

# 加州中文 教師協會

CHINESE LANGUAGE TEACHERS  
ASSOCIATION OF CALIFORNIA



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## 春季学术讨论会精彩落幕 中、美专家阐述语音学理论、成语教学

【李文肇 斯坦福报导】加州中文教师协会 2012 年春季学术讨论会於三月三日假斯坦福大学 (Stanford University) 举行。会议共有来自各校的 152 名教师及学术界人士参与，亦有各领域知名学者及当地领事馆贵宾共襄盛举。



讨论会於三日九时十五分开幕，首先由加州中文教师协会副会长、国防语言学院高立伟教授致欢迎词，继而由旧金山大学 (U of San Francisco) 的语音学暨音位学权威李智强教授发表本会的第一场专题演说，题为「语音生成原理与其在外语教学上之应用」(Principles of speech production and their Implications for foreign language teaching)。在麻省理工学院专攻语音研究的李博士，在演说中介绍了声学语音学中的共振峰 (formant) 分析，以及音位学中的区别特征 (distinctive features) 等进阶概念，藉以分解外语学习者面对母语范围外之陌生语音时所可能遭遇之困难与因应对策。茶歇后，大会於十时四十五分分两个会场进行分组报告。「汉语研究」组由旧金山州立大学的李文肇教授主持，论文议题包括汉语语序中所呈现的像似性原理 (iconicity)，以及中国学生英语发音错误中所反映的普通

话音韵结构。「语法教学」组由加州柏克莱大学郭誉致教授主持，论文谈及汉语的结果补语 (resultative complement)，以及「早来」与「来得早」的差异分析。随后於十一时五十分进行第三场与第四场分组报告。「汉字习得、文化教学」组由国防语言学院的林柏松教授主持，论文主题涵盖电脑辅助汉字教学与网路用语中所显现的社会潮流。「写作教学」组由国防语言学院的乔蓁林教授主持，报告内容有高阶汉语写作教学及华裔学生写作习得语料库。

午休时间中文教师协会所有到场委员聚集讨论协会下半年活动安排，进行相关投票后随即于下午一时五十分返回大会会场，开始本讨论会的第二场专题演说，由北京大学的钱旭菁教授主讲「留生成语习得与成语教学」。钱教授首先解释语言有规则性与习用性两大原则，而汉语成语中习用性特徵强：其中最明显的就是成语在使用时句法功能高度受限，不如一般词汇自由。这使得外国留学生学习汉语成语时容易出现形式、语意、语法以及语用范围的特定偏误，不但能用语言学与语言习得相关理论推测得知，亦能为对外汉语教师指引有效的成语教学方法。

专题演说後进行大会的最后两组分组报告：「语法教学、教学科技」组由加州柏克莱大学张丽华教授主持，报告内容包含留学生看图作文的语法特点，以及如何运用网路教授汉语听、说、读、写。「词汇教学、角色扮演」组由旧金山罗威尔高中 (Lowell High School) 梁晶老师主持，论文分别介绍中文逆序词教学和外语习得中的角色扮演。

大会於四时十分举行闭幕式并进行抽奖，在闭幕词中加州中文教师协会会长、戴维斯加州大学储诚志教授感谢所有来宾热烈参与本次讨论会，并鼓励所有在场嘉宾往后继续支持本协会的各项活动。

