Sun, Chaofen
孙朝奋
Department of East Asian Languages and Cultures,
Stanford University



Vision Statement

Teaching Chinese as a foreign language in the United States needs a more eclectic approach, i.e., a good balance between proficiency and accuracy. Our primary objective of Chinese language education (four years) is to enable students to speak Chinese with a reasonably good accent (four tones included) and to have a good grasp of all the linguistic skills and cultural sensitivity needed in fulfilling various tasks in diverse social settings of a Chinese speaking community. As coordinator of the Chinese language program at Stanford, I have been supporting our instructors to receive ACTFL OPI training and become conversant with the theory and practice of language proficiency instruction. Furthermore, beginning-level students continue to do plenty of classroom exercises and be corrected to enhance their language study. I am currently conducting research to develop a new approach in the understanding of Chinese grammar for the sole purpose of language teachers' training programs.

Education:
1984 MA in Linguistics, University of Oregon
1988 PhD in Linguistics, Cornell University

Academic/Administrative positions:
2008-2011, Chair, Department of East Asian Languages and Cultures, Stanford University.
2006-2009, Director, Center for East Asian Studies, Stanford University.
2000-2003, Chair, Department of Asian Languages, Stanford University.
1991-present, Professor (associate and assistant professor before 2007) of East Asian Languages, Stanford University
1991-present, Chinese program coordinator, Department of Asian Languages, Stanford University.
1990-91, Assistant Professor, Department of Asian Languages and Literature, University of Wisconsin, Madison.
1988-90, Principal Lecturer, Senior Lecturer and Linguistic coordinator, Department of Applied Linguistics, City Polytechnics of Hong Kong.

Recent Publications: (last 5 years)
The formation of the Chinese resultative verbs. In Cao Guangshun, Hilary Chappell, Redouane Djamouri and Thekla Wiebusch (eds), *Breaking down the barriers: interdisciplinary studies in Chinese linguistics and beyond*. Academia Sinica, Taipei, 2013.
Grammaticalization and word order Change. Co-auther with Elizabeth Closs Traugott. In Heine and Harrog (eds) *Oxford Handbook of Grammaticalization*. 2011: 378-88.
LE2 de laiyuan jiqi yufahua guocheng (The origin of the sentence-final LE and it grammaticalization process. (co-author) *Studies on the History of Chinese*, Institute of Linguistics, the Chinese Academy of Social Sciences. 2009: 183-95.
Two conditions and grammaticalization of the Chinese locative. In Xu, Dan (ed) *Space in Languages of China: Cross-linguistic, synchronic and diachronic perspectives.* Springer. [refereed] 2008: 199-28.

Recent Professional Service: (last 5 years)
2012-2016, adjunct chair professor, Beijing Language and Culture University
2012-2015, Adjunct Professor, Central Minzu University, Beijing
2010-2014, member of the Editorial Board, *Journal of the Chinese Language Teachers' Association of America*
2013 Wilson TS Wang Visiting Professor in Language Education, Chinese University of Hong Kong
2009-2012, 长江学者 Yangtze Scholar, Beijing Language and Culture University
2008-present, member, board of directors, Inter-University Program for Chinese Language Studies, UC – Berkeley
2012-present, member, editorial board, *Korea Journal of Chinese language and Literature*.
2008-present, member, editorial board, *EastLing*, Shanghai, Education Press
2009-present, member, editorial board, *Journal of Linguistics,* Taiwan: Crane Publishing
2010-present, member, editorial board, *Chinese Language and Discourse,*John Benjamins Publishing Company