributions to theory
and research in Chinese SLA (second language ac-
quisition), L2 Chinese pedagogy, and field build-
ing.

Proposals of theory-based and original studies on
topics of Chinese Applied Linguistics, Chinese
SLA, and L2 Chinese pedagogy are invited.

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 ab-
stract 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: December 1, 2011 by 11:59
PM Central Standard Time. Please submit both
files (abstract and author information) electronically
to iscal@uiowa.edu.

Notification of abstract acceptance: January 16,
2012

Registration fee: \$40 for students, \$80 for non-
students. Registration deadline: February 10, 2012

Accommodations for all presenters:

Round-trip airfare (up to \$500 for US and Canada
flights and up to \$1,200 for international), hotel ac-
commodations (double room), round-trip ground
transportation between the Cedar Rapids airport
(CID) and Iowa City, and shared meals.

NEWS OF THE FIELD

The Universities and Colleges Offering MA or Ph.D. Degrees Leading to Teaching Chinese as a Foreign Language (TCFL)

List created June 5, 2011 and updated June 13, 2011

By Xie Tianwei (txie@csulb.edu)

Any updating information is appreciated!

Acknowledgements

Thanks go to the following professors and friends who have contributed the information about TCFL programs:

Jianhua Bai, Der-lin Chao, Dongdong Chen, Michael Everson, Luo Han, ZhaoHong Han, Robin Harvey, Shih-chang Hsin, Li-yi Huang, Chuanren Ke, Yujen Lien, Jennifer Liu, Songhao Liu, Nicole Loh, Yuan-Yu Morgan, VanNess Simmons, Catherine Snyder, Madeline Sping, Shouhsin Teng, Xiaohong Wen, Su-Mei Wu, Weiping Wu, Xiaoqiu Xu, Tao-chung Yao, Robin Yang, Yueming Yu, Karl Kuan Zhang, Phyllis Zhang, Weidong Zhang, Yanhui Zhang

• Arizona State University

○MA, two tracks: Literature, Linguistics, and Culture (Area 1); and Pedagogy (Area 2)

<http://silc.clas.asu.edu/graduate/degrees/ma-chinese>

○Ph.D. in East Asian Languages and Civilizations: China

<http://silc.clas.asu.edu/graduate/degrees/phd-chinese>

• Baptist University, Hong Kong, Master of Arts in Language Studies

○http://buar.hkbu.edu.hk/uploads/files/pg_prospectus/lang.pdf

• California State University, Long Beach, MA in Asian Studies

○http://www.csulb.edu/colleges/cla/departments/aas/graduate_programs/

• California State University, Long Beach, MA in Linguistics - Special Concentration

○http://www.csulb.edu/colleges/cla/departments/linguistics/ma_program/SpecialOption.html

• Carnegie Mellon University, Masters in Applied Second Language Acquisition

○<http://ml.hss.cmu.edu/ml/MA/ma-about.html>

• Chinese University of Hong Kong, Master of Arts (MA) Programme in Chinese Linguistics and Language Acquisition

○http://www.cuhk.edu.hk/lin/new/en/lin/pg/programmes/ma_chi_lin/index.htm

• Chung Yuan Christian University, Taiwan, MA program, Dept. of Teaching Chinese as a Second Language

○<http://tctl.office.cycu.edu.tw/master.html>

• City University, Hong Kong

○Master of Arts in Language Studies (Language and Law / Linguistics / Translation and Interpretation/ Translation with Language Information Technology)

○<http://www.sgs.cityu.edu.hk/programme/P30>

○Master of Arts in Language Studies (Language and Law / Linguistics / Translation and Interpretation/ Translation with Language Information Technology)

○<http://www.sgs.cityu.edu.hk/programme/P34>

• City University, Hong Kong, Master of Arts in Chinese (Chinese Language and Literature / Chinese for Professional Purposes / Chinese for Educational Purposes)
○<http://www.sgs.cityu.edu.hk/programme/P34>

• Columbia University, Program in Applied Linguistics at Teachers College
○<http://www.tc.columbia.edu/academic/a&hdept/AppliedLinguistics/detail.htm?Id=Admission+Information&Info=Special+Application+Requirements%2FInformation>

• George Mason University, Chinese Language Licensure Program
○<http://gse.gmu.edu/programs/chinese/Academics/chinese/>

• Hong Kong Institute of Education, Master of Arts in Teaching Chinese as an International Language
○<http://www.ied.edu.hk/matcil/>

• Hong Kong University, Master of Arts in Linguistics
○http://www0.hku.hk/linguist/pro/ma_lin.html

