



# CLTAC ELECTS NEW LEADERSHIP

At its Fall Workshop on November 13, 2010, held in conjunction with the First Annual Chinese Language Education Forum, 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 (儲誠志, [czchu@ucdavis.edu](mailto:czchu@ucdavis.edu)) of the University of California at Davis was elected the new president of the Chinese Language Teachers Association of California, replacing outgoing president Heping Xu of the Defense Language Institute (DLI). Two new vice presidents were also elected: Prof. Liwei Gao (高立偉, [lwgao98@gmail.com](mailto:lwgao98@gmail.com)) of the Defense

Language Institute and Prof. Zhiqiang Li (李智強, [zli2@usfca.edu](mailto:zli2@usfca.edu)) 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 (謝超, [chao.xie@us.army.mil](mailto:chao.xie@us.army.mil)) of the Defense Language Institute was appointed treasurer of the Association; his DLI colleague Prof. Qi Wang (王麒, [qi.wang@us.army.mil](mailto:qi.wang@us.army.mil)) was appointed vice treasurer and membership secretary.

*Chris Wen-Chao Li, San Francisco State University*



◀◀ **[PRESIDENT]** Professor **Chengzhi Chu** (儲誠志) is Associate Professor and Coordinator of the Chinese Language Program at the University of California, Davis, where he also serves as a faculty member of the Graduate Group of Linguistics and on the executive board of the Second Language Acquisition Institute. Before joining UC Davis in 2004, he had taught at Stanford University and Beijing Language and Culture University for many years. In addition to other professional services, he was the Vice President of CLTAC in charge of conferences and workshops for two terms in 2007-2010.



▶▶ **[VICE PRESIDENT]** Professor **Liwei Gao** (高立偉) received his PhD in linguistics from the University of Illinois at Urbana-Champaign in 2004. His areas of interest include sociolinguistics, Chinese linguistics, and teaching Chinese as a foreign language. Dr. Gao has been teaching Chinese language and culture at the Defense Language Institute Foreign Language Center since 2004, where he was a Team Leader (12/2004-09/2007) and board member of the DLI Academic Senate (03/2007-03/2009). As a certified Oral Proficiency Interview Tester and Diagnostic Assessment Specialist, Dr. Gao is currently Proficiency Enhancement Program Specialist in Asian School One, working mostly on curriculum development. He was elected Vice President of the Chinese Language Teachers Association of California in November, 2010.



◀◀ **[VICE PRESIDENT]** Professor **Zhiqiang Li** (李智強) received Ph.D. in Linguistics from Massachusetts Institute of Technology in 2003. His areas of specialization include phonology, phonetics, Chinese linguistics and teaching Chinese as a foreign language. He has been teaching Chinese language and Chinese culture courses since 2003 at Boston College, Tufts University and University of San Francisco. He is currently the coordinator of the Chinese program at USF. In addition to teaching and research, he has been actively involved in promoting Chinese language teaching and Chinese proficiency test (HSK) in the Bay Area. He was elected the vice president of the Chinese Language Teachers Association of California in November 2010.

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## HOW TO CONTACT THE CLTAC

CLTAC's home online is located at <[www.cltac.org](http://www.cltac.org)>. Please visit for information.

CLTAC officers and committees welcome communications with its members and friends.

—For questions about membership and/or paying membership fees, please go to the webpage ([www.cltac.org/membership.html](http://www.cltac.org/membership.html)) for the form and instructions, or write to the Treasurer, Prof. Chao Xie 謝超 at <[chao.xie@us.army.mil](mailto:chao.xie@us.army.mil)>.

—For matters regarding membership status and contact info etc., please write to Prof. Qi Wang 王麒, the Membership Secretary at <[Wluqi\\_77@hotmail.com](mailto:Wluqi_77@hotmail.com)>.

—To share teaching, research or other professional development

information with CLTAC members, please write to Prof. Qi Wang 王麒, the Membership Secretary at <[Wluqi\\_77@hotmail.com](mailto:Wluqi_77@hotmail.com)>.

—For Questions about the annual Speech Contest, please visit the webpage ([www.cltac.org/speech-contest.html](http://www.cltac.org/speech-contest.html)), or contact Vice President Prof. Zhiqiang Li 李智強 at <[zli2@usfca.edu](mailto:zli2@usfca.edu)>

—For matters relating to the annual conference and workshop, please visit the webpage ([www.cltac.org/meetingworkshop.html](http://www.cltac.org/meetingworkshop.html)), or email Vice President Prof. Liwei Gao 高立偉 at <[lwgao98@gmail.com](mailto:lwgao98@gmail.com)>.

