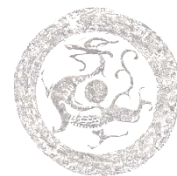


加州中文 教師協會

CHINESE LANGUAGE TEACHERS
ASSOCIATION OF CALIFORNIA



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Spring 2014 Conference Held at Stanford

Speakers Explore Heritage Learning, Teaching Strategies, & Language Technology

[Chris Wen-Chao Li] The Spring 2014 Conference of the Chinese Language Teachers Association of California (CLTAC) was held at two sites on the campus of Stanford University on Saturday, March 8, attended by over eighty language professionals and Chinese language enthusiasts from across Northern California. The conference featured a keynote address on the analysis of Chinese near-synonymy, followed by ten separate themed panels featuring some twenty-nine papers on various facets of Chinese language and pedagogy.

Following an opening address by CLTAC Vice President and Conference Chair Liwei Gao (Defense Language Institute), the morning session was kicked off with a keynote address by Professor Jizhou Yang of the Beijing Language and Culture University, whose talk titled “Contrastive Analysis of Chinese Near-Synonymy” outlined some seventeen principles for teasing out differences between near-synonyms in the Chinese

language, including such parameters as part-of-speech, transitivity, agency, tense, number, modifiers, metrical weight, register, connotation, linguistic context, and more. Yang is the author of a renowned Chinese thesaurus listing some 1,700 near-synonyms in the language.

After a brief coffee break, the morning session began in full force with separate panels on (1) teaching characters, idioms and tones, (2) curriculum and methodology, (3) acquisition and program management, and (4) teaching strategies. Research presented explored such issues as the efficacy of the use of animation in grammar teaching, the construction of social networks in study abroad programs, Chinese textbook design for foreign diplomats, first-year textbook design, theme-based instruction, the teaching of four-character idioms, and models for teaching Chinese intonation.

Following an hour-long lunch break, the afternoon session presented another six panels on (1) language technology, (2) K-12 Chinese instruction, (3) Chinese grammar, morphology, and syntax, (4) semantic asymmetry, heritage learning & pronunciation, (5) dialects, language interference & teacher qualification, and (6) learning models and cross-cultural competence. Presenters spoke on practical applications such as the use of new technology (ipads, web and mobile apps, electronic portfolios) to enhance Chinese language learning, the qualifications required of Chinese language instructors, the development of cross-cultural competence through skills-integrated research projects, and the use of song in grammar instruction, as well as more theoretically-oriented themes including semantic asymmetry, L1 interference in second language writing, retroflex initials in the Mandarin pronunciation of post-1980s Cantonese natives, and the demise of the Chinese dialects in the face of encroachment from Mandarin.

The final event of the day was the closing ceremony, at which

二零一四年春季学术研讨会 2014 Spring Conference

March 8, 2014
Stanford University



CLTAC President Chengzhi Chu commended the quality of the research presented and the attendance the conference was able to garner. Best Presentation Awards were also given out to select graduate students and K-12 teachers. Student award recipients included Tzu-I Chiang (University of Wisconsin-Milwaukee) -- "Context, Animation & L2 Acquisition: A Pilot Study on the Acquisition Sequence of the Particle LE in Mandarin Chinese"; Lucy Sui (San Francisco

State University) -- "Use of the 'You+VP' Pattern in Native-English-speaking Learners of Chinese", and Ye Tian (University of California-Riverside) -- "Elements in Producing Success and Failure for Chinese Heritage Learners in Learning Chinese in an Ivy League School". K-12 prizes were awarded to Ling-Ling Chern's (Joaquin Miller Middle School) -- "Enhancing Chinese Lexicon Acquisition" and Winnie Tung (Prospect High School) -- "Transformation from Student's Portfolio to Blended Learning".

Best Presentation Award

(Winners and research abstracts)

Student award winners

Tzu-I Chiang, University of Wisconsin-Milwaukee

Some Pedagogical Implications of the acquisition sequence of the Particle LE in Mandarin Chinese

This study reports preliminary findings on the acquisition sequence of the particle LE in Mandarin Chinese along with the pedagogical implications that this sequence has on the instruction of LE to L2 learners. It is widely accepted in the literature that there are two distinct functions of LE in Mandarin Chinese (Li and Thompson 1981; Chao 1968; Smith 1991):

1) 我学了游泳。
Wǒ xué le yóuyǒng
I learn LE1 swim
'I learned how to swim.'

2) 妹妹累了。
Mèimei lèi le
Sister tired LE2
'(My younger) sister is tired.'

The first function (LE1) shown in (1) signifies perfective aspect. The syntactic position of LE1 is after the verb, and it indicates the boundedness, completion and termination of an action/event. The second function of LE (LE2) as seen in (2) above occurs sentence-finally, and is a mood marker that indicates change of state, realization of a new situation, or the inchoativity of an event.

The multiple functions of LE make it one of the most difficult grammatical items for Chinese instructors to teach as well as for L2 learners to acquire. Which LE function should be presented first to second-language learners has been debated in the literature and the matter still has not been settled (Wen 1995; Teng 1999). In the present study, data from a written task were collected from 49 American college students who are native speakers of English and who are in the process of

learning Chinese as a second language at an American university. The results show that there are five stages of the acquisition of the functions of LE in Mandarin Chinese. The findings also indicate that there is an implicational, acquisitional sequence such that L2 learners who have acquired the verb-final LE would also have acquired the sentence-final LE, but not vice versa.

Along with the stages and the acquisition sequence found in this study, the results support the pedagogical proposals of Teng (1999), which claims that LE2 should be introduced to learners prior to LE1.

Xiaohong Sui, San Francisco State University

The "Yǒu+VP" Pattern in Native English-Speaking American Learners of Chinese as a Second Language

This paper aims to study the prevalence of the "You+VP" structure in the spoken Mandarin of native English-speaking learners of Chinese. The recent rise of the "You+VP" structure in Mandarin Chinese is well-documented in the literature (Chen 2007; Feng 2009; Cai 2009; Zhang 2012; Zheng 2012; Diao 2012), and it has been suggested that transfer from similar structures in English, among other factors