• Hunter College, City University of New York, MA in the Teaching of Chinese (M.A. degree and NY state certificate program)
○http://www.hunter.cuny.edu/classics/chinese/M_Aprogram

• Indiana University Bloomington
○<http://www.indiana.edu/~ealc/graduate/ma3.shtml>

• Mae Fah Luang University (Thailand), School of Liberal Arts, MA Program in Chinese Language Pedagogy
○<http://www.mfu.ac.th/school/liberalarts/P-Graduate.html>

• Middlebury Language Schools Graduate Programs
○http://www.middlebury.edu/ls/grad_programs/chinese

• Middlebury-Monterey: Chinese MA in Teaching Chinese as a Foreign Language
○<http://www.miis.edu/academics/programs/tfl/midoption>

• National Taiwan Normal University Ph.D. and MA programs in TCFL
○www.ntnu.edu.tw/tcsl

• New York University, Foreign Language Education
○<http://steinhardt.nyu.edu/teachlearn/foreign/ma>

• Ohio State University, M.A. and Ph.D. programs in Chinese focusing on language pedagogy as a field of specialization
○<http://deall.osu.edu/programs/graduate/default.cfm>

• Polytechnic University, Hong Kong, Master of Arts in Teaching Chinese as a Foreign Language
○http://www28.polyu.edu.hk/aseprospectus/jsp/pr og_detail.jsp?prog_id=6102&org_id=6102&scheme_id=201014&websiteId=1&schemeId=201014&langId=11014&langId=1

• Polytechnic University, Hong Kong, Master of Arts in Chinese Linguistics
○http://www28.polyu.edu.hk/aseprospectus/jsp/pr og_detail.jsp?scheme_id=201014&prog_id=6081&prog_blk_title_id=501&org_id=6081&websiteId=1&schemeId=201014&langId=1

• Purdue university, Applied linguistics in the foreign languages and literatures department, MA and Ph.D. degrees in teaching Chinese as a foreign language
○<http://www.cla.purdue.edu/fll/main/graduate/>

• Rutgers University, MAT in Chinese
○<http://asianlanguages.rutgers.edu/programs/chinese/mat/index.html>

• Seton Hall University, Master's in Asian Studies with a concentration in Teaching Chinese
○<http://www.shu.edu/academics/artsci/ma-asian-studies/curriculum.cfm>

• Stanford University

o <http://suse-step.stanford.edu/academics/secondary/curriculum-outline>

• **Union Graduate College**

o http://www.uniongraduatecollege.edu/pages/schools/education/Master_of_arts_degree_in_teaching_MAT_educator_d

• **University of Hawaii**, MA in East Asian Languages and Literatures specializing in either Chinese Literature or Linguistics

o <http://www.hawaii.edu/eall/chn/index.html>

• **University of Hong Kong, Faculty of Education, MEd and PhD programs for TCSL**

o <http://web.edu.hku.hk/programme/med/>

o http://web.edu.hku.hk/programme/med/docs/2011_MEd_PCAES_Teaching_Chinese_as_second_language.pdf

• **University of Houston, Department of Modern and Classical Languages, Masters Degree in World Cultures and Literatures with a Chinese concentration**

o <http://www.class.uh.edu/MCL/wclprogram/graduate.asp#chinese>

• **University of Illinois at Urbana-Champaign**, Graduate Program in East Asian Languages and Cultures

o <http://www.ealc.uiuc.edu/ealc/program/graduate.htm>

• **University of Iowa, MA in Teaching Chinese as a Foreign Language**

o <http://clas.uiowa.edu/dwllc/asll/graduate-programs/asian-civilization-ma/chinese-studies-teaching-foreign-language>

• **University of Iowa, Ph.D. program focusing on Chinese SLA**

o <http://international.uiowa.edu/centers/flare/>

• **University of Iowa, College of Education, MAT degree in Chinese (K-12 teacher licensure + graduate degree).**

o <http://www2.education.uiowa.edu/teach/flesled/programs/undergrad-licensure.aspx>

• **University of Texas, Foreign Language Education**

o <http://www.edb.utexas.edu/education/programs/foreign/>

Union Graduate College Offers MAT in Teaching Chinese

Union Graduate College in Schenectady, New York, offers a master's program that prepares graduates for New York State Initial Teacher Certification to teach Chinese at the secondary level. Launched by the School of Education in 2010, this Master of Arts in Teaching (MAT) Chinese Language was one of the first programs of its kind in the United States.