# 加州中文教师协会赞助协办 NACCL-24 北美汉语语言学会议在旧金山举行



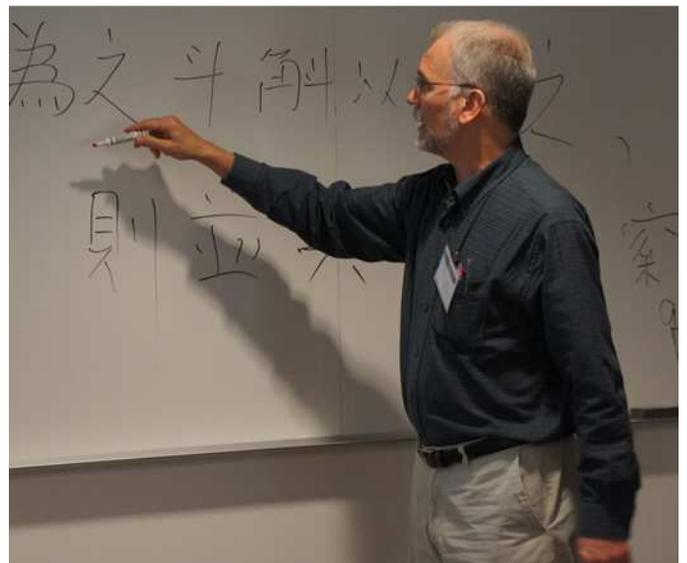
【NACCL-24 组委会供稿】 由旧金山大学和戴维斯加州大学共同主办，加州中文教师协会参与赞助协办的第二十四届北美汉语语言学会议

(NACCL-24) 于 6 月 8 日至 10 日在旧金山大学举行。来自中国大陆、法国、德国、香港、意大利、日本、韩国、马来西亚、荷兰、新西兰、新加坡、台湾、英国和美国等十四个国家和地区的 180 多位学者出席会议。会议报告论文 140 余篇，冯胜利、Dan Jurafsky、Stephen Matthews 和孙朝奋等四位著名学者做大会演讲。会议的报告论题广泛，涉及汉语语言学理论与应用研究的各主要分支，发表了很多前沿性的研究成果，成为国际汉语语言学界交流分享新思想、新研究的一个重要平台（详情见会议网站 <http://naccl-24.ucdavis.edu>）。本会会长储诚志教授和副会长李智强教授担任这次会议的共同主席，多位会员出席会议并作报告。

2012 年时赵元任先生诞辰 120 周年。赵元任是中国现代语言学的主要奠基者，也是海外现代中文教育的主要开拓者。赵先生六十多年的辉煌

学术生涯，有 34 年(1947-1981)是在加州度过的。因此，纪念赵元任先生以促进汉语语言学事业在新时期的更大发展成为本次会议的当然主题。

在会议的开幕致辞中，储诚志教授以中国社会转型和文明发展的历史进程以及中西方学术的交流对接这一大背景来思考赵元任学术研究的历史价值，提出赵元任的贡献不能仅从学术层面加以理解。“他似乎一直都只在研究问题，基本上不谈主义。然而，他那是大音希声……他的问题研究后面分明都藏著至高至纯的主义——他是以解决问题来达成这些主义：学习先进，昌明科学，普及教育，发展学术，增益文明，追求和平，促进交流。”赵元任的研究问题与他的终生挚友胡适先生的高谈主义是风格和路子的不同，但他们崇高的精神追求则是相通的。



会议专门安排在伯克利加州大学东亚图书馆举行纪念赵元任特别展览，首次对外展示赵元任先生的 70 余件重要档案，包括赵元任早年的日记和上学笔记，30 年代在中国内地做方言调查出行前的物品清单，《国语入门》、声调研究、《中国话





编字典究文法分析语言与社会，乃至用鲜活的白话翻译《阿丽思漫游奇境记》以及高歌《教我如何不想他》，他的问题研究后面分明都藏著至高至纯的主义---他是以解决问题来达成这些主义：学习先进，昌明科学，普及教育，发展学术，增益文明，追求和平，促进交流（由此也许能更好地理解赵元任有个特别会谈主义与进步的终生挚友胡适先生）。



赵元任又是一架大桥，联通中国语言文字研究的丰厚传统和现代西方语言学的学术前沿。近百年来，一代一代的中华学人经由“赵之桥”走入语言研究的现代王国；西方学界也通过“赵之桥”而得以领略汉语言文化的胜景洞天。对于以后的学子，“赵之桥”也将是他们在相关领域里前行时的必经之途。

赵元任还是一种境界。语言研究对他来说是一件“好玩儿”的事，而不像他的清华同事那样“为伊消得人憔悴”。他的学问，大智慧里散著风趣。我们想象他作学问的样子，少不了会好奇地想象他是如何翘著舌头不无得意地念出那篇奇异的《施氏食狮史》，也想知道那个到哪儿说哪儿话的赵元任在法国街头和湖南乡下如何被当地人认作老乡。

