NEWSLETTER

OF THE

CHINESE LANGUAGE TEACHERS ASSOCIATION

Volume 35 January 2011 Number 1



中文教師學會

CLTA Home Page: **http://clta-us.org**
For the electronic version of this newsletter and news updates before the next issue, visit our website:
http://newsletter.clta-us.org

CHINESE LANGUAGE TEACHERS ASSOCIATION

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The CLTA Newsletter is published and posted online in mid January, mid May and mid September. The cut-off dates for submission of all materials are December 31, April 30, and August 31 respectively. Ad rates are $100 full-page (6Wx8H), $50 half-page (6Wx4H) and $25 quarter-page (3Wx4H).The Newsletter website is http://clta-us.org/newsletter/.

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PRESIDENT'S MESSAGE

We all owe a tremendous debt of gratitude to Immediate Past President Claudia Ross and our outgoing members of the Board of Directors, as well as to this past year's Conference Chair Janet Xing, Nominations Chair Scott McGinnis, Awards Committee Chair Adam Ross, and Fund Raising Chair Wu Sue-mei, for their efforts and excellence. And as always, we are most grateful to Executive Director Chen Yea-Fen, JOURNAL editor Zhang Zhengsheng, NEWSLETTER editor Xie Tianwei, and WEB MASTER John Chang, for their dedication and contributions to our association.

Established in 1962, CLTA is the oldest Chinese language association in the United States. CLTA has increased in membership, is in the process of digitizing all of its back issues of the *Journal of Chinese Language Teachers Association* and is publishing all current and future issues in the digital form, as well as in hard copies. Its newsletters also appear in both forms. Many regional CLTA associations have been sprouting up. There has also been a steady increase in membership from the primary and secondary schools and Chinese community schools.

The theme for next year's ACTFL annual meeting -- *Empowering Language Educators Through Collaboration* -- seems to be a most appropriate one for us as well as inclusiveness is a major theme of our association in our efforts of promoting CFL learning and teaching. To push our mission forward, we must continue to think globally and act locally and continue to create the best possible conditions for the learning and teaching of Chinese language, literature, and culture. It is through our daily individual and collective efforts that we will be able to make a difference in tackling the challenges ahead. In the spirits of being inclusive, CLTA has identified a number of initiatives for the coming year:

1) Continue to play a leadership role in the field in generating knowledge in the disciplines of Chinese linguistics, Chinese language acquisition, and Chinese pedagogy. Expand our research focus by including K-12 Chinese learning and teaching into our research initiatives.
2) Continue to attract a larger and more diverse group of students to the study of Chinese language. We need to better understand who our learners are and to develop curriculum models and to find ways to direct and entice an increasing number of Americans from a variety of social and discipline backgrounds to the serious study of Chinese language and culture.
3) Continue to collaborate with other professionals organizations, such as CLASS, the National Council of Associations of Chinese Language Schools and the Chinese School Association in the United States and other sectors such as the government and business ones, for resources sharing, articulation, and field advocacy

With thanks for your contributions, and all good wishes for the coming year,

Ke Chuanren 柯传仁
December 28, 2010
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IMMEDIATE PAST PRESIDENT'S MESSAGE

It has been my honor to serve as the President of CLTA for the past year. I give my special thanks and appreciation to Yea-Fen Chen, CLTA Executive Director, for her efficient and tireless work for our organization. I thank the members of the CLTA Board of Directors for their support, and our Journal Editor Zhengsheng Zhang, Newsletter Editor Tianwei Xie, Webmaster John Chang, and Web Assistant, Alan Peterka, for enabling us as an organization to communicate with each other. I congratulate Janet Xing, Conference Chair, and Chuanren Ke, Program Chair, for our very successful 2010 Annual Meeting, and I congratulate Professor Ke as he begins his term as this year's CLTA President.

These are exciting and challenging times for the Chinese language teaching field. Chinese language study continues its increase in the United States and the world. The Modern Languages Association survey of foreign language study in the US, released December 8, 2010, shows that Chinese language study increased 18.2% at the post-secondary level in the past four years, making Chinese the sixth most commonly studied language in the US at the post-secondary level. Official enrollment figures at the K-12 level are not available, but we know that enrollment continues to increase as more and more schools add Chinese to their inventory of foreign language offerings.

The increase has spurred the growth of regional CLTA organizations, and these regional associations will soon be able to affiliate with the national CLTA. The affiliation guidelines will be posted soon on the CLTA website.

Expanded interest in Chinese language study has led to an abundance of riches in teaching material as well. At the 2010 Annual Meeting, CLTA hosted a book exhibit featuring donated Chinese language teaching material authored or co-authored by CLTA members. There were so many books that we could not display them all at our CLTA conference booth, and next year we plan to expand the booth so that we can better showcase our member-authored books.

Finally, as our field grows, so does our participation at our annual meeting, held in conjunction with ACTFL. Members may not realize that the number of papers and panels that we can accept is determined by ACTFL. This year, in response to our high submission rate and conference participation, ACTFL has increased the number of CLTA sessions at the conference. This will make it possible to accept more papers and panels, and will provide greater opportunities to share developments with the field. If you are planning to submit a proposal, please study the submission guidelines carefully before you submit. I hope to see you all in Denver in 2011.

Sincerely,

Claudia Ross 罗云

ANNOUNCEMENTS

CLTA Newsletter Will Be Online Only

Dear CLTA members,

Based on the online survey result of the CLTA members, the Board of Directors has made the decision to terminate distribution of hard copies of the CLTA Newsletter and publish it online only starting from January 2011.

1. The electronic version of CLTA Newsletter will be posted in January, May and September (mid of each month) at http://newwletter.clta-us.org . To download or view the current issue, username and password are required. All past issues will be in the same site open to general public.
2. An announcement of publication will be sent to the CLTA members through email once the Newsletter is available for downloading or viewing. The announcement will be a brief text message accompanied by a table of contents.
3. Individuals and institutions can request hard copies by paying $6 and $10 respectively for each issue. The request should be sent to clta@clta-us.org
4. The new rate for advertisements will be $100 for a full page, $50 for a half page and $25 for a quarter of a page.

Xie, Tianwei
CLTA Newsletter Editor

CLTA 2010 Award Recipients

2010 Cheng and Tsui Lifetime Achievement Award

Dr. Ted Yao (Yao Tao-chung) 姚道中,
University of Hawaii



Jiede Empirical Research Prize

(1) Chen-huei Wu 吳貞慧， A Corpus Study of Native and Non-native Accented Speech: Learning Chinese as a Foreign Language, University of Illinois at Urbana-Champaign

(2) Li Yang 杨黎, Pragmatic and Grammatical Awareness in CSL and CFL Contexts, The University of Iowa

Cheng & Tsui Walton Presentation Prize

(1) Wenhao Diao 刁文豪, Carnegie Mellon University
"Language Use and Oral Fluency in the Study Abroad Context"

(2) Zhengwei Qiao 乔政蔚, University of Iowa
"Implicit and Explicit Corrective Feedback in Task-Based Interaction"

Cheng & Tsui Professional Development Award

(1) Shu-ling WU 吳淑鈴, University of Hawaii at Manoa, to support her presentation on L2 Chinese acquisition at the 1st Teachers College, Columbia University Round Table in Second Language Studies.

(2) Jia YANG 杨佳, The Ohio State University, to attend the CLTA conference and 2 workshops at the conference

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Princeton University East Asian Studies 2011普林斯顿大学对外汉语教学研讨会

For the past eighteen years, the East Asian Studies Program at Princeton University has sponsored an annual conference on Chinese language instruction. We cordially invite you to attend our conference this year, on Saturday, April 30, 2011, from 8:00 a.m. to 5:00 p.m. The conference aims to include, but is not limited to, presentations on the following themes:

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

Please see our website (http://www.princeton.edu/clp) for updates and information. If you have any questions, please do not hesitate to contact:

Ms. Haoyuan Duan (hduan@princeton.edu)
Department of East Asian Studies
211 Jones Hall
Princeton University
Princeton, NJ 08544-1008
Tel: 609-258-1591
Fax: 609-258-7096

We look forward to seeing you!

Pearson's Teaching with Technology Award for CLTA Members

We are pleased to announce **Pearson's Teaching with Technology Award** for CLTA members:

Pearson World Languages supports university and college instructors of Chinese who strive to incorporate technology into their teaching. That's why Pearson is offering those instructors who are also Chinese Language Teachers Association (CLTA) members the chance to win awards for the most pedagogically sound articles on the topic of teaching with technology.