The Union Graduate College MAT in Chinese Language is designed for students who majored in East Asian Studies or Chinese, or are native/heritage speakers. The program combines in-depth study of Chinese culture and language with the study of teaching and learning. It also includes extensive hands-on classroom experience, acquired through a year-long internship during which students teach side-by-side with a mentor teacher.

The program requires 16 courses. Five are in a Chinese subject area and include graduate-level research with Chinese language faculty. The remaining MAT courses are designed to develop reflective teachers who are effective problem solvers, able to connect theory with practice, and skilled in applying a broad range of teaching methods.

Full-time students can complete the program in one calendar year (June - June). Part-time students typically take two to three years.

The Union Graduate College School of Education has earned a reputation for the rigor and quality of its master's programs. It is the first in New York State to be accredited by the national Teacher Education Accreditation Council (TEAC). All Union Graduate College MAT programs are aligned with National Board Certification standards and principles.

For more information about the Union Graduate College MAT in Chinese Language contact Chris Angley at angley@ugc.edu

国际汉语教学研究成为学术新热点 中央民大汉 语国际传播研究初显实力 ——第九届国际汉语教学学术研讨会在中央民 族大学召开

2011年7月24日至26日，第九届国际汉语教学学术研讨会在中央民族大学召开，会议由中央民族大学、耶鲁大学、纽约城市大学、罗德岛大学、佛蒙特大学和夏威夷大学联合主办，会议主题是“汉语国际传播与国际汉语教学”。应邀出席开幕式的领导和嘉宾有中央民族大学马文喜副校长，前世界汉语教学学会会长、前中国语言学会会长、北京大学陆俭明教授，中国国家语言文字工作委员会副主任、教育部语言文字信息管理司司长、著名语言学家李宇明教授，中国语言学会常务理事、世界汉语教学学会副会长、北京市语言学会会长、北京语言大学校长、著名汉语教学专家崔希亮教授，美国普林斯顿大学东亚系中文部主任、普林斯顿大学北京中文暑期项目主任、前明德中文暑校校长、著名汉语教学和中国思想史专家周质平教授，美国各大学联合汉语中心项目总执行主任、全美边缘外语学会会长、AP中文测试发展委员会主任、美国前全美中文教师学会会长、汉明顿大学东亚语言文学系靳洪刚教授，纽约大学第二语言教学系主任、著名第二语言教学专家唐力行教授。来自中国（含香港和台湾）、美国、德国、意大利、加拿大、西班牙、瑞典、日本、韩国、新加坡、马来西亚、泰国、缅甸、越南、阿联酋等17个国家和地区的180余名代表出席了本次会议，参会代表主要为在国际汉语教学一线从事教学工作的教师和从事相关研究的专家学者，也包括一部分博士研究生。本次大会中方主席为中央民族大学吴应辉，海外共同主席为耶鲁大学牟岭和纽约市立大学俞志强。大会历时三天，与会者就国际汉语教学与科研展开了广泛的交流与讨论。本次研讨会是一次空前圆满成功的大会，提升了国际汉语教学学术研讨会的层次，对于促进国际汉语教学的发展具有重要意义。第十届国际汉语教学学术研讨会将于2012年夏天在杭州举行，由浙江大学与罗德岛大学共同具体组织。

波特兰州立大学孔院2011年暑期中 小学汉语教师职业发展研修班Error! Bookmark not defined.

6月20日到7月1日，由波特兰州立大学孔子学院举办的第四届、暨2011年俄勒冈州暑期中小学汉语教师职业发展研修班顺利结业。在为期两周紧张强化式的培训中，多年从事对外汉语、海外汉语和本土汉语教学研究与实践工作、奋斗在教学前沿和第一线的学者、专家、教师们应邀前来讲学、授课、传道、解惑，分享他们对外汉语教学的研究成果，并把自己多年来在课堂教学实践中积累起来的经验体会和教学方法毫无保留地传授给学员。近50位来自俄勒冈州大波特兰地区、华盛顿州西南区等地的学员们认真听课，深入思考，积极协作参与，学习氛围热烈浓厚，而又充满了分享与合作的快乐。

网上参看全文：http://cipsu.chinese.cn/article/2011-07/18/content_283328.htm



CLTA-VA Board of Directors Election completed in May 2011

The 2011 Board of Directors Election was successfully conducted in accordance with CLTA-VA bylaws in May, 2011. CLTA-VA members successfully elected three new Board of Directors: Lily Han at Foreign Service Institute, Yeong-Tsuey Uang at Oak Hill Elementary, and Grace Yuang at Providence Elementary School. They will begin to serve on board right after the annual meeting adjourns on October 8th this year. The current CLTA-VA President Dr. Miao-fen Tseng at the University of Virginia, and Vice President Dr. Li Fu at George C. Marshall High School, will continue their roles for another two-year term.

CLTA-VA in collaboration with FLAVA to prepare for centennial celebration this upcoming October

The CLTA-VA is honored to collaborate and synergize resources with FLAVA to prepare for FLAVA's centennial celebration to be held at Holiday Inn Koger Conference Center in Richmond on October 7-8th, 2011. FLAVA was established in 1911 and is the oldest state foreign language association in the nation. The high-

lights of this year's program include, but are not limited to, an increasing number of free pre-convention workshops, costume parade and competition in the general session, a traditional old-time 100-year-old birthday

party, special Friday evening workshops, etc. Please view FLAVA's website at <http://www.flavaweb.org/> for detailed information. (Submitted by Miao-fen Tseng)

POSITIONS

BRANDEIS UNIVERSITY

Tenure-track position

The Department of German, Russian and Asian Languages and Literature at Brandeis University invites applications for a new tenure-track position in Chinese Literature, Language and Culture at the rank of Assistant Professor, beginning Fall 2012. Specialization is open, but we are particularly interested in hiring a candidate with demonstrated expertise in modern Chinese literature. The successful candidate will join a small, research-active, friendly department with varied scholarly and teaching interests. Teaching duties include four courses a year, drawn from literature, (advanced) language, or interdisciplinary offerings. Those whose work involves comparative literature, film and media studies, or women's and gender studies are especially encouraged to apply. Candidates should have a PhD in hand by the time of appointment, native or near-native proficiency in Chinese and English, and a strong commitment to research and scholarly publication. Please send a letter of application, CV, three letters of recommendation, examples of scholarly work, and evidence of teaching excellence to: Chinese Search Committee, Department of German, Russian, and Asian Languages and Literature, Mailstop 024, Brandeis University, 415 South Street, Waltham, MA 02454-9110. First consideration will be given to applications received by October 15, 2011. Brandeis University is an equal opportunity employer, committed to building a culturally diverse intellectual community, and strongly encourages applications from women and minorities.

COLLEGE OF THE HOLY CROSS

Assistant Professor, Chinese Language and Literature

The Department of Modern Languages and Literatures at the College of the Holy Cross invites applications for a full-time tenure-track appointment in Chinese language and literature to begin August 2012. Native or near-native fluency in Mandarin Chinese and English, and teaching experience in Chinese Language and Literature at the college level are required. Ph.D. in Chinese literature in hand or expected by time of appointment. Familiarity with undergraduate teaching at a liberal arts college is desirable. Candidates must demonstrate commitment to, and excellence in, undergraduate teaching as well as scholarly achievement. Preference to applicants who can offer courses in both classical and contemporary Chinese literature. This position carries a 3-2 teaching load with a full-salary one-semester research leave prior to tenure review and generous sabbatical and fellowship leaves for senior faculty. Please send a cover letter describing research and teaching interests, curriculum vitae, statement on teaching, a link to a video of yourself teaching a Chinese language class, transcripts, and three letters of recommendation to Dr. Claudia Ross, Chair, Ref. CLTA, Department of Modern Languages and Literatures, College of the Holy Cross, Worcester, MA 01610 by October 31, 2011. Review of applications will begin on that date and will continue until the position has been filled.

The College of the Holy Cross is a highly selective Catholic liberal arts college in the Jesuit tradition. It enrolls about 2,700 students and is located in a medium-sized city 45 miles west of Boston. Holy Cross belongs to the Colleges of Worcester Consortium (<http://www.cowc.org>) and the New England Higher Education Recruitment Consortium (<http://www.newenglanderherc.org>). The College is an Equal Employment Opportunity Employer and complies with all Federal and Massachusetts laws concerning

equal opportunity and affirmative action in the workplace.

DARTMOUTH COLLEGE

Chinese Language and Literature

The Department of Asian and Middle Eastern Languages and Literatures invites applicants for a tenure-track position at the Assistant Professor rank in Chinese Language and Literature. Appointment will become effective July 1, 2012, with teaching duties beginning in September 2012.

Applicants for this position must have native or near native proficiency in English and Modern Standard Chinese, and a Ph.D. in hand by the time of appointment. The field of specialization is open, but we have particular interest in scholars working in traditional Chinese fiction or modern literature. It is our hope that the appointee will share our vision of treating language and literature courses as integrated components of an undergraduate liberal arts curriculum.

Candidates must be able, willing, and enthusiastic about teaching both Chinese literature in English translation and Chinese language courses—in particular, Beginning Chinese. The appointee will be expected to direct Dartmouth's Summer Beijing Foreign Study Program every other or every third year.

Applicants may e-mail cover letter of application, curriculum vitae, a sample chapter of a book or scholarly paper (25 pages maximum), and three letters of recommendation to Mr. Gerard Bohlen at Gerard.F.Bohlen@Dartmouth.EDU or mail the documents to: Chinese Search, Department of Asian and Middle Eastern Languages and Literatures, Dartmouth College, Hanover, New Hampshire 03755

The review of applications will begin December 15, 2011. For additional information, please contact Mr. Gerard Bohlen at: Gerard.F.Bohlen@Dartmouth.EDU

Dartmouth College combines a commitment to innovative scholarship with dedication to excellent teaching. One of the most diverse institutions of higher education in New England, Dartmouth College is an equal opportunity/affirmative action employer, has a strong commitment to diversity, and in that spirit encourages applications from women and minorities.

KENYON COLLEGE

Visiting Assistant Professor or Instructor of Chinese

The Modern Languages and Literature's Department at Kenyon College invites applications for a one-year position in Chinese at the visiting assistant professor or instructor level for 2012-2013. The successful candidate will have excellent teaching and native or near-native fluency. Field of specialization is open. A Ph.D. is preferred, but ABDs are welcome to apply.

To apply, candidates should visit the online application site found at <https://employment.kenyon.edu>. A complete application will be comprised of 1) a Cover Letter; 2) a statement of the applicant's teaching philosophy; 3) a Curriculum Vita; 4) 3 letters of recommendation; 5) Sample Syllabi 6) Scholarly writing sample (less than 20 pages) and 7) a DVD of classroom teaching. All application materials except for DVD must be submitted electronically through Kenyon's employment website.

The teaching demonstration DVD should be sent via U.S. mail directly to Chinese Search Committee, Dept of MLL, Kenyon College, Ascension Hall, 202 College Park Street, Gambier, OH 43022

Review of applications will begin October 15, 2011, and will continue until the position is filled. Completed applications received by the October 15th deadline will be guaranteed full consideration.

PRINCETON UNIVERSITY

Senior Lecturer in Chinese Language

The Department of East Asian Studies at Princeton University invites applications for a full-time position as Senior Lecturer in Chinese, beginning September 1, 2012. Applicants must have native or near-native fluency in Chinese and an excellent command of English. They should have extensive experience teaching Chinese to English-speaking students at the college level; experience directing a language program is preferred (particularly one in which five levels of Chinese are offered). Our Chinese Language program enrolls approximately 260 students each semester. Ph.D. or Ed.D. is required. Salary is competitive.

Please provide a letter of application, curriculum vitae, statement of teaching interest, teaching portfolio (list of courses taught and teaching evaluations), and the names of three references (with email addresses, office telephone and fax numbers). We will request letters of recommendation at a later date--do not submit them with

your application. You may apply on-line at <http://jobs.princeton.edu> (requisition#0110420). Applications will be reviewed until the position is filled.

WHEATON COLLEGE

Tenure-track position

The Department of Foreign Languages at Wheaton College invites applications for a tenure track assistant professor of Mandarin Chinese beginning July 2012. A Ph.D. is required in Mandarin Chinese or Chinese studies. Preference for a native or near-native fluency in Mandarin Chinese and in English, proficiency in North American models of language and content area pedagogy, teaching experience at the college level in North America, outstanding skill in and enthusiasm for teaching all levels of Mandarin Chinese, including advanced language and content-based courses (i.e. literature, culture, history). Accepted candidate will teach three 4-hour courses (or equivalent) per semester at all levels, participate in the department's proficiency testing program and in student advising and other service activities, and collaborate with the Chinese language program coordinator and with summer study abroad program. Application deadline is October 7, 2011.

For information about the department, visit <http://www.wheaton.edu/foreignlanguage/>

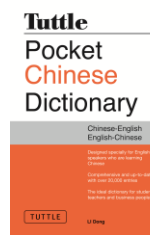
Interested candidates should send a letter of inquiry and complete curriculum vitae to:

Dr. Clinton Shaffer
Chair, Foreign Languages Department
Wheaton College
Wheaton IL 60187-5501
Phone: (630) 752-5791
Fax: (630) 752-5788
Email: clinton.shaffer@wheaton.edu

Please do not send transcripts, letters of recommendation, or credential files unless requested. Promising candidates will be invited to submit a full application.

Wheaton College is an evangelical Protestant Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations of the Wheaton College Community Covenant. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply.

BOOK NEWS



The Tuttle Pocket Chinese Dictionary

The Tuttle Pocket Chinese Dictionary is a bi-directional dictionary that contains over 15,000 entries covering the most frequently-used words in Chinese and English. It's small enough to fit in most pockets, and it's bound in extremely durable vinyl. An attractive and user-friendly layout with the headwords in blue makes this dictionary a perfect aid to students and travelers.

Title: Tuttle Pocket Chinese Dictionary
Author: Li Dong
Publisher: Tuttle Publishing

ISBN-13: 978-0-8048-3775-0
Publication Date: October, 2011
Pages: 640 pp
Dimensions: 3" x 4 1/2"
List Price \$12.95

《现代汉语文字答问》



《现代汉语文字答问》是“博雅对外汉语知识丛书”中的汉字分册。“博雅对外汉语知识丛书”由前中国语言学学会会长、前世界汉语教学学会会长、北京大学中文系陆俭明教授主编。丛书分《现代汉

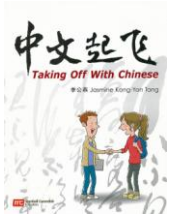
语语音答问》、《现代汉语文字答问》、《现代汉语词汇答问》、《现代汉语语法答问》、《现代汉语修辞答问》、《现代汉语规范化答问》六个分册。

这套丛书面向从事汉语教学但缺少实际教学经验或者汉语言文字学方面知识欠缺的教师。丛书定位为翻检性丛书，供汉语教师随时翻检，目的是为大家提供汉语教学最必需的汉语言文字学方面的基本知识，以及汉语教学过程中可能会面临、可能会碰到、可能会出现种种问题，并使读者掌握解决这些问题所应具备的相关知识能力。

《现代汉语文字答问》共十二节，从汉字的构成、产生与性质到汉字的偏旁、部首与笔顺，外国学生学习汉字的重点、难点，都进行了有针对性的讲述，并且把几十年来对外汉语有关汉字教学的各种模式、各种方法以及汉字教材编写和师资等问题一一做了介绍，同时还介绍了以美国为例的国外汉语教学和教材的情况。基本做到了解决问题的同时全面涵盖重要知识点。深入浅出，既有较强的实用性又有一定的理论性。书中每一节附有“思考与练习”，方便学习者复习巩固所学内容；并附“深度阅读/参考文献”，方便学习者拓展学习。

本册作者黄伟嘉为美国波士顿大学现代语言与比较文学系教师，专修文字学。在美国和中国教汉语20余年，现为《汉语世界》杂志“魅力汉字”专栏作者，此前和敖群（美国西点军校外语系教师）合著商务馆实用汉语师资培训教材：《汉字部首例解》（北京商务印书馆2008）和《汉字知识与汉字问题》（北京商务印书馆2009）；中级汉语课本：《汉语与文化读本》（香港中文大学出版社2002）；课外阅读系列教材：《天上星星亮晶晶》（Cheng & Tsui Company 2011）、《太阳有多远》（Cheng & Tsui Company 2007）、《月亮总是美好的》（Cheng & Tsui Company 2008）。

《中文起飞》



本书是为初学中文的学生而编写的教材，当然也适用于那些以英文为主，中文为辅的学生学习。本教材特点：

1. 学生的主要语言是英文，所以本书安排由发音到字形和字义都是以英文来书写；
2. 课文内容循序渐进，以螺旋上升递进方式逐步详细的进行讲解；

3. 运用“以旧带新”方式逐步介绍新词句，在温习以往词句的同时，增加新词句，扩大词汇量；

4. 课后辅以相应练习，供学生温故知新，巩固所学知识，同时让学生从练习中体会到课文中所学知识在实际中的运用。

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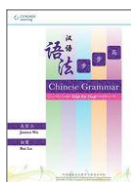
Printed in 2011

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《汉语语法步步高》

Chinese Grammar Step by Step



By James WU, Lu BAI

Published by Cengage Learning

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Available Now

Chinese Grammar Step by Step is the first graded Chinese grammar book written based on the *International Curriculum for Chinese Language Education* published by The Office of Chinese Language Council International, China (HANBAN). This book systematically presents over 150 main features of modern Chinese grammar in five progressive stages. Designed with the non-native learners of Chinese in mind, the explanation of grammatical structures and examples is kept simple, clear and concise. The authors also make a deliberate effort to use a fairly controlled vocabulary in the usage examples and exercises. The grammatical structures are explained in English. Chinese texts are fully annotated with Pinyin alongside English translations. This book is ideal for both formal instruction and self-study. Its rich appendices made it very convenient for all types of users.

《汉语语法步步高》是作者依据中国国家汉办颁布的《国际汉语教学通用课程大纲》中“常用汉语语法项目分级表”所研制的最新语法学习教材。本书以英语解释汉语语法、语言简明精要、练习完备翔实、印刷装帧精美、主要例句以颜色标出语法特点，并附加拼音与英文翻译，适用于以英文为母语

的各级学习者。

全书共分五级，循序渐进讨论了汉语学习中最重要的150多个语法点。每章先说明语法点的基本句型并附例句，其次讨论该语法点的派生句型，最后提供相关练习，书后附上参考答案，帮助学习者巩固学习。

本书也在适当处解释汉语语法与英语的不同。在正文之外，我们用“小贴士”阐释学习汉语的误区。此外，为促进学习，本书还附有语法术语表，简明扼要地解释书中所用到的语法术语，帮助学生更好地掌握语法点。

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WEB SITES

Chinese Tones Teacher

Learn, practice, and perfect the four Mandarin tones in Chinese Tones Teacher! Chinese Tones Teacher aims to help Mandarin Chinese students practice and learn the four tones (Si Sheng) in the Chinese language: flat, rising, dipping, and falling. Many students find the tonal aspect of Mandarin Chinese difficult. This application will help you listen to the tones and repeat them back so that you may see if you're pronouncing them correctly. Before long you'll sound like a native Chinese speaker. You can find it on the Android Market by searching for "Chinese Tones Teacher". Try the demo version to see if you like it first before buying the full version.

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- Slow down your voice or the speakers voice to hear the tones more clearly
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Wes Swinson
weskhan0@gmail.com



<https://www.dropbox.com/> is a free storage site using cloud computing technology. You may have several computers at home and in your office, laptops or iPad, and you have to use a USB drive to store your files and bring this USB drive with you. With Dropbox, you no longer need the USB drive. Just create a free account at <https://www.dropbox.com/> (2G). Download the program for Windows, Mac, Linux, and Mobile (search Dropbox in AppStore). Install them in all your

computers, laptop and iPad. You will have all your files shared across your computers. You may create or edit one file in your home computer. Save it in the appropriate folder of Dropbox. When you go to your office, open the Dropbox, that edited file is already there (synced). You no longer need a USB drive. The Dropbox folders are just like Windows folders. You can create, rename or delete the folders. It's straightforward and easy to use.

Pronounce Names

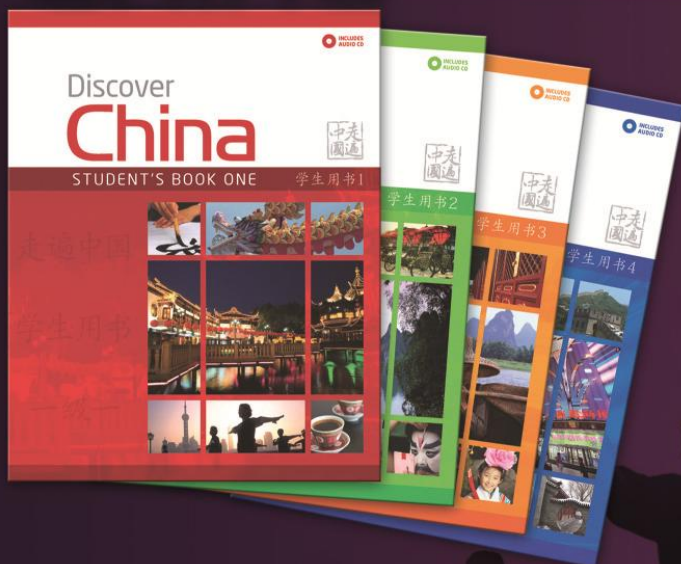
<http://pronouncenames.com/> is an interesting site where you can find actual pronunciation of various names. For example, there are some names in English which even native English speakers don't know how to pronounce, e.g. San Joaquin, San Jose, etc. Chinese names spelled in English is also a headache. Ng and Xie are two of the difficult Chinese surnames to pronounce for English speakers. The website developed by San Jose State graduate lists more than 80,000 names (for people and places) and it is open to public. One can input a name and add phonetic transcription or upload an audio file.

Talk2China

Cell phone text messaging is widely used in China. <http://talk2china.com/> allows one to send short text messages (in English or Chinese) to Chinese cell phones from anywhere through the Internet. The receivers in China can reply to the text message using their cell phone. They pay the local phone charges only. The replying messages can go to an email address assigned and future messages can be sent directly from this email account or from the website talk2china.com. Registration is required. See the website for rates (about 5-6 cents per message).

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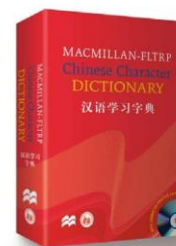
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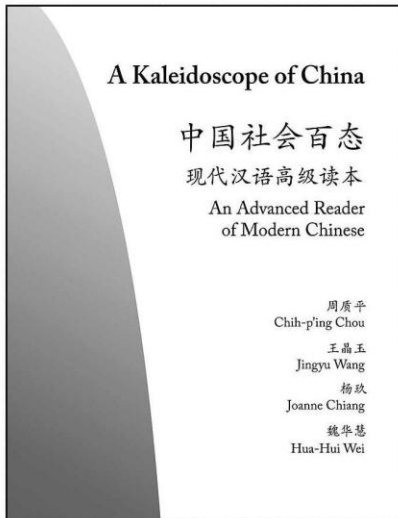
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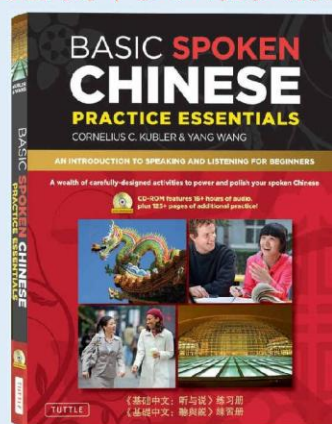
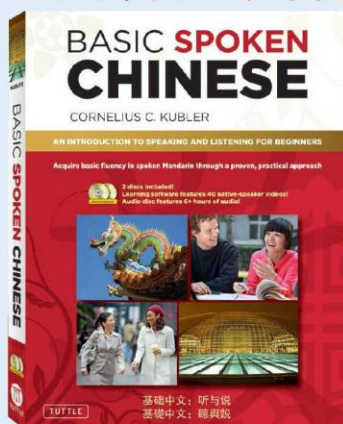
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CORNELIUS C. KUBLER is Stanfield Professor of Asian Studies at Williams College, where he teaches Chinese and for many years chaired the Department of Asian Studies. He was formerly Chinese Language Training Supervisor and Chair of the Department of Asian and African Languages at the Foreign Service Institute, U.S. Department of State, where he trained American diplomats in Chinese and other languages.

YANG WANG is a lecturer at Brown University. Previously, she taught at Ohio State University and Williams College. She also taught for several years at the Middlebury College Summer Chinese School.

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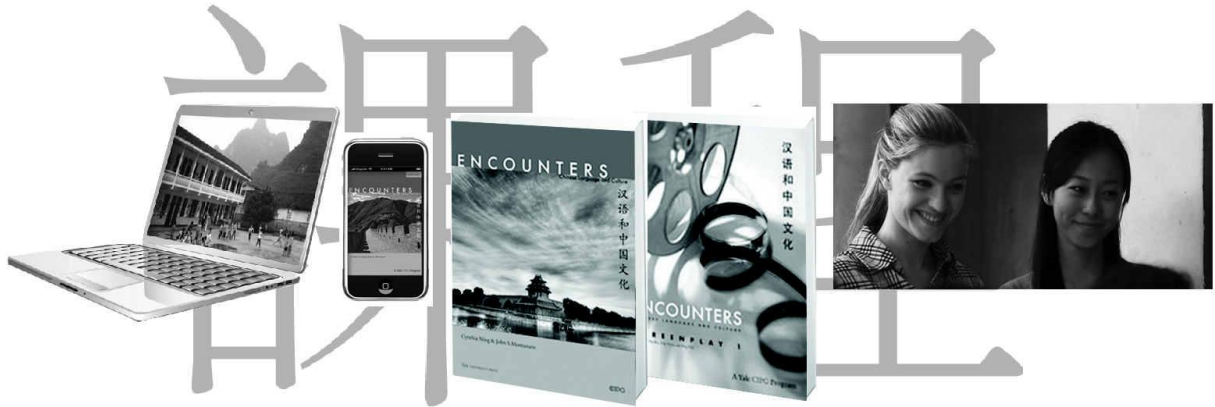
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