当然，赵元任也是普通人。在他学术生涯的后几十年，他就住在离这里不远的一个小城，到了周末也会来我们这次开会的这座城市买点蔬菜水果。本次会议期间，会议组委会将带大家到赵元任长期工作的伯克莱加州大学，去踏一踏他当年常走的路，看一看他构思《中国话的文法》的地方是个什么样子。

“高山仰止，景行行止”。愿我们学习赵元任先生的精神，光大赵元任开拓的学术，为新时期的汉语语言学带来更大的发展。

*Yuen Ren Chao embodies a certain spirit – that of solving problems without imposing dogma. Throughout his life, Chao contributed much without being the slightest bit brash, from the formation of the China Science Society in his younger years to the earliest sound recordings of Modern Standard Chinese, from his dialect surveys and inventing the Romanization system of Chinese writing to his Mandarin Primer for training the U.S. military personnel and numerous other writings on grammar, language and society, from his translation of Alice in Wonderland into lively colloquial Chinese to his widely performed musical compositions. We see in all his works the purest and highest form of idealism, an idealism that promotes science, education, scholarly inquiry, exchange of ideas, civilization, peace, and social progress. (The inconspicuous idealism of Chao helps us better understand his lifelong friendship with Hu Shih, a leading reformer of modern China.)*

*Yuen Ren Chao is also a bridge between China and the West. Over the past century, the Bridge of Chao has helped generations of Chinese linguists to enter the kingdom of modern linguistics in the West on the one hand, and Western scholars to glimpse into the rich scholarly tradition of Chinese language and cultural studies on the other hand. For younger generations in Chinese linguistics, the Bridge of Chao will continue to be essential to their growth.*

*Yuen Ren Chao also represents a state of mind. Unlike some of his colleagues at Tsinghua University who toiled over research, Chao saw linguistics as fun and brought a sense of humor to his academic writings. When one thinks of Yuen Ren Chao, one cannot help imagining how he recited his Mandarin retroflex tongue twister crafted with incredible ingenuity, or how his speaking of rural dialects fooled even the most seasoned locals in China and France.*

*Of course, Yuen Ren Chao is only human. For several decades, he lived in a town not far from where we are now. On weekends, he would come to this city to shop for groceries. During this conference, we will have the opportunity to visit the campus where Chao used to work. We will follow in his footsteps and see for ourselves the site where he conceived his magnum opus A Grammar of Spoken Chinese.*

*We are standing on the shoulders of a true giant. Let us embrace the spirit of Yuen Ren Chao, follow his example, and usher in a new era for the study of Chinese linguistics.*

# 加州中文教师协会成功举办 第37届中文演讲比赛

【李智强报导】一年一度的加州中文教师协会中文演讲比赛于四月十四日在旧金山市洛威尔高中（Lowell High School）圆满落幕。

加州中文教师协会是一个非盈利、非政治性的中文教学研究专业组织，成立于上世纪六十年代，主要宗旨是促进和推广加州各个层次的中文与中华文化教育。协会每年举办一次中文（普通话/国语）演讲比赛，主要面向在湾区公立和私立大中小学中学习中文课程的学生，至今已举办三十六届，本年度为第三十七届。近年来每届参赛学生均超过六百人，并有数百名教师与家长热情参与，成为海外中文教学的一个盛典，在本区域具有广泛的社会影响，也有力地推动了加州中文教学的发展。

本年度的演讲比赛依然在著名的洛威尔高中举行。跟往年相同，比赛分为大学、高中、初中和小学四个大组。今年的参赛学生人数跟去年持平，共有650名学生报名。他们分别来自湾区的33所大中小学校，有127名中文教师推荐学生参赛。参赛学生的指导教师必须是本协会正式会员。