Awards:
1st place: $500
2nd place: $300
3rd place: $200

For more information, contest rules and official entry form, please visit:
http://www.pearsonhighered.com/clta_award
Deadline: August 31, 2011
(Submitted by the CLTA Fundraising Committee)

Study Abroad in Hainan, China

Summer 2011

The University of Hawaii at Manoa (UHM) Study Abroad Center is currently accepting applications for its Summer 2011 program in Hainan, China. Taochung Yao, UHM Professor of Chinese, will be the resident director for this nine-week program that will run from May 21 through July 23. The program is hosted by Hainan University in Haikou city. Participants will study all four language skills (listening, speaking, reading and writing) and will earn eight UHM credits at the second, third, or fourth levels. In addition, guest lectures on Chinese culture and excursions expose students to the rich cultural history of Hainan. Extracurricular activities such as Tai Chi and martial arts will also be offered. More information (housing, costs, and courses) and applications are available at www.studyabroad.org. The application deadline is February 17. 2011.

The 7th International Conference on Internet Chinese Education (ICICE 2011)

June 17-19, 2011
Taipei, TAIWAN
Call for papers

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

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

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

Important Dates:
Deadline of abstract submission: February 25, 2011
Notification of abstract acceptance: by March 20, 2011
Submission of full paper for Conference Proceedings: April 30, 2011
Conference: June 17-19, 2011

Registration Fee: (including Proceedings & meals)
1.Early-bird Registration (by March 31,2011): USD 50 or NTD 1,500; Student: NTD500
2. Advanced Registration (after March 31,2011): USD 80 or NTD 2,500; Student :NTD1,000
3. On-site Registration: USD 100 or NTD 3,500

Content frameworks:
Welcome to submit papers for, but not limited to, the following themes:
1. Innovative strategies for Chinese E-learning based on Web 2.0.
2. Integration between Chinese computer-assisted language learning and teaching.
3. Development of instructional materials and testing of Chinese CALL (Computer-Assisted Language Learning).
4. Design and implementation for Chinese CALL
5. Application, implementation, and operation for Internet-based Chinese school or Chinese distance instruction.
6. Application of state-of-the-art media in Chinese teaching.
7. The illustrations or achievements of the cooperation of Chinese CALL between industry and academia
8. The difficulties encountered and its solutions for the implementation of technology with Chinese teaching.

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

Proposal Submission:
1. For Panel submission:
A panel should include 3-4 papers with a main theme and sub-title for each paper. Materials including the main title and its description, the integration and relations of these papers, the **abstracts** for each paper which is no less than 500 Chinese characters or 300 English words.
2. For individual paper submission:
About 1,000 Chinese characters or 500 English words (1 to 2 pages) with title and keywords.

Procedure:
Please send the abstract and attendee's information to the Secretariat of Academic Committee via email at icice2011@ntnu.edu.tw by February 25, 2011. All the proposals will be reviewed anonymously. The notification of acceptance will be sent to the authors through email by March 20, 2011. Full papers should be submitted by April 30 to be considered for inclusion in the Conference Proceedings.

Attendee's Information:
Name of author/presenter, Gender, Affiliation, Job title, Nationality, Email, Postal address, and Phone & fax numbers.

Full paper submission:
4-10 pages (A4 or Letter size, 12 points in single space, Traditional Chinese characters in Big-5 or Unicode).
※ Information about Accommodation, Registration, Post-conference tour will be subsequently released on the Conference website at URL http://edu.ocac.gov.tw/icice2011 and http://www.ntnu.edu.tw/tcsl/
※ For more information, please contact the Secretariat of Academic Committee (Graduate Institute of Teaching Chinese as a Second Language, NTNU):
※ Email: icice2011@ntnu.edu.tw
※ Phone: +886-2-7734-5194 (Ms. Amanda Hsu)
※ Fax: +886-2-2341-9746

※ Please distribute the announcement to relevant groups/individuals

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第二届“华文作为第二语言之教与学”国际研讨会
暨
第九届“东南亚华文教学”研讨会

大会主题：实践中显精彩，精彩中求实在！

会议一号通知

为了进一步推动华文作为第二语教学的理论与应用研究，促进国内外华文教学的国际交流，南洋理工大学属下的新加坡华文教研中心，将和义安理工学院人文学院、国立教育学院亚洲语言文化学部、新加坡华文教师总会、新加坡中学华文教师会联办第二届“华文作为第二语言之教与学”国际研讨会以及第九届“东南亚华文教学”研讨会。

第二届“华文作为第二语言之教与学”国际研讨会以及第九届“东南亚华文教学”研讨会定于 2011 年 9 月 8 至 9 日举行（9 月 7 日到新加坡）。

本次会议的主题——“实践中显精彩，精彩中求实在！”。会议的主旨在于：

1. 展示与分享能活络二语华文课堂的理论与方法；
2. 展示与分享鼓励学习者使用华文的方法与实践经验；

根据会议主题，海内外的各界学者与前线教师可针对以下副题投寄论文摘要：

1. 二语教学理念和实践	2. 教材编写与课程设计
3. 教学策略与方法	4. 教学模式与活动设计
5. 语言教育政策与管理	6. 评估与测试
7. 学习心理与语言习得	8. 资讯科技与华文教学
9. 跨文化交际与语言教学	10. 师资培训与发展
11. 幼儿园主题教学与环境创设	12. 东南亚华文教育的历史、现状与发展

论文摘要请以 Microsoft Word 格式书写，并上载至：http://intconference.sccl.sg 。摘要应包括论文题目与摘要正文两个部分，摘要正文可以中文或英文撰写，字数需少于 500 字。作者姓名、任职机构以及联络方式请在网上报名时注明，无需附在摘要内。若论文有多位作者，请于网上报名时注明顺序。本会议采取匿名双审制，论文摘要审核通过的作者将受邀提交全文并在会议上发表。

本会议的细节如下：

会议日期：	2011年9月8至9日
文化考察：	2011年9月10日
会议地点：	义安理工学院会议中心 Ngee Ann Polytechnic Convention Centre 535, Clementi Road, Singapore 599489
报名方式：	报名者需在会议网站(http://intconference.sccl.sg)在线填写报名表，同时提交论文摘要。摘要经会议评审组通过后，将及时向作者发出正式参会通知。
会务咨询：	请电邮至：TLCSL2011@sccl.sg

报名费：　　海外学者与学校教师——新币$260.00
海外研究生——新币$130.00 （在报名时，需提交有关学院所发出的公函证明学生身份）

建议住宿地点/住宿费：

1. Link Hotel 华星酒店
   50 Tiong Bahru Road, Singapore 168733
   网址：www.linkhotel.com.sg
   每晚约新币$190-200（套房类别——标准单人/双人）
2. Hotel Royal 京华大酒店
   36 Newton Road Singapore 307964
   网址： www.hotelroyal.com.sg
   每晚约新币$150（套房类别——标准单人/双人）

大会晚宴：　　定于 2011 年 09 月 09 日晚上举行（大会提供，具体细节将于二号通知注明）

旅游：　　海外与会者旅游（大会提供，具体旅游细节将于二号通知注明）

重要日期：　　2011年1月31日——论文摘要投稿截止
2011年3月30日——发出论文摘要接受通知以及论文全文提交邀请
2011年6月30日——论文全文提交截止
2011年7月31日——报名截止

欲知会议详情及最新消息，请登录会议网页(http://intconference.sccl.sg)。
我们期待您提交论文，并欢迎您的到来！

新加坡华文教研中心
第二届“华文作为第二语言之教与学”国际研讨会
第九届“东南亚华文教学”研讨会
筹备委员会　　敬启
2010 年 11 月 1 日

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The CLTA-GNY 2011 Annual Conference & The 9th New York International Conference on Teaching Chinese will be held on Saturday, May 14, 2011 at Rutgers University in New Jersey. The title and the theme of the conference are as follows:

The 9th New York International Conference on Teaching Chinese in Commemoration of the Centennial Anniversary of the 1911 Revolution

New Trends in Chinese Language and Culture Teaching

纪念辛亥革命100周年第九届纽约中文教学国际研讨会

中文教学的新趋势

The conference will be hosted by Rutgers University's Department of Asian Languages and Cultures & The Confucius Institute of Rutgers University with Dr. Richard Simmons and Dr. Lu Shuming as the co-chair.
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For conference details, including registration, proposal submissions, travel directions, transportation assistance and so on, please visit http://clta-gny.org/11conf/11conf_invite.html. Future updates will also be posted on the site. Please help spread word about the conference among your friends and colleagues, both in the U.S. and abroad.

The call for papers is as follows, which is also available on the conference website.