—To submit news for the CLTAC Newsletter, please email the Newsletter Editor Prof. Wen-Chao Li 李文肇 at <[wenchao@sfsu.edu](mailto:wenchao@sfsu.edu)>.

—For other affairs please visit the CLTAC Officers and Committees page (<http://www.cltac.org/committee.html>) and contact the relevant people via the given email addresses.

# CLTAC ANNOUNCES 8 STANDING COMMITTEES

The November 2010 elections of the Chinese Language Teachers Association of California was accompanied by a restructuring of the committee organization, with the establishment of eight standing committees to handle 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. The current membership of these standing committees is as follows:

**Finance and Membership Committee**

Liwei Gao 高立伟 (Chair), Defense Language Institute, lwgao98@gmail.com

Chao Xie 谢超 (Treasurer), Defense Language Institute, chao.xie@us.army.mil

Qi Wang 王麒 (Associate Treasurer and Membership Secretary), Defense Language Institute, qi.wang@us.army.mil

**Fundraising and Outreach Committee**

Heping Xu 许和平 (Chair), Defense Language Institute, heping.xu@us.army.mil

(additional members to be recruited)

**History Committee**

Patrick Lin 林柏松 (Chair), Defense Language Institute, patrickp.lin@gmail.com

(additional members to be recruited)

**K-12 Committee**

Xiaohua (Sunny) Yu 于晓华 (Chair), Piedmont High School, xsunnyu@aol.com

Xiaolin Chang, 常小林, Lowell High School, xlchang@mac.com

Minjung Chen 陈敏榕, Menlo School, mchen@menloschool.org

Jing Liang 梁晶, Katherine Delmar Burke School, jingliang88@gmail.com

**Media and Newsletter Committee**

Chris Wen-chao Li 李文肇 (Chair and Newsletter Editor), San Francisco State University, wenchao@sfsu.edu

Yunhua Zhang 张赞华, Defense Language Institute, joycecheung1105@gmail.com

Min Ma 马岷, Defense Language Institute, min.ma@us.army.mil  
(additional members to be recruited)

**Speech Contest Preparatory Committee**

Xiaolin Chang 常小林, Lowell High School, xlchang@mac.com

Clare Chih-yih Cheng 郑之懿, San Francisco State University, cycheng@sfsu.edu

Zhiqiang Li 李智强 (Chair), University of San Francisco, zli2@usfca.edu

Patrick Lin 林柏松, Defense Language Institute, patrickp.lin@gmail.com

Xiaohua (Sunny) Yu 于晓华 (Chair), Piedmont High School, xsunnyu@aol.com

**Spring Conference Preparatory Committee**

Xiaolin Chang 常小林, Lowell High School, xlchang@mac.com

Liwei Gao 高立伟 (Chair), Defense Language Institute, lwgao98@gmail.com

Stella Kwoh 郭誉玫, UC Berkeley, stellakw@berkeley.edu

Patrick Lin 林柏松, Defense Language Institute, patrickp.lin@gmail.com

Chaofen Sun 孙朝奋, Stanford University, cfsun@stanford.edu

Heping Xu 许和平, Defense Language Institute, heping.xu@us.army.mil

Hong Zeng 曾红, Stanford University, hzeng@stanford.edu

**Website Committee**

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

Zhichao Liu 刘志超 (Associate Webmaster), Defense Language Institute, zhichao.liu@us.army.mil