报名截止后，组委会根据学生的年级和语言背景，把参赛学生分为48个小组。分组的第一步是根据学生所修中文课的年级，把相同年级的学生放在一起，如小学二年级中文课，或大学一年级第一学期中文课。第二步是按照学生的语言背景把没有任何中文背景的学生，有一定方言背景的学生和有普通话背景的学生分开。除此之外，小学组和初中组参加沉浸式教学的学生各自单独分为一组，高中组单设AP中文组。这样分组的目的是把语言背景和语言能力相近的学生分在一组，从而使比赛结果尽量公平。由于演讲比赛的时间只有一个小时，我们在分组的时候，还要考虑平衡各组的人数。今年10—19人的小组占56%，10人以下和19人以上的小组分别占27%和17%。如果某一小组的学生人数不足6人，今年个别小组只有3人或4人，我们会把这样的小组跟其他小组合并，合并的原则是跟相同语言背景的上一年级或下一年级的小组合并。有的小组情形相反，如大学无背景一年级第二学期的学生共有80名学生报名，我们把它拆分为四

个小组，每组20人。最终形成的48个小组包含经过合并和拆分的小组。每个小组产生一等奖一名，二等奖、三等奖和鼓励奖若干名。人数在10人或10人以下的小组不设二等奖或三等奖。例如，9人一组设一等奖一名，鼓励奖三名，不设二、三等奖，10—11人一组增设二等奖一名。



为保证比赛质量，所有参与裁判工作的88名教师目前均从事一线教学工作，并拥有三年或以上的教学经验，一部分裁判老师还是美国政府认可的口语测试考官或具有全美外语教学理事会颁发的口语测试资格认证，具有多年演讲比赛裁判的经验。比赛前由国防语言大学的林柏松教授主持裁判会议。在比赛中，每组有两名裁判评判，主要根据每位选手的演讲内容，流利程度，语音语调的方面。比赛结果现已公布在加州中文教师协会网站上，  
<http://www.cltac.org/speech-contest.html>。

作为全美历史最为悠久，规模最大的地区性中文教学专业团体，本协会多年来一直致力于促进和推广加州的中文与中华文化教育，我们真诚希望各界同仁和我们携手通过每年一度的中文演讲比赛有力推动湾区的中文教育。我们也对多年来支持演讲比赛的各位协会会员、学生家长和相关机构表示衷心的感谢。

2015年我们将迎来第四十届中文演讲比赛，让我们大家从现在开始积极准备，迎接那一日的到来。（李智强为2011—2012年演讲比赛组委会主席）

## Speech Contest Perspectives / Chinese American Int'l School

# EMBRACING TRADITION WITH CLTAC

As we celebrated our thirtieth anniversary as an organization this year, we redefined our mission statement to push Chinese American International School (CAIS) to another 30 years as a stronger community. Our new mission statement “Embrace Chinese 心怀中华, Become your best self 精益求精, Create your place in the world 立足世界” is now the living embodiment by which everyone in our community strives towards, and the annual CLTAC speech contest proves to be a perfect entity to carry out our mission’s capacity.



CLTAC’s annual speech contest has long been a part of our school’s growing history, and each year our community looks forward to the event. With a diverse student background including a large number that don’t speak Mandarin at home, CAIS values the speech contest as a tremendous opportunity to embrace Chinese language outside the classroom walls. When support for speech preparation can’t be found at home, our school offers afterschool speech clubs taught by Chinese teaching associates to help with every step in presenting a speech in Mandarin. Lucy Sui, third grade speech club instructor, mentored eight students for the speech contest. The class met at least once a week, and for the first four weeks Lucy brainstormed with the students to help generate interesting speech topics. Once speeches were composed, Lucy recorded individual speeches on tapes to help with the student’s responsibility to have speeches memorized. “A student told me she listened to the tape and practiced with it

four times on the way to school,” said Lucy, “and another four times on the way home.”

For a number of students, this year’s speech contest was their first. Despite lack of experience, all students were encouraged to do their best and become their best self. Instructors, like Lucy Sui, were also very motivated to provide the best support they can for their participants. Lucy kept in close parent communication with all students in her club and even offered extra training during Spring Break over the phone when students couldn’t meet in class. Even when most parents wouldn’t understand the topic of their children’s speech, families showed an incredible amount of support and encouragement for their children’s hard work and training.