As Chinese language programs continue to proliferate throughout the country and around the world, educators will need to re-conceptualize Chinese language and culture education in light of new opportunities, new challenges and new environment. The range of the conference will cover K-12 and college classrooms, Chinese schools, Confucius Institutes, and various forms of virtual world. The conference will address the following topics, though presentations on related topics are also welcome:
(1) TECHNOLOGY: Using technology and media in the Chinese language classroom, including online and distance learning
(2) STUDENT MOTIVATION: Increasing student motivation through creative approaches to teaching and learning and better understanding student psychology
(3) ADMINISTRATION: The administrative challenges posed by the rapid rise of Chinese language education and the critical shortage of qualified Chinese teachers
(4) PEDAGOGY: The differences between approaches to teaching Chinese to heritage and non-heritage learners; general and specialized student populations; public and private schools; urban, suburban, and rural schools, etc.
(5) LINGUISTICS: New approaches to understanding and explaining Chinese syntax, phonology, semantics, and pragmatics, including psycholinguistics, sociolinguistics, and cognitive science.
(6) CONFUCIUS INSTITUTE AND CHINESE SCHOOLS: Sharing experiences of teaching Chinese and culture in these venues.
(7) CHINESE CULTURE: Exploring ways of teaching Chinese culture for different age groups and different settings
The CLTA-GNY Conference Committee welcomes submissions of 250-word proposals on subjects relevant to the above themes. Papers can be either in Chinese or English. We will consider proposals for panels as well as individual papers and all proposals will be reviewed anonymously. Individual papers will be grouped into panels by themes. Panels will be 75 minutes long with four presenters. Please note that we will need separate abstracts for each paper on any panel proposal.
Please send your proposals to the following address(es) to be received by March 15, 2011. Both paper and electronic forms are acceptable, though we encourage and prefer e-mail submissions.
Email submissions should be sent to: clta.gny@gmail.com
Mailing address is:
Chinese Language Teachers Association of Greater New York
125 East 65th Street, New York, NY 10065
Please include the following "Attendee's Information Form" with your proposal. Notice of acceptance will be sent out by March 31 electronically. Anyone who needs a hard copy of the notice should include a special request with his/her proposal.
For information about CLTA-GNY, please visit http://clta-gny.org. For details about the conference, including the conference registration form, please visit http://clta-gny.org/11conf/11conf.html. The conference registration fee is $20 (payable to CLTA-GNY).

ATTENDEE'S INFORMATION FORM

Please return the following form with your paper proposal.

E-mail to clta.gny@gmail.com
Or mail to: Chinese Language Teachers Association of Greater New York
125 East 65th Street
New York, NY 10065

Family name:
First name:
Name in Chinese characters:

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

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National Taiwan Normal University The Department of Chinese Language and Culture

is a 4-year bachelor degree program specifically 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 Chinese cultures

Degree Requirements

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

Admissions

The department accepts 40 international students each year. The application for Fall 2010 should be submitted by March 31, 2010, and application for Spring 2011 should be submitted by October 31, 2010. 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) nationality, 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 (those who have graduated from high school more than three years ago are exempt from this requirement).

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

NEWS OF THE FIELD

CLTAC ELECTED NEW LEADERSHIP

CLTAC (Chinese Language Teachers Association of California) was established in early 1960s. Its current membership comprises approximately 400 K-16 Chinese language education professionals in California.

At its Fall Workshop on November 13, 2010, held in conjunction with the First Annual Chinese Language Education Forum in San Francisco, CLTAC announced its election results for president and two vice presidents, following which the posts of treasurer, vice treasurer and membership secretary were filled with new appointees.

Prof. Chengzhi Chu (储诚志) of the University of California at Davis was elected the new president of CLTAC, replacing outgoing president Heping Xu of the Defense Language Institute. The two newly elected vice presidents are Prof. Liwei Gao (高立伟) of the Defense Language Institute and Prof. Zhiqiang Li (李智强) of the University of San Francisco. The newly elected leadership promptly appointed new staff to the key posts of treasurer and membership secretary. Prof. Chao Xie (谢超) of the Defense Language Institute was appointed treasurer of the Association; his DLI colleague Prof. Qi Wang (王麒) was appointed vice treasurer and membership secretary.

The November 2010 election of CLTAC was also accompanied by a restructuring of the committee organization, with the establishment of eight standing committees to handle CLTAC business associated respectively with Finance and Membership, Fundraising and Outreach, Association History, K-12 Education, Media and Newsletter, Speech Contest Preparation, Conference Preparation, and Website.

In addition to other professional activities, CLTAC organizes annually a Mandarin Speech Contest, a Spring Conference, and a Fall Workshop. CLTAC 2011 Spring Workshop is to be held on March 5 at Stanford University. For more information about CLTAC, please visit CLTAC's home online at <www.cltac.org>.

(by Chris Wen-Chao Li, San Francisco State University)

波州大孔子学院暑期“星谈”计划中小学汉语教师研修班圆满结业
--- 75位职前和在职汉语教师获结业证书



2010年6月21日上午，波特兰州立大学孔子学院主办的星谈计划暑期中小学汉语师资研修班在波特兰州立大学正式开班。这是波特兰州立大学孔子学院继2008年和2009年后再一次举办的针对中小学汉语师资的培训班。该培训班是由美国外语中心星谈计划（STARTALK）资助的中文教师职业发展培训项目，为期两周。星谈（STARTALK）是该项目教学理念首字母的缩写，此项目主张以标准为基础（Standards-based），以学生为中心（Student-centered）;要使用目的语（Target language）进行教学;强调教学中要充分考虑学生的年龄、语言水平与文化背景等各种因素的差异，要适合学习对象（Appropriateness）;要在教学与学习中随时进行反思（Reflection）;要保证任务投入时间（Time on task); 还要强调将语言运用于新的语境（Application to new contexts）;保证学生通过大量语言输入所学到的语言知识和技能能够输出（Laming outcomes）；要让学生在做中学（Knowing is doing）。本次培训班规模空前，学员除来自波特兰本地及周边邻近地区外，还有来自华盛顿、犹他、新罕布什尔、内布拉斯加、宾夕法尼亚等州的中文教师，共75名，展现了美国中文教育的巨大潜力和良好前景。院长刘美如博士致开幕词，鼓励学员们充分利用这次难得的学习机会，全面提高自身素质，为以后的事业发展打好基础。

第一天的讲座由从哈佛大学荣退的刘月华教授和西雅图华盛顿大学高级中文教师毕念平老师主讲。她们二位分工合作，一位讲解教学理论、一位组织实践活动，动静结合、恰到好处。

刘月华老师先就如何处理中文语法难点进行讲述。由于中英文在语法和句式上的差异，以英语为母语的中文学习者经常会在一些看似简单的问题上反复犯错误。例如，把“我很累”说成“我是累”，把“我在学校学习”说成“我学习在学校”。刘老师说，要从根本上解决这些问题，教师就必须具备丰富的语言学理论知识，并且熟悉中英文语言体系的具体差异，只有这样，才能在实践教学中做到游刃有余，给学生以有效和正确的指导。她还列举了很多在课堂上学生经常出现的错误，给学员们讲授如何运用理论知识解决这些具体问题。

之后，在毕念平老师的指导下，学员们开始分组设计课堂互动活动。毕老师要求大家在设计课堂活动时重点要放在语言功能、语言本体和评估上，并且在课堂设计中应根据“全国外语教学标准”把语言形式和语言功能结合起来。学员们各抒己见、集思广益，针对不同的教学内容，设计了各式各样的活动，课堂气氛极其活跃，大家在学习毕老师的教学理念的同时也交流了彼此的教学经验，收获颇丰。

6月22日，也就是培训第二天，波特兰州立大学孔子学院请来哥伦比亚大学英语语言学博士、纽约城市大学教授姬建国老师为大家做讲座。姬老师的讲座主要是针对国际汉语教育中最根本的挑战——跨文化这一主题来进行的。 因为受到母语文化的影响，因此美国的汉语学习者都会犯一些有共性的错误，这其中最典型的就是把时间、地点等状语一起放在句子的末尾。一般来说，教师对于这类错误的应对方式很单一，就是见一次改一次，可是由于没有系统理论知识的指导，这种纠错式的教学只能是治标不治本，类似的错误还是会屡屡出现。针对这一问题，姬老师总结道，汉语中时间、空间、行为的表达顺序是“先时间、后空间，然后再展示行为”，这正好与英语的表达顺序相反。他还归纳了海外汉语教学中由于文化差异所导致的其它教学难点，并和学员们分享了根据自己多年教学经验总结出来的解决办法。