**Board of Directors**

Chang, Tsengtseng 张增增, Defense Language Institute

Chang, Xiaolin 常小林, Lowell High School

Chen, Mingjung 陈敏榕, Menlo School

Cheng, Chih-Yih (Clare) 郑之懿, San Francisco State University

Chu, Cecilia 朱寶雍, University of California, Berkeley

Chu, Chengzhi 储诚志, University of California, Davis

Domizio, Hsiu-Huei 林秀惠, San Francisco State University

Egan, Charles 易徹理, San Francisco State University

Gao, Liwei 高立伟, Defense Language Institute

Huang, Dian 黄电, Defense Language Institute

Jia, Paul 贾宝才, Cupertino & Fremont High

Kwong, Stella 郭誉玫, University of California, Berkeley

Leong, Winnie 馬紀滇, City College of San Francisco

Li, Chris Wen-chao 李文肇, San Francisco State University

Li, Zhiqiang 李智强, University of San Francisco

Liang, Jing 梁晶, Katherine Delmar Burke School

Lin, Sheree 林雪, Diablo Valley College

Lin, Patrick 林柏松, Defense Language Institute

Liu, Zhichao 刘志超, Defense Language Institute

Ma, Min 马岷, Defense Language Institute

Qiao, Zhenlin 乔蓁林, Defense Language Institute

Sun, Chao Fen 孙朝奋, Stanford University

Wang, Qi 王麒, Defense Language Institute

Xiao, Yang 肖旻, University of California, Davis

Xie, Chao 谢超, Defense Language Institute

Xu, Heping 许和平, Defense Language Institute

Yee, Christina 伍淑子, City College of San Francisco

Yen, Catherine 胡家兴, Lincoln High School

Yu, Xiaohua (Sunny) 于晓华, Piedmont High School

Zeng, Hong 曾红, Stanford University

Zhang, Yunhua 张赞华, Defense Language Institute

# 前任会长许和平 致年尾祝福与感言

**尊敬的各位会员：**值此新年之际，我谨代表上届协会领导团队向你们以及你们家人表示衷心的感谢！四年前，承蒙你们的信任，我们被推选为加州中文教师协会的领导班子，那时，我们既感到十分荣幸，又感到担子沉重，任务艰巨。是你们适时地鼓励和支持给了我们勇气和做好工作的信心。令我们感到欣慰的是，在这四年中，加州中文教师协会得到了巨大的发展，协会会员队伍更壮大了，会议学术水平更高了，对外联系合作更广泛了，在中文教学界的影响也更大了。我们深知，这些都是与你们的大力支持和帮助分不开的。你们的工作热忱，你们的无私奉献，你们对协会的忠诚，都给我们留下了深刻的印象和永久的记忆。能为你们服务，我们感到十分的荣幸和自豪。

在我们卸任之际，我们高兴地看到，你们为协会选出了新的一届非常胜任的领导团队。新一届领导团队成员，学识渊博，在自己的专业领域，都颇有造诣，著述甚丰；他们都年富力强，充满活力，为协会带来新鲜的气息；他们都有丰富领导和管理经验，并都积极参与过协会工作；他们工作认真，一丝不苟，口碑极佳。目前，中文教学正处于新的历史发展时期，面临巨大的机遇和挑战，我们深信在他们的带领下，加州中文教师协会的工作会再上层楼，再创辉煌。

最后，再次感谢各位会员在我们任期中给予我们信任，帮助和支持。祝你们在新的一年里，生活愉快，身体健康，事业兴旺。

加州中文教师协会前任会长 许和平

## Chinese Language Teachers Association of California 2011 SPRING CONFERENCE CALL FOR PROPOSALS

The Conference Organization Committee invites submissions of proposals for 20-minute presentation (including 5-minute Q&A) in all areas of Chinese teaching and learning, such as theories, methodologies and strategies, curricular, teaching materials, technology, acquisition, Chinese linguistics, culture factors, AP Chinese, and teaching credentials. Proposals that address what constitutes effective practice of Chinese teaching from students' perspective would be particularly welcome.

**IMPORTANT DATES:**

- Proposal submission deadline: January 17, 2011
- Notification of acceptance: February 12, 2011
- Early registration deadline (post-marked): February 21, 2011
- Conference date: March 5, 2011 (Tentative)

**VENUE:** Stanford University

**PROPOSAL SUBMISSION:**

- 1) Send a one-page proposal (250-350 words in English or 400-500 characters in Chinese) **as email attachment** in MS-Word format to Liwei Gao, Chair of the Program Committee at <lwgao98@gmail.com>. Proposal can be written in either Chinese or English.
- 2) In the subject line of the email, type "CLTAC 2011 Spring Conference Proposal". In the body of the email, provide the following information:

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

- 3) Do NOT include your name and institutional affiliation in the proposal since all proposals will be anonymously reviewed.
- 4) Only one paper from each person will be considered. Multiple submissions are not allowed.
- 5) Presenters must have a valid CLTAC member status. See <http://www.cltac.org> for membership application.