With over forty participants from CAIS, only a handful of our students placed in their categories. While not every student had the chance to bring home a trophy, all of them had similar training experiences, and for many that included taking home a bigger reward—confidence. Lucy observed that even though one of her trained students didn’t place, the student is now more active in Chinese class and willingly participates. The training experience for the speech contest provided a unique opportunity for students to practice articulation, memorization, expression, and stage presence in front of an unfamiliar crowd. Many parents were impressed by the level of hard work that went into training to deliver a speech in a language for most not communicated at home. The overall experience encourages confidence for students to create their place in the world.

As we look back to our school’s history from the past thirty years, a group of early CAIS students were found pictured in the ninth annual CLTAC Chinese-Mandarin Speech Contest. Twenty-eight years later after that photo was taken, our student participation for this annual speech contest still continues to be a part of our school’s history and tradition. Former CAIS students were also recently recognized in Chinese newspapers for placing first in the West Coast Chinese Bridge Speech Contest for High School Students, a step above and beyond graduating from the CLTAC speech contest. The CLTAC Chinese-Mandarin Speech contest proves to be invaluable to our community, and we look forward to another thirty years into the future together.

**Kevin Chang** (Chinese Program Director) with **Angel Chang** (Communication Associate and Chinese Program Assistant), Chinese American International School



# Minutes of the CLTAC Committee Meeting & Resolutions of the CLTAC Annual Fall Workshop & CLTAC Administrative Structure

0.0 **DATE: March 3, 2012; VENUE: Stanford University;**

**PARTICIPANTS – Committee members, 23 in total:**

Xiaolin Chang, Mingjung Chen, Chih-Yih Cheng, Chengzhi Chu, Liwei Gao, Chris Wen-chao Li, Shirley Li, Zhiqiang Li, Jing Liang, Sheree Lin, Hsin-Yun Liu, Min Ma, Peijie Mao, Peiyu Chen Roth, Zhenlin Qiao, Qi Wang, Yang Xiao, Chao Xie, Heping Xu, Christina Yee, Xiaohua Yu, Hong Zeng, Xiaofeng Zhou.

0.1 **Agenda: (1) CLTAC Fall Workshop Arrangement; (2) CLTAC Administrative Structure**

1.0 President Chu called the meeting to order. First, he mentioned there are four options for organizing the annual fall workshops:

- 1) Cooperation with Nanhai as a co-host (协办方) of Nanhai's Chinese Language Education Forum (CLEF).
  - 2) Cooperation with FLANC to have a joint conference.
  - 3) Continuing to hold our own workshop as we regularly did in the past years.
  - 4) Doing "teacher training" workshop or roundtable focusing on one or two specific themes, may targeting on specific needs of K-12 and new teachers.
- On partnerships with Nanhai and FLANC to organize the annual fall workshops, Chu emphasized that both Nanhai and FLANC offered new proposals after Vice President Gao initiated discussions on future co-operations. These are new opportunities deserving careful considerations. Both proposals of Nanhai and FLANC were reviewed by the meeting participants.

1.1. Vice President Gao introduced the new proposals. Nanhai with its strong capital can bring high quality and influential speakers from the frontline of Chinese language teaching research and teaching. However our freedom is very limited. There is little if any session privileges given to us. FLANC proposal gives us a lot of freedom and decision power in finding speakers and organizing sessions but they do not have strong structural support.

1.2. Vice President Li proposed that we continue to partner with both agencies, because we do not need to do very much to work with Nanhai, and FLANC has offered us a lot of speaking power and sufficient panels that we need.

1.3. Resolution on the annual fall workshop by anonymous ballot vote to select 2 out of the 4 options:

- Option 1: Working with Nanhai
- Option 2: Working with FLANC:
- Option 3: Working on our own :
- Option 4: K12 roundtables:



Options 1 and 2 (tied) received the overwhelming majority of votes -- it was thus decided to collaborate with both Nanhai and FLANC in hosting CLTAC's 2012 annual fall workshop. President Chu asked Vice President Liwei Gao to work with Nanhai on details of cooperation and negotiate a formal agreement about the cooperation. The FLANC proposal is detailed enough and no further negotiation is necessary.

2.0 President Chu introduced the administrative structure of CLTAC and its historical background. He explained the necessity of clarifying the confusing uses of the terms of "Executive Committee," "Standing Committee," "Working Committee," and "Board" in response to requests from some committee members. He asked the meeting to consider the feasibility of establishing a by-law revision committee to look into possibilities of enlarging the board of directors from the current seven people (1 president, 2 vice presidents, immediate past president and vice presidents, executive secretary and treasurer) to include working committee chairs.