在组织课堂活动的环节，姬老师发给学员们一篇介绍中国民族舞蹈的课文，让大家就该篇课文的教学方法进行讨论。与常用的汉语教材不同，课文中的汉字旁并没有注拼音，很多习惯了用拼音替代汉字进行教学的老师认为，让学生直接学习汉字是不可能完成的任务，而姬老师说，拼音就像拐棍，你越是拄着它，就越依赖它，不丢开他，就永远学不到真正的汉语，初学者在学习一门外语时，也应该遵照学习第一语言的经验，就像一个婴孩一样，从听、到说，先学到真的可以用来表达情感、交流信息的工具，然后再去总结它、学习注音规则。我们要培养的是真正能够掌握汉语、把汉语作为口头和书面交流工具的人才，而不是只会听说不会阅读的“文盲”，明确了这一目标，也就找到了教学的方向，这一全新的观点让在座的学员们很受启发。

6月23日的培训课程由柯雪润博士主讲，柯雪润博士是波特兰州立大学人类学和国际关系学教授，在中国多个不同地区不同环境中生活过，40多年来一直从事汉语普通话和客家话的研究。1998年起，她以顾问和家长的双重身份加入波特兰公立学校汉语沉浸项目中，并产生了把中国文化融入语言教学的浓厚兴趣。

2004年至2006年，在富布莱特基金的支持下，柯雪润博士在北京、香港、旧金山和埃德蒙顿的7个K-8汉语普通话项目中进行了中国文化教学法的研究。期间，她通过走访学校、采访行政官员与教师以及听课的方法完成了大量的调查工作。目前，她正与4位本地的K-8汉语教师一起从事K-8文化和语言教学框架的开发工作，并将在今年晚些时候以双语专著形式发表。

柯雪润博士讲座的主要内容是介绍在K-8年级的汉语作为第二语言课程中融入中国文化教学的设想以及教学理念和策略。柯雪润博士首先简要介绍和评论了现有的汉语作为第二语言的教学模式；接着她演示了可以便于学生理解语言和文化之间联系的几种有效方式；在此框架下，柯雪润博士请参加培训的中小学教师按行为文化、信息文化和成就文化三大类分组设计针对不同年龄学生的文化专题，并在全班演示；最后，柯雪润博士讨论了这种新的语言教学理念将会遇到的挑战。

柯雪润博士的讲座历时整整4小时。

6月24日的讲座由波特兰国际学校校长阿方索 奥尔西尼博士主讲，他讲演的题目是“面对美国学生、家长和学校：一次文化、个人和专业的对话”。

奥尔西尼博士在纽约汉密尔顿学院获得英语学士学位，并先后在长岛大学和哥伦比亚大学教育学院获得硕士和教育博士学位。他具有在国外多个国家办学和教授英语作为第二语言的丰富经历和经验，曾在中国生活了4年多时间。

奥尔西尼博士的演讲主要采取请参加培训的中小学中文教师参与讨论的形式。譬如，他先请大家分成小组列出在美国学校进行中文教学所遇到的问题并写出来与全班分享。接着，奥尔西尼博士针对各个问题作了详尽的讲述。根据美国学生和家长的心理特征，奥尔西尼博士提出了与家长沟通和书写学生学习报告应该使用的措词和减轻学生心理压力的方法。最后，奥尔西尼博士请参加培训的老师们就以斯拉 邦德1926年写的两行小诗《在地铁站》发挥想象用各种手段表达感想，目的是讨论布鲁姆关于对学生认知要求的理论和加德纳智力层次的理论。

国际学校的特丽莎 沃卿女士协助了当天的演讲和讨论。

6月25日上午，星谈项目暑期中小学汉语师资研修班的全体学员来到伍德思道克公立小学，进行课堂教学实地观摩活动。这是波州大孔院连续三年举办中文教师暑期培训班以来，第一次采用开放式教学培训方式，把培训课堂延伸到中小学中文教学实践的第一线。

美丽宁静的伍德斯道克小学校园迎来了星谈项目培训班的75位中文教师。俄勒冈大学中文沉浸旗舰项目的负责人韩天衡老师和沈吟老师介绍了该项目成立十一年来的发展情况，并组织了伍德思道克小学、浩津中学和克里夫兰高中的四堂中文微型课教学，向研修班班的学员们进行了展示。一年级的课以故事《猴子与蚂蚁》开始，既进行词汇、句型的教学，更在不知不觉中渗透友爱互助的价值观教育，非常适合低龄幼儿的认知规律；四年级课介绍中国传统建筑骑楼，并引导学生比较传统中国与现代美国生活方式的异同，把语言教学与文化紧密结合起来；中学语文课《童年》，让学生说说自己的“小时候”，在罗大佑《童年》的歌声与影像中，把汉语的听说读写有机结合在一起，师生轻松自然的教学状态令人赞叹；高中的《美食》课内容丰富层次清晰，学生的语言能力得到充分的展现，课堂课外学习活动结合自然贴切，正如中国美食这一主题本身一样，显得色香味俱全。

课后，全体培训班教师还分组与以上四堂课的授课教师苑老师、李老师、于老师、杨老师以及中文沉浸项目的其他负责老师进一步深入交流。大家表示通过这样近距离的观摩，得到了很多生动鲜活的教学实际感受，也看到了中文沉浸项目十多年来的发展缩影，体会到在美国从事中文教学的辛苦与喜悦。孔子学院向中文沉浸项目的学校和师生赠送了礼物，刘美如院长对该项目的蓬勃发展表示祝贺，并感谢他们对本次星谈计划研修班的支持。

至此，波州大孔子学院主办的“星谈”项目中文教师暑期培训课程已经过半，学员们在紧张充实的学习培训中收获颇多。

当日下午是来自爱荷华大学的中文教师、中国二语习得理论研究专家柯传仁教授和沈禾玲副教授的精心传授。

自1992年以来，柯教授一直是ACTFL(美国外语教学学会)认证的口语能力测试（OPI）的考官，2000年起又担任该测试的考官培训员。柯教授先分析了第二语言听力理解的性质，接着以爱荷华大学汉语听力教学的课堂实例为样本，分析了听力教学的目的、基本准则和教学过程。

沈禾玲博士主要侧重于汉字及词汇教学。介绍了汉字正字法区别于英文正字法的语言学特征，分析了汉字的独特之处以及学生在学习汉字时的认知过程，尤其是以英语为母语的学习者在学习汉字时常常会遇到的困难。并通过爱荷华大学汉语教学的

课堂实例，为学员展示了多种行之有效的教学方法。

6月28日，经过一个周末的调整和休息，星谈计划暑期中小学汉语师资研修班的学员们整装待发，精神饱满地来到教室，期待着一场新的学术“盛宴”。今天的主讲老师孙小琴博士目前任教于纽约州立大学奥斯威戈分校，但是对于孙老师来说，可以说是回到“娘家”，因为孙老师在到纽约之前，曾经是波特兰州立大学教育学院的教授，而且她还曾经担任波州大孔子学院咨询委员会的顾问。孙老师的讲座围绕着对中文传承学生的教学展开，目前这一话题在学界还是一个比较新的理念，其理论研究并未十分深入。因此对如何界定中文传承学生这一概念还未达成统一的共识。

孙老师首先概括性地介绍了一下中国人移民到美国的历史，这其中包括三次浪潮：第一次是在1870年，伴随着淘金热的升温，美洲大陆上开始出现了中国人的足迹；第二次是在1950年以后，大量台湾人涌入，第三次是在中国大陆的改革开放以后，中国开始放松对外限制，因此很多中国人不远万里来到美国求学、就业、并最后定居于此。

接下来大家分组讨论了一下教学中遇到过的中文传承学生，归纳出这类学生的特点，并总结出如何将有效的教学策略运用到这些学生的身上。而后孙老师利用幻灯片的5C图表，向大家介绍了ACTFL制定的5C和三种沟通模式。

孙老师讲课风趣幽默，不时穿插着一些自己的教学经验体会，比如她说到在让学生做活动时，不能总和一个人搭档，要常换搭档等等。这些细节问题都应引起我们这些汉语老师的注意。

下午，俄勒冈州波特兰公立学校伍德思道克小学的著名汉语教师和中文课程专家沈吟老师和西北中文学院中文部主任、中文教师刘亚非老师应邀来到研修班，做了精彩的汉语教学示范课。