**REGISTRATION**

The conference is open to CLTAC members and their colleagues and friends. Registration is required. To register for the conference, send a completed Registration Form (see next page or download from [www.cltac.org](http://www.cltac.org)) together with your registration fee (\$15 for members and \$20 for non-members; by check payable to CLTAC) before February 21, 2011 (by postmark) to CLTAC treasurer at

CLTAC  
P.O.Box 5661  
Monterey, CA 93944

(see instruction on the registration form).

Late or on-site registration fee is \$25 for members and \$30 for non-members. Registration fee is waived for conference presenters. Convenient lunch (included in the registration fee) will be provided to registered participants. On-site registration for membership at the conference will be available.

For more information about the conference, visit CLTAC website: [www.cltac.org](http://www.cltac.org).

Liwei Gao  
For the CLTAC 2011 Spring Conference Organization Committee

**2011 Spring Conference Registration Form**

**二零一一年春季学术讨论会注册表**

**8:45am-4:15pm, Saturday, March 5, 2011**  
**Stanford University, Building 320, Room 105**  
 (For directions, see <http://campus-map.stanford.edu/> )

*This conference is open to CLTAC members and their colleagues and friends. Registration is required and under no circumstance will fees be refunded. To register, complete this form, self stamp and mail it in advance (for early registration discount), or submit on-site together with your registration fee and membership fee (if applicable) to:*

**CLTAC, P.O. Box 5661, Monterey, CA 93944**

Name: \_\_\_\_\_ (both Chinese and English names, if applicable)

School/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code \_\_\_\_\_

Email: \_\_\_\_\_ Tel: \_\_\_\_\_

**Do you need a certificate for attending this conference?**     Yes     No

**Registration Fee (convenient lunch included!), please check in the appropriate  :**

- Member early registration (post-marked by **February 21, 2011**): \$15.00
- Non-member early registration (post-marked by **February 21, 2011**): \$20.00
- Member late registration (on-site or after **February 21, 2011**): \$25.00
- Non-member late registration fee (on-site or after **February 21, 2011**): \$30.00
- \*\*\*\*\* **New Membership Drive Discount** \*\*\*\*\*
- New member early registration (\$15) plus 2011 membership fee (\$15)  
 Discount rate: (post-marked by **February 21, 2011**): \$10 + \$15= \$25.00
- New member late registration (\$25) plus 2011 membership fee (\$15)  
 Discount rate: (on-site or after **February 21, 2011**): \$20 + \$15= \$35.00

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**Membership**, check one in the  (ignore if you have valid membership status of 2011):

- CLTAC Life Membership due: \$150.00    |     CLTAC 2011 membership due: \$15.00

**TOTAL: \$** \_\_\_\_\_ (check payable to CLTAC)

For more information about CLTAC and the workshop, visit CLTAC website: [www.cltac.org](http://www.cltac.org).



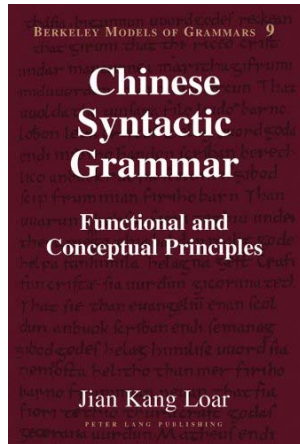


CLTAC Member Publication (NEW)

**Chinese Syntactic Grammar: Functional and Conceptual Principles**

(Berkeley Models of Grammars 9)

By Jian Kang Loar



- \* Hardcover: 526 pages
- \* Price: USD \$99.95
- \* Publisher: Peter Lang Publishing

The book *Chinese Syntactic Grammar: Functional and Conceptual Principles* focuses on the organizational principles underlying surface sentence structures in Chinese. The organizational principles, mainly comprising the three Chinese conceptual principles proposed by Tai (1985), are the Principle of Temporal Sequence, Temporal Scope and Whole-Before-Part. By analyzing the semantic roles of each clause element: subject (S), verb (V), object (O), adverbial (A), and complement (C), the book reveals that the conceptual principles play a crucial role in organizing ideas and bringing units (S, V, O and A, C) together to form grammatical sequences: S (A) V O (C), which is the basic word order of Chinese.

However, in a communicative context, when the speaker/writer constructs a sentence from the viewpoint of constructing a message, he has to study the devices by which he can lead the hearer/reader to recognize unmistakably the piece of information that he sees as the high-point of the message, at the same time providing enough additional information to ensure that the message is complete. Underlying those devices are functional principles, which mainly consist of the Principle of Communicative Dynamism and the Principle of Topic-End Focus. The functional principles control and govern the variations of the basic sentence structure (as stated above), thus generating the several special structures, such as the Ba/Bei/null Bei sentences, and the presentative sentence, etc.