2.1 After discussion and an anonymous ballot vote, the following resolutions were reached unanimously with 20 YES votes and 0 NO vote (with 3 participants left the conference before the vote):  
(1) With due respect paid to the history of CLTAC administration, the CLTAC Board shall be

formally formed immediately by following the relevant specification of the current Bylaws, which says:

V. Administration

7. Through consultation with the elected officers, the President of the Association should appoint the Executive Secretary, the Deputy Executive Secretary, the Treasurer, the Vice Treasurer, the Historian, the Newsletter Editor, the Webmaster, and the speech contest committee as well as any necessary committees in addition to the elected officers.

8. The administration of the Association shall be in the hands of the Board of Directors, which shall consist of the President, the Vice-Presidents, the immediately outgoing officers, the Executive Secretary, and the Treasurer.

Accordingly, the current (2010-2012) CLTAC Board consists of the following seven members:

Chengzhi Chu (President), Liwei Gao (Vice President), Zhiqiang Li (Vice President), Chao Xie (Treasurer), Qi Wang (Vice Treasurer and Membership Secretary), Heping Xu (Immediate Past President), Xiaolin Chang (Immediate Past Vice Present)



The Board members will be in charge of CLTAC daily affairs under the leadership of the President. The term of the current board ends when new officers (president and two vice presidents) are elected at the meeting of CLTAC general membership during the fall 2012 workshop.

(2)The currently formed ten committees (Awards, Finance and Membership, Fundraising and Outreach, History, K-12, Media and Newsletter, Speech Contest, Spring Conference, Fall

Workshop, and Website) are working committees on specific tasks under the leadership of the Board. It is the President and the Board’s decision to form or dissolve a working committee. The chair of each committee is appointed by the President. Members of each committee are invited to serve by the committee chair with the approval of the Board. A committee usually serves for a two-year term, consistent with the term of the Board. But the committees of Conference, Workshop and Speech Contest are ad hoc by nature and formed to serve for the current event only. To avoid confusion, members of working committees are not to be understood as Board members.

2.2 President Chu thanked the board and committee members for their selfless services and request for their continuous support and cooperation. Considering problems and difficulties encountered in the past years, President Chu also wanted to remind all the members of the following things when serving CLTAC:

- (1)Every effort shall be made to follow the Bylaws when handling CLTAC business.
- (2) Due respect shall be paid to collective decisions being made. When a decision is made by a majority vote, it is inappropriate for any intention to repudiate it within a couple of weeks or months due to special concerns or interests of a specific group or school, unless there are truly compelling reasons which show that the decision is wrong.
- (3)Serving on the CLTAC board and committees means voluntary commitment of a reasonable amount of time and energy every year in order to serve the organization, including attending committee meetings, taking part in discussions, and organizing or participating CLTAC events.
- (4)CLTAC is an organization of all its members; the CLTAC board and committees shall consider the common interests of all sides of the general membership, but not just a specific group or school, unless it is something clearly identified and purposely organized for a group (such as a workshop talk for K-12 teachers).

(summary prepared by the CLTAC board based on meeting minutes recorded by Min Ma)



## Call For Proposals: CLEF 2012

# “第三届中文教学论坛” 论文征集通知

The Chinese Language Education Forum (CLEF) is dedicated to bringing together K-16 teachers, scholars, administrators, policymakers and other professionals in the field of Chinese language education to share best practices, research findings and inspiring ideas.

Co-hosted by the Chinese Language Education and Research Center (CLERC) and the Chinese Language Teachers Association of California (CLTAC), the third annual CLEF is now seeking breakout session proposals in the following topic areas: classroom instruction and management, technologies, research and findings, teacher preparation and curriculum, program and collaboration.

Please submit your proposal online by July 31, 2012. CLEF will publish a collection of selected papers. The conference registration is also open! For more information: conference website [www.go-clef.org](http://www.go-clef.org); email [info@go-clef.org](mailto:info@go-clef.org); and tel (408) 380-8088.

中文教学论坛是 K-16 中文教师、学者、教育管理者和其他业界相关人士齐聚一堂，分享最佳教学实践、最新学术研究成果以及具有启发性的观点和想法的年度盛会。由加州中文教学研究中心和加州中文教师协会联合主办的第三届中文教学论坛将于 2012 年 11 月 10-11 日在旧金山湾区店召开。论坛现面向全球在以下领域征集会议论文：课堂教学和管理，科技和中文教学，最新研究成果及应用，教师培训和课程，以及中文项目和合作。

我们诚邀您在 2012 年 7 月 31 日之前在线提交论文提纲。优秀会议论文将结集出版。大会网上报名也已开通。如有问题，欢迎联系我们：大会网站 [www.go-clef.org](http://www.go-clef.org)，电子邮件 [info@go-clef.org](mailto:info@go-clef.org)，电话 (408) 380-8088。

# CLERC

加州中文教学研究中心

The **Chinese Language Teachers Association of California (CLTAC)** in conjunction with  
the **Foreign Language Association of Northern California (FLANC)**  
**2012 Fall Conference**  
**CALL FOR PROPOSAL**

The Fall Conference Organizing Committee invites submission of proposals in all areas of Chinese teaching and learning, such as theories, methodologies and strategies, curricula, teaching materials, technology, acquisition, Chinese linguistics, culture factors, AP Chinese, and teaching credentials.

**PRESENTATION TYPES**

1. 30-minute individual paper presentation
2. 60-minute workshop

**KEYNOTE SPEAKER**

Dr. H. Douglas Brown, Emeritus Professor of English at San Francisco State University

**IMPORTANT DATES**

- Proposal submission deadline: Sunday, July 22, 2012  
Notification of proposal status: Monday, August 13, 2012  
Conference date: Saturday, October 27, 2012 (Tentative)

**VENUE**

San Francisco State University

**PROPOSAL SUBMISSION**

- 1) Send a one-page proposal (250-350 words in English or 400-500 characters in Chinese) as an email attachment in MS-Word format to Liwei Gao, Chair of the Organizing Committee, at <lwgao98@gmail.com>. The proposal can be written in either Chinese or English.
- 2) In the subject line of the email, type "CLTAC/FLANC 2012 Fall Conference Proposal". In the body of the email, provide the following information:

- Paper Title**
- Name of the Presenter**
- School/Organization**
- Detailed Contact Info** (email address, regular mail address, and phone number)

- 3) Presenters must have valid CLTAC member status. Visit the website <<http://www.cltac.org/membership.html>> for membership application information.

**QUESTIONS**

Contact Liwei Gao, the CLTAC Fall Conference Organizer, at <lwgao98@gmail.com>.



## CLTAC BOARD (revised to 2012.6.30)

Chengzhi Chu 儲誠志 (President), UC Davis  
Liwei Gao 高立偉 (Vice President), Defense Language Institute  
Zhiqiang Li 李智強 (Vice President), University of San Francisco,  
Chao Xie 謝超 (Treasurer), Defense Language Institute  
Qi Wang 王麒 (Membership Secretary), Defense Language

Institute  
Heping Xu 許和平 (Immediate Past President), Defense Language Institute  
Xiaolin Chang 常小林 (Immediate Past Vice President), Lowell High School

## CLTAC WORKING COMMITTEES (revised to 2012.6.30)

### President

Chengzhi Chu 儲誠志, UC Davis, czchu@ucdavis.edu

### Vice Presidents

Liwei Gao 高立偉, DLI, lwgao98@gmail.com  
Zhiqiang Li 李智強, University of San Francisco, zli2@usfca.edu

### Awards Committee

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Charles Egan 易徹理, SFSU, chega@sfsu.edu  
Dian Huang 黃電 (Chair), DLI, dian.huang@us.army.mil

### Finance and Membership Committee

Liwei Gao 高立偉 (Chair), DLI, lwgao98@gmail.com  
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### 2012 Speech Contest Preparatory Committee

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### 2012 Spring Conference Preparatory Committee

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Yang Xiao 肖旻 (Webmaster), UC Davis, xiao@ucdavis.edu



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