沈吟老师主讲的题目是《带领零起点的学生从听说读写的起跑线上起飞》，她结合平时教授幼儿园小朋友的教学经验，展示了如何通过制作指示牌和创设自然环境等方式快速搭建起中文沉浸的氛围，传授了借图识字、肢体语言、总结归类等教授生字的方法。在谈到儿歌、童谣在对低龄儿童的汉语教学中所起的作用时，沈老师说儿歌和童谣的引入要结合教学主题，并辅以图片、美工、动作等多种形式。她通过演示自己的教学实例，向学员们介绍了如何在教授儿歌和童谣的过程中提高学生的语言能力、发展学生的思想品德和情感。另外，沈老师还和大家分享了伍德思道克小学的老师们自编的各种“教学儿歌”。沈老师以其丰富的教学内容，新颖独特的教学构思，富有亲和力的教学风格，受到了学员们的一致好评。回首这15年来的教学生涯，沈吟老师语重心长地对大家说，老师的爱心和责任心比什么都重要。她认为课堂就是一个大舞台，老师是总导演，而学生们是演员，我们老师的任务就是让每一个学生闪光发亮。

刘亚非老师带领着她的六位得意门生为受训学员们奉献了一堂精彩生动的《木兰诗》教学示范课。这六名学生中除了一位小学二年级的男孩外，其余学生都是中学生。刘老师重视朗读训练，她引导学生们通过朗读体味文言词语的韵律之美。在刘老师与学生的互动问答中，刘老师帮助孩子们理解木兰这一巾帼英雄的形象，了解故事发展的脉络，体会主人公的精神境界。刘老师将中国的传统美德的教育贯穿于教学活动之中，她带领学生们感受中国古代人民的爱国精神和孝顺等家庭观念。

两位老师的授课热情洋溢、绘声绘色，使在场的学员们受益匪浅。示范课结束后，研修班的学员们还意犹未尽，交流各自的心得体会，并针对一些教学重点难点问题与授课老师展开讨论等等。整个波特兰州立大学孔子学院汉语师资研修班洋溢着热烈进取的学习气氛。

6月29日星谈计划暑期中小学汉语师资研修班又请来了一位汉语教学界的“重量级“人物-----齐德立教授， 齐教授目前担任AP中文课程发展及评估委员会会员，AP中文首席阅卷人，美国犹他大学语言与文学系教授。今天齐教授的讲座内容是《AP中国语言文化课程及考试：概念和程序》。

AP全称Advanced Placement，适用于全球计划前往美国读本科的高中生。由美国大学理事会（The College Board）主持，AP成绩不但可以抵扣美国大学相应课程的学分，而且AP成绩也成为美国各大学录取学生的重要依据。

美国高中AP 课程是由美国大学理事会（The College Board）主持，在高中阶段开设的具有大学水平的课程，有22个门类、37个学科，已在美国15000多所高中里普遍开设。它可以使高中学生提前接触大学课程，避免了高中和大学初级阶段课程的重复。

讲座中，齐教授首先向大家介绍了AP中文课程及考试的结构布局和目的。AP中文课程相当于美国大学四个学期（约250个小时）第二外语的程度。AP中文课程考试于2006年秋季设立，2007年5月举行首次考试。现在美国和加拿大90%左右的大学, 以及其它国家的20多个大学都承认它的学分。

AP中文考试分为多项选择和主观问答两部分。多项选择主要考察考生的听力和阅读能力，主观问答主要考察考生的写作和口语能力。AP中文考试能较好的考察出学生的实际汉语水平。

齐教授还向在座的教师介绍了AP汉语考试的评分等级和标准。并结合最新的AP汉语考试，具体分析了考生写作方面的能力，特点和评分标准。齐教授

清晰深入的讲解深化了老师们对AP写作导向的理解，对于今后的写作教学具有重要的指导意义。

本次讲座的另一个重点是AP中文的课程体系。全美中小学中文学习目标为5C，即 沟通（communication）、文化（cultures）、贯连（connections）、比较（comparisons）和社区（communities）。

沟通（communication）一般分为三种模式：互动交流（interpersonal），用外语交谈、交换意见、表达感觉与情感；理解诠释（interpretive），分析、理解、诠释口语与书面语信息；表达演示（Presentational），用口语及书写方式传达信息、陈述观念与看法。理解诠释包括在理解的基础上形成自己的诠释和见解（包括听读能力），以理解为基础的语言习得的第一步和语言的易懂输入能力（comprehensible input），以发挥学生主观能动性为目标的角色表演。表达演示的要求是指语言的陈述表达能力，语言的可懂输出能力以及语言运用的准确性、语用的得体性和文化背景的合适性。

在文化上（culture）AP中文学生要取得对所习文化的了解，包括对文化活动与文化概念关系的了解，对文化产品与文化概念关系的理解以及对在学习过程中增加对汉语文化价值观念、习俗等方面的理解和敬意。

在贯通方面（connection）要求学生能够运用所习得的语言与其他学科建立关联以获得新的知识和能力。在比较（comparison）上要求学生能够通过两种语言与文化的比较加深他们对目的语的认识。在社区（communities）上要鼓励学生积极参加国内外不同的语言环境下的社区交流。

齐教授在最后提出AP中文课程教学目标要与教学活动整合。并结合具体实例就如何整合做了详尽深入的解释。

齐教授的讲座深入浅出，幽默轻松，学员们纷纷表示受益匪浅，并希望在下期学习中还能够得到齐教授的指导。

6月30日在波特兰州立大学孔子学院2010星谈计划暑期中小学汉语师资研修班上，来自加州的朱敏琪博士为在座学员做了《基于标准的汉语教学》和《汉语教学中的图像启发与形象思维》的两场报告。

朱敏琪博士先后获得复旦大学英语语言文学专业硕士学位，美国亚利桑那大学戏剧专业硕士学位，美国亚利桑那大学东亚研究专业博士学位，曾就职于复旦大学外语系、美国马里兰州圣玛丽学院、亚利桑那大学、加州克莱蒙学院、宾夕法尼亚大学沃顿学院洛德国际关系研究所。现任加州大学洛杉矶分校孔子学院顾问，加州长堤城市大学，加州长堤市多元科技高中教师。编写教材多部，并于2008年在第九届国际汉语教学研讨会上获得国家汉办授予的“创新示范课奖”。朱敏琪博士具有深厚的专业理论素养，广阔的国际视野和长期的外语教学经验。

在《基于标准的汉语教学》讲座中，朱敏琪博士从美国高中教学中的达标检测、期末检测、 阶段性检测、水平检测四种评估标准开始，结合国家汉办颁布的国际汉语能力标准和自己多年的高中授课经验，重点详谈了他对美国汉语教学水平检测与教学的理解与看法。朱博士从2009年最新颁布的加州幼儿园至高中公立学校世界语言学习标准出发，运用美国教育心理学家B.S. 布鲁姆（B.S. Bloom）的“教育目标分类”理论，认为在美国的汉语教学过程中，教师们可以从基本词语、生存语境、熟悉话题和表述抽象观点陈述四阶段进行教学与检测。并以加州汉语语言文化教学规划中的15个话题中的“家庭/社会”，“旅游/地理”，“饮食/健康”和“购物/时尚”四个话题为例与在座的老师进行了教学互动。互动中老师感觉到通过完成各项要求，自己的教学思路更加清晰，教学目标更加明确，也使自己的课堂管理更加科学与高效。

短暂的午间休息后朱敏琪博士下午为在座学员们做的是《汉语教学中的图像启发与形象思维》的讲座。朱博士首先介绍了图像启发在语言学习过程中的特点，认为数字图像已成为发展迅速的数字情景教育的主要内容。在开发学生潜在记忆,提高教学真实性、增加感性认识,直接作用于学生视觉器官,培养学生的逻辑思维和学习兴趣，激活学生们的想象力方面等方面具有独特的优势。但同时也有诸如认知和理解不同，信息偏差、牵强附会，文化冲突、违背常规，干扰学习和被动接受等方面的一些缺陷。因此如何解决二者的矛盾，更好地利用这种方法服务于学生和教学也就成了摆在教学一线老师面前的一个课题。朱敏琪博士在与大家对照了所有常见的教学法后提出，“在语境对话中学习汉语”不失为一个好的办法。这种办法一般要求不按词汇、语法教学为主的顺序，采取“个案”的教学方法 ，以学生为中心组织教学，以完成交际任务为基点，引导和启发贯穿始终和培养学生分析问题，解决问题的能力。随后，朱博士运用这种理念进行了一个教学课程设计。提出一般的语境对话学习在教学上可以分四个阶段进行：第一阶段：开启思路（自设场景、自编对话）；第二阶段：词句对照（对照场景、重组对话）；第三阶段：课文学习（“有教无类”）；第四阶段：反馈评测。并以实例进行了现场演示。

最后朱敏琪博士总结道，我们运用以上教学手段的宗旨就是让学生体验语言形象化的过程，以学生为中心组织教学，以完成交际任务为基点，启发和引导学生的形象思维，培养学生分析问题、解决问题的能力。

朱敏琪博士的讲座晓畅易懂，贴近教学实际。风趣的演讲和成熟的教学理念让学员们收获颇丰。一整天精彩的两场讲座在大家的热烈掌声中结束。学生们纷纷与朱敏琪博士相约在明年波州大孔子学院的研修班上再相见。

7月1日的课程由Patricia Wetzel 博士主讲。她是波特兰州立大学外语系知名的日语部教授，在日语语用学研究、语言人类学研究等方面很有建树，她曾经担任全美日语教师协会的主席和多部学术期刊的编辑。虽然Wetzel 教授的研究领域是日语，但是因为日语教学和汉语教学同属第二语言教学的范畴，所以日语教学的教学法和教学理念方面还是有很多值得借鉴的地方。

Wetzel 博士的教学理念是从学生们从上课第一天就有信心说所要学习的目的语。因此，讲座一开始她便给大家演示一段教学示范，示范课的学生是本期研修班中的一些学员，他们大都没有学习过日语。Wetzel博士采取老师发出指令、助教示范、学生跟做的方式，将学生集体操练和个别学生操练结合在一起，用肢体语言和图片作为引导，整个教学过程完全使用日语。事实上，Wetzel 博士向我们介绍的是TPR教学法（全身反应法）， 老师通过不断重复所要教授的目的语的方式对学生进行可理解的输入，学生沉浸在目的语环境之中，并对老师的指令产生反应。Wetzel博士说我们完全有可能用目的语教学，并且强调了进行可理解的输入的重要性。

研修班的学员们在观摩Wetzel博士的教学后纷纷议论起来，大家认为她运用了一种有效而且有趣的教学手段。按照她的教学手段，老师能在最短的时间内让学生之间在目的语环境下互相了解，学习一些简单的句子和对话，最重要的是感受到学习此种语言的乐趣。另外，老师通过观察学生的表现，也对学生的大致水平和学习者的类型有了了解。

Wetzel博士还介绍了“事实与行动”这一理念，这里的“事实”指的是“陈述性知识”，“行动”指的是“程序性知识”。Wetzel博士指出语言是一种技能，陈述性知识只是一种辅助手段，程序性知识才是学生的最终学习目标。

在谈到语言和文化的关系时，Wetzel博士说学习一门外语，就获得了一种全新的理念，语言和文化是密不可分的。所以教授语言就是在教授文化。她还引用Omaggio的一段经典论述来说明在文化情境中教授语言的重要性。

最后，Wetzel博士邀请在座的研修班学员一起参与准备一段TPR中文教学示范。学员们分成若干个小组，展开了热烈的讨论，最后几位学员自愿为大家展示他们的教学实践。几位学员不但能把Wetzel博士的教学理念运用到实际的教学中，而且还有一些创造性发挥。其中，有一组的代表上台教授台湾话，她幽默的教学风格和教学语言，引得“模拟学生”和底下的学员发出阵阵笑声。大家为我们台胞的聪明才智而喝彩。

时光总是飞逝。本期中小学汉语师资研修班的最后一天，教室里弥漫的是成功的喜悦和浓浓的别情 。

上午是来自特洛伊大学的徐弘老师主讲“海外汉语教学的新理念与海外汉语教材的新思考”。徐老师把重点落在汉语教材的分析与评估问题上方面，指出目前海外中文教材的状况是杂、乱、差、快，精品难寻。徐老师结合多年从事汉语教学的实践经验，从学生、教师、教学评估等多个角度分析了汉语教材的评估准则，分析了汉语教材中存在的文学作品过多、语言语法点过多、脱离学生实际和真实语境等一系列问题，并探讨了如何自己编写优质教材的观点和方法。

下午首先是学员按照所教年级分小组的教学展示。从小学、中学、高中到成人，每个组有不同的假定学生对象；从拼音、语音、汉字、词汇，到听力、口语、阅读、传承教育、沉浸式教学，不同的小组又有不同的讲演主题。学员们事先都做了精心准备，75个人的知识、经验和智慧的碰撞，闪耀出亮丽的火花，大家认真听讲，彼此学习，相互启发，收获很大。

接着是中文教材书展。一些学员当场购买了自己需要的书籍资料。

结业仪式是隆重而热烈的。俄勒冈州议员Jules Bailey先生、中国驻旧金山领馆教育参赞邵巍博士、PSU副校长Gil Latz博士、旧金山教育领事闫丽女士、培训班主管教授吕丽娜博士以及学员代表都一一做了讲演，波州大孔子学院院长刘美如博士主持结业仪式。当75名学员一一从副校长Gil Latz博士和邵巍参赞手中接过结业证书时，每个人都是那么激动高兴。学员们对孔院老师特别是项目主管吕丽娜老师的辛勤劳动表达了由衷的谢意，场面温馨感人。

仪式结束后，学员们还举行了聚餐，大家又唱又跳，热烈交谈，依依不舍，相约明年再次相聚在波州大孔子学院主办的中文师资研修班上。（波特兰州立大学孔子学院供稿）

Teacher training program at Nanjing University, 2011

For the 8th year in a row, CLTA-GNY will offer its popular teacher training program at Nanjing University next summer. The dates are July 11 to August 5, 2011. The program offers 4 courses: Modern Chinese, Clas-

sical Chinese Literature, Chinese Characters and Calligraphy and Seminar on Advanced Chinese. Upon the successful completion of the coursework, participants will receive 12 credits from Nanjing University, which can be used to fulfill the credit requirement for the content area for the teaching certificate in Chinese by education authorities in the U.S. Qualified applicants can receive funding from Hanban that covers tuition and housing at Nanjing University in addition to a stipend of 1500rmb. Applicants who are not qualified for the Hanban funding have the option of attending the program at their own cost. See details at
http://clta-gny.org/nandatraing/nanda11.htm.

We are now accepting applications. Please be aware of the deadline, which is January 31, 2011.

CLTA-GNY-organized masters programs at Nanjing Normal University and Nanjing University are accepting applications on rolling basis. For details, please visit:
http://www.clta-gny.org/maprog/mapage.html.

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Chinese Language Teachers Association of Greater New York
http://clta-gny.org

POSITIONS

CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Humanities & Social Sciences
Chinese Studies
Part-Time Lecturer

The Department of Modern Languages & Literatures at California State University, Fullerton is seeking highly qualified and motivated Part-time Lecturer in Chinese Studies.

Position
Among courses to be staffed are:
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* Chinese language
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Minimum Qualifications
- Ph.D. or ABD in Chinese Literature, Linguistics or related field;
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Please submit
1. Current curriculum vitae
2. Recent three letters of recommendation
3. Official Undergraduate and Graduate transcripts
4. Teaching evaluations in teaching Chinese at the post-secondary level

Address:
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Department of Modern Languages and Literatures
California State University
Fullerton, CA 92834

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Application Deadline
Application materials are reviewed on an on-going basis.

Rank & Salary
These are temporary appointments to the classification of Lecturer. Salaries vary depending upon qualifications and experience.
Cal State Fullerton is an Equal Opportunity/
Title IX/ 503/504/VEVRA/ADA Employer

CITY UNIVERSITY OF NEW YORK

Full-time Tenure-track Lecturer in Chinese Language Position in Classical and Oriental Studies of Hunter College, City University of New York, to be posted for Fall 2011, details on Hunter College Website (http://www.hunter.cuny.edu) starting in February.

NATIONAL TAIWAN NORMAL UNIVERSITY

Department of Chinese Language and Culture for Inter-

national Students (CLC) invites applications for assistant/associate professor positions.

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

Opening: CLC has one opening for instructor with the rank of assistant professor or above, starting from August 1, 2011.

Required Fields/Specialties: Linguistics or Applied Linguistics or Chinese Linguistics

Qualifications:

1) The position is open to applicants with Ph.D. degree in Chinese Linguistics, Applied Linguistics, Second Language Acquisition, Social Linguistics, Modern Chinese Rhetorics, and etc.
2) Except for newly acquired Ph.D degree (i.e. graduation within two years), newly recruited instructor has to 1) have published one article per year in the last three years (back from the date of the announcement) in journals or monographs recognized by SCI, SSCI, TSSCI, EI, A&HCI or equivalents, or 2) be director, co-director, of at least one project funded by National Science Council in the last three years (as above), in accordance with the university's recruitment policy.

Application materials (One copy of each unless otherwise noted)

1) Application form: please download the form from the ClC website, under "News."
2) Photocopies of related documents, including Ph.D diploma, instructor certificate, transcript of Ph.D degree if received within the past two years, and other proof of academic recognitions.
3) Autobiography
4) Two letters of recommendation;
5) The department will send individual notices if Ph. D dissertation and publications within the past three are needed.

Application deadline: March 1, 2011. Applications will be reviewed as soon as received. The position will remain open until filled.

Please send complete application to:

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Department of Chinese Language and Culture for International Students
National Taiwan Normal University
No. 2, Ren-ai Rd., Sec. 1, Linkou Township, Taipei County 24449, Taiwan (R.O.C.)
*Please also email the "Application form" to huiwen@ntnu.edu.tw .

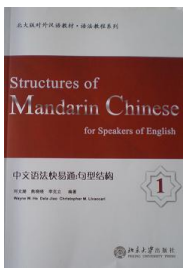
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BOOK NEWS

北大版对外汉语教材 语法教程系列

中文语法快易通：句型结构

Structures of Mandarin Chinese for Speakers of English I



何文潮、焦晓晓、李克立

Wayne W. He, Dela Jiao, Christopher M. Livaccari

用英汉双语，注重母语为英语学习者的学习特点和问题，以句型结构为主，配以简单易懂的例句和注释。例句还配有拼音，便于学生阅读。每一个语法点都配有练习，每章还有综合练习。语法点的练习以机械性练习为主，主要练习句子的结构。综合练习以交际和理解为主，要求学生用所学的语法点完成交际任务。既练习句子的基 本结构，又强调语言的交际功能。

This book targets speakers of English learning Chinese. It can also be used as a reference book for teachers who teach Chinese as a foreign Language. This grammar book introduces the most useful and important Chinese sentence structures, offer comparisons and points of continuity with English, and supplement these with simple and easy to understand examples (with pinyin) and commentary. Each grammar point is supplemented by grammar exercises, and each chapter includes a set of comprehensive review activities.

The grammar exercises are mainly mechanical drills of the sentence structures, while the review exercises target comprehension and communication, and require students to complete communicative tasks that offer real world contexts for using the language patterns. This design emphasizes form and interaction, building immediately from simple production to communicative language use in natural contexts.

ISBN978-7-301-17971-0/H RMB45.00
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Tuttle Compact Chinese Dictionary

Li Dong

The Tuttle Compact Chinese Dictionary is a completely new and original two-way reference dictionary designed for native English speakers who are learning Chinese as a foreign language.

The first section—Chinese-English—provides more than 15,000 frequently used Chinese vocabulary items including all the words required for the official HSK Chinese Language Proficiency Examination.

The second section—English-Chinese—provides accurate and up-to-date definitions for over 40,000 words, phrases and idioms in English, including the latest vocabulary from business, technology, sports and media worlds. Concise definitions are given for each word and phrase. For all commonly used words, example sentences with Chinese translation are provided to illustrate their usage and facilitate the development of effective communicative skills in Chinese.

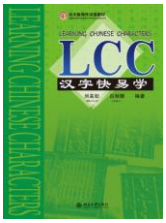
Li Dong is an educator with more than 40 years of experience teaching Chinese in China, the UK, USA, and New Zealand. He has published numerous articles on Chinese lexicography and is the author of five other Chinese dictionaries including Tuttle Beginner's Chinese Dictionary and Tuttle Learner's Chinese-English Dictionary.

Authors: Li Dong
ISBN: 978-0-8048-3993-8
Price: $ 19.95
Illustrations: 2-color throughout; over 40,000 entries
Page Count: 640
Binding: Paperback
Trimsize: 5 x 7½

《LCC汉字快易学》- 电脑辅助汉字听说读打写译教程

北京大学出版社2011年春季出版

作者：刘美如　　吕丽娜



《LCC汉字快易学》是一本初级或初中级简明实用、易懂易学易通易掌握、集听说读打写译为一体的新型汉字学习教材。该教材以全新的思路、丰富的内容、短小精悍、实用适用、全方位、多架构、多层次、多形式的练习作依托，充分利用汉语拼音和电脑汉字输入法的优势，把新的汉字教学和学习的研究成果贯穿于全书并充分利用国外中文汉语汉字教学第一线教师丰富的汉语汉字的教学经验，拓宽对外汉语教学中汉字教学的瓶颈，力求解决中文教材在美国和其他英语为母语的国家“水土不服”的问题，让更多的外国学习者从一开始接触汉语就能够走近汉字、认识汉字、了解汉字、学习汉字、应用汉字、读打汉字、掌握汉字、望字生趣、谈字色悦，从而享受学习汉字的乐趣和益处，为全面掌握汉语打下坚实的基础。

《LCC汉字快易学》教材的主要特点

《LCC汉字快易学》突破了传统汉字教材沿用的编纂模式，运用电脑辅助汉字教学法，借助个人电脑在“读写分流”之间增加一个“说打同步”的环节，让电脑帮助学习者“写字”，使学汉字变得轻松愉快，让学习者见汉字就想读、想认、想识、想说、想用、想打、想记、想回避都不及、望字不放、见字就学、一学就会、学了就用。为了学好汉字而不顾一切，不达目的不罢休。

《LCC汉字快易学》教材内容及编写框架

《LCC汉字快易学》的编写思路及内容都与传统的中文汉字教材截然不同。全书除了第一课和第二课集中介绍汉语语音和语法并辅以强化练习以外，其余十四课均由识认写打译汉字为主、听说读译语句、语段、语篇并以此进行交际任务为辅的内容组成。“汉语书写体系”/Chinese Writing System一课，系统详细全面地介绍了汉字的起源，偏旁部首，笔画笔顺，如何使用汉语字典等内容，并辅以这些偏旁部首的描红和写写练练等亲自动手尝试写汉字乐趣的练习 - 足够引起学习者的好奇心和跃跃欲试的冲动。汉字入门/ Introduction to Chinese Characters 一课介绍了汉字的发展和特点以及如何从甲骨文、象形字等逐渐形成发展到如今的简体汉字。课后的“猜猜写写”、汉字匹配及多项选择练习都编写得妙趣横生，让学习者对不同形态的汉字过目不忘。在“动手写汉字”/Writing Chinese Characters一课，学习者强烈的汉字求知欲、跃跃欲写的好奇心和亲自操笔书写汉字的欲望都得到了满足。学到了这一课，再不让他们动手写写恐怕都不成。 “汉字综合练习”/Comprehensive Exercises for Chinese Characters一课把各种与汉字笔画、笔顺、偏旁部首、汉字部件及结构、汉字的独体合体字的归类书写等综合练习更是发挥到了极致，为学习者接下来用电脑学习打字奠定了扎实的基础。 “电脑辅助汉字书写”/Computer-Assisted Character Writing一课详尽地向学习者介绍了下载/激活电脑系统中的中文软件的具体步骤和方法以及及如何使用视窗操作系统的文字处理软件打汉字的技巧。

从第八课到第十六课（问候语/Simple Chinese Greetings; 自我介绍/Self Introduction; 实用数字/Practical Numbers; 兴趣爱好/Likes and Dislikes; 衣食住行/Daily Life; 谈论工作Talk about Work; 旅行度假/Travel and Vacation; 外出购物/Shopping）的内容均以常用短语开始，接下来就是每课以各种问题形式出现的交际问答以巩固该课所学的内容。为了测试学习者的学习进度，对所学汉字掌握的程度，识记速记的效果，编者还设计了一套帮助学习者复习所学汉字的字、词、句、段、篇、章的不同形式的练习模块，如：

- 举一反三
- 先说后打
- 见字思义
- 边听边打
- 边打边译
- 组段成句
- 段落生成
- 望文选字
- 问答写作
- 打写任务
- 电子邮件

《LCC汉字快易学》的编写以简易简单、实用速成、有效有趣、易学易练、生动活泼、妙趣横生为宗旨，在发展听说读写译能力的基础上，培养学习者听说读写与识字认字记字译字用字打字用电脑写作等诸多综合技能，最大限度地体现了书名的本意。

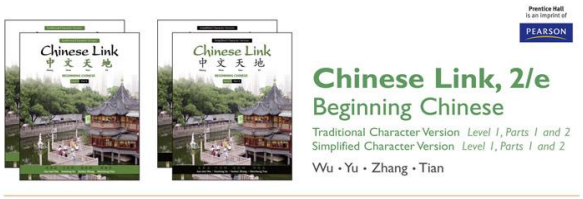
《LCC汉字快易学》适用对象

本教材是为美国、加拿大、英国、澳大利亚、新西兰及其它英语为母语国家的四年制大学、两年制社区学院、孔子学院以及晚间和周末业余中文学校的汉字及电脑辅助汉字课程编纂的，也适用于汉字自学者使用。

编者简介

刘美如博士现任波特兰州立大学中国语言文化教授及孔子学院院长，具有二十多年在中国和美国大学教授普通和商务语言的丰富经验，负责该校孔子学院中文课程和国际管理研究生院商务中文的课程设计、教材研发及教学和管理工作。她已出版的著作除其所研究的学术领域外，还包括商务汉语教材、商务文化教材/专著、汉语口语等诸套系列教材并多次在国内外学术会议上宣读并在学术刊物上发表多篇论文。

吕丽娜博士，1992年获美国波特兰州立大学文化交流研究硕士，1997年获该校教育博士。自1986年起，在美国及加拿大多所大学讲授中文及中美文化比较课程。目前担任俄勒冈州中文教师学会主席，俄勒冈州外语教师协会理事会理事等职务。主要研究领域包括汉语作为第二语言教学、文化交流、中美教育比较。出版的著作包括汉语口语等系列教材。



《中文天地》第二版　初級中文
繁體中文版，初級，第一與第二部分
簡體中文版，初級，第一與第二部分

《中文天地》(第二版) 有哪些嶄新的面貌呢?

設計：新版《**中文天地**》的**彩色版面設計**及其**全新圖片**提供了更具吸引力的視覺學習效果，能讓學生浸濡在現代中文的學習視野當中。在**【句型】**單元中指出每一課的關鍵語法句型，使學生更能快速辨識每課的關鍵語法句型所在。**【核心詞】**則同時標示出繁簡體字，使學生能清楚分辨其不同之處。

章節：每課的開頭皆新增了**【聯結與社區預習】**單元，以幫助學生能將其所學與其日常生活相連結，並建立其與社區社會間的聯繫關係。**【注釋】**直接標示在課文旁，方便學生直接參照理解。在此新版中，更加明確每課**課文**內容的主題，並加強內容、活動和練習之間的協調性。更多的練習和復習，以提高學生的學習成效。

語法: 簡便有效，更加清晰的語法解釋與陳述，幫助學生學習與理解。語法解說所使用的中文例子亦新增拼音，以幫助學生對語法例句的快速理解與吸收。新增的**【語法摘要】**單元置於書中之後，以便於學生參考與復習。全新的**【試試看】**練習題則緊接在每一語法重點演示之後，提供課上直接引導並將語法用於交際模式練習當中。

文化：**【文化知識】**單元則更為精煉，並確保其與核心課文內容主題的密切相關。**【文化點滴】**的介紹亦提供了現今學生所感興趣、有用的新資訊，而其閱讀教材並增添了全新的**【你知道嗎?】**的暖身問題，讓學生在閱讀文化點滴之前，能激起其學習動機、注意及興趣。【文化點滴】之後新增的**思考討論**問題，以幫助學生從中比較各文化之間的異同，並鼓勵其檢討，發表個人看法與經驗分享。新增的**【趣味中文】**練習題則強調慣用語/俚語中的相似字，並鼓勵學生連結此慣用語/俚語與其真實生活情境。

我的中文實驗室MYCHINESELAB：《中文天地》的**【我的中文實驗室】**於2010年秋季班課程即可使用。《中文天地》的【我的中文實驗室】是**【我的語言實驗室MyLanguage Labs】**這套課程中的新產品，這套全國性主持的線上學習系統，是專為大學等級的語言課程學生所量身設計的。《中文天地》的【我的中文實驗室】此套課程是透過一個便利又易於搜尋的網路平台，整合了廣泛的語言學習工具及資源，包括互動版學生練習指導，可下載的寫字簿PDF檔，及所有影音課程的《中文天地》教材。其語法指導單元使用簡易的英文描述解說，具有個人化的指導功能，以符合個別學生的不同需求。教師可以利用這個系統出作業、設定評分標準、聽學生所錄的語音檔，並針對學生的作業給予回應。任何採用本教材的學校機關皆可免費使用教師使用權。更多資訊或導覽請至www.mylanguagelabs.com網站查詢。

有關《**中文天地**》**第二版**的更多其他新資訊，請至 www.pearsonhighered.com/showcase/chineselink2e 網站查詢。

***Chinese Link* 中文天地　Beginning Chinese, 2nd Edition** (Pearson/Prentice Hall)

Sue-mei WU 吴素美, Yueming YU于月明, Yanhui ZHANG 张燕辉 & Weizhong TIAN 田维忠

Chinese Link*:中文天地** is a two-year series program. The *Chinese Link*:中文天地 series has systematically incorporated the National Standards for Foreign Language Education's "5Cs" Principles - Communication, Cultures, Comparisons, Connections, Communities - throughout the program. The ***Chinese Link second edition has a new **full-color design, updated photos,** a new **Connections and Communities Preview**, new **Try It!** activities in the Grammar section, as well as more grammar summary and review throughout. In addition, more **communicative activities** have been added and **Culture Notes** have been updated with the new **Do You Know…** feature. **MyChineseLab** is also available for Fall 2010 courses. Visit www.mylanguagelabs.com for more information about **MyChineseLab** or to take a tour. To learn more about the ***Chinese Link* 中文天地** program and What's new in the second edition, visit www.pearsonhighered.com/showcase/chineselink2e/

***Chinese Link* 中文天地Beginning Chinese, 2nd Edition**

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Student Activities Manual: Simplified Character Version, Level 1/ Part 1 & Level 1/ Part 2
Traditional Character Version, Level 1/ Part 1 & Level 1/ Part 2

Character Book: Simplified and Traditional Characters Level 1/ Part 1 & Level 1/ Part 2

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***Chinese Link* 中文天地 Beginning Chinese, 2nd Edition CONTENTS目录:**

Level 1, Part 1 (L1-L11): *Scope and Sequence*范围和顺序*Preface*前言*Acknowledgments*致谢 *Map of China* 中国地图 *Introduction to Chinese*中文简介 *Pinyin Foundation* 拼音基础 *Pinyin Table* 拼音表 *Pinyin Exercises* 拼音练习 *The Chinese Writing System* 汉字入门 *Classroom Expressions* 课堂用语 *Classroom Expressions Exercises* 练习 *Abbreviations of Parts of Speech* 词类简称

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Lesson 2 Names 第二课 名字
Lesson 3 Nationality and Languages 第三课 国籍和语言 **Lesson 4 Studies** 第四课 学习
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Lesson 5 Introductions 第五课 介绍**Lesson 6 Family** 第六课 家
Lesson 7 Addresses 第七课 地址
Lesson 8 Meetings and Making Plans 第八课 见面、相约 ***Review Lessons 5-8*** 复习 第五课至第八课
Lesson 9 Phone Calls 第九课 打電話
Lesson 10 Time and Schedules 第十课 时间表
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Language in Use (Traditional Characters) 课文(繁体字) (第一课至第十一课)
English Translation of Language in Use 课文英文翻译
Pinyin Index 拼音索引 *English Index* 英文索引 *Characters in The Character Book* 写字簿的生字

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Lesson 14 Birthdays and Celebrations 第十四课 生日和庆祝
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Lesson 15 Location and Position 第十五课 地点和位置
Lesson 16 Hobbies and Sports 第十六课 爱好和运动
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Lesson 18 Travel and Transportation 第十八课旅行和交通
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Lesson 20 Renting and Apartment 第二十课 看房和租房
Lesson 21 Future Plans 第二十一课 未来计画
Lesson 22 Arts and Culture 第二十二课 艺术和文化
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Characters in The Character Bo ok (Lessons 1-22) 写字簿的生字

古文入門 Classical Chinese Prime



By John C. Y. WANG王靖宇 (Stanford Univ.), Sue-mei WU吳素美 (Carnegie Mellon Univ.), Shaoyu JIANG蔣紹愚 (Peking Univ.) and Frank F. S. HSUEH薛鳳生(The Ohio State Univ.)
The Chinese University Press (CUP), The Chinese University of Hong Kong 香港中文大學出版社

ISBN: 978-962-996-286-9 (Reader+ Workbook: 2007+ FREE Audio CDs: 2009)
Pages: 456 (Reader)+160(Workbook)+ Free Audio CDs
Binding: Paperback, Price (USD): $42
http://www.chineseupress.com/asp/e_Book_card.asp?BookID=2030&Lang=E

Classical Chinese Primer (Reader + Workbook+ Free Audio CDs) may also be ordered from Columbia University Press.
http://cup.columbia.edu/book/978-962-996-286-9/classical-chinese-primer-reader--workbook

About the Book: Designed for those who have studied Modern Chinese for one or two years, but who have had no exposure to Classical Chinese before, Classical Chinese Primer is in a set of two volumes: the reader itself and a workbook. This reader includes forty lessons in total, covering selected readings from ancient fables, philosophical texts, as well as historical and literary writings. Each selection is accompanied by annotations and clear and jargon-free grammar notes. Beginners of Classical Chinese will find this reader useful in building up their basic grammatical knowledge of the language.

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Sincerely,

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