Chinese is a topic-prominent language. Hence a chapter is devoted to a detailed examination of the topic-comment structure, which typically

manifests the functional principle: definite and known information precedes indefinite and new information. Issues concerning topic and comment are dealt with minutely, such as the semantic and pragmatic relations between topic and comment, grammatical forms that can function as topics, etc. Various kinds of topic-comment construction typical of the Chinese language are examined and analyzed in terms of the functional principles. The relatively comprehensive discussion of the topical nature of Chinese helps answer many structural and functional questions in Chinese grammar, thus offering deep insight into the nature of the Chinese language.

Apart from discussing word order at clause and sentential levels, a chapter is concerned with the investigation of the internal word order of a NP. Based on linguist Lu's (1998) in-depth study of the issue and findings of other researchers, analyses are made to show how the two iconic Principles of Semantic Proximity (SP) and the Principle of Referential Precedence (RP) operate and interplay in controlling the internal ordering of Chinese NPs. The issue of sequencing multiple, cross-categorical modifiers before the NP has remained unexplored or unanswered in general Chinese grammar books. Analysis in terms of the two functional principles reveal that the syntactic rule 'Modifier-Before-Modified' is not arbitrary or idiosyncratic, but conforms to the two iconic principles which are easy to understand and follow. Knowledge of the iconic principles can effectively guide students in learning to order serial premodifiers before the head noun correctly.

The book is an integration of the author's own research and observations, and the research findings of Chinese and western linguists and grammarians. Differing from all other Chinese grammar books, this work is unique in that it discusses the organizational principles of Chinese syntactic structures in terms of conceptual and functional principles. Those conceptual principles reflect the fundamental human perceptual strategies of time and space, and the functional principles are conducive to information processing of the human mind. They are all iconicity principles easily to be understood and applied by students. Most importantly, those principles subsume many seemingly unrelated word order patterns, thus we do not need to teach and learn word order in a piecemeal fashion or focus on discrete items. The functional principles insightfully uncover the motivations for special sentence structures, thus Chinese learners can understand better their communication functions and learn to use them in appropriate contexts to achieve desired communicative goals.

Another feature of the book is that it focuses on reasons, rather than merely on a description of rules. Rules are difficult to apply if they are arbitrary statements that have to be remembered and are used in apparently capricious

ways. However, rules are easier to apply if one knows how the whole language structure works. This is what the author has endeavored to do in the book. The language of the book is lucid, the arguments are cogent and the theories relied on are transparent, as they are either based on human perception of time and space of the physical world or stem from human intention to communicate effectively. It provides answers to and explanations of the questions that are encountered daily by language teachers struggling in the forefront of classrooms, such as the often omission of subjects in a Chinese sentence, the flexible position of the object, the difference between the 'yóu' (由) and bèi (被) sentence (as both particles are followed by the agentive subject), etc.

The above is a synopsis of the book. The book can serve as a textbook for training professional CFL teachers. It is a must-read book for Mandarin Chinese teachers as a handy reference book, also for intermediate and advanced Chinese learners if they want to have deeper insight into the nature of the Chinese language. Linguists who are interested in cognitive grammar and specialists across many fields including education, psychology, communication and information science will find the book enlightening and useful.

The book is not intended to be a comprehensive grammar book, so it is not to be expected to give a systematic account of all the grammatical particulars of the Chinese language. Nevertheless, it does provide a simple and easy approach to the study of word order in Chinese and some constructions peculiar to the language.

#### **About the Author**

Professor Jian Kang Loar received her BA in English and MA in English and Linguistics at Huazhong University in Wuhan, China, where she also became an English lecturer. The author came to Boston University on a presidential scholarship to study, and she received her PhD in Applied Linguistics in 1998. Since then, the author has been teaching Chinese at the Defense Language Institute in Monterey, California as an associate Chinese Professor. The author has been engaged in foreign language teaching her whole life, and she is conversant with foreign language learning and teaching theories and methodology. The author specializes in Chinese grammar and linguistics, primarily in the verbal aspectual system, the sentence information structure and word order in Chinese. The author has several articles published in the prestigious *Journal of Chinese Linguistics* and the *Journal of Chinese Language Teachers Association*. Professor Loar has been a member of the Chinese Language Teachers Association of California since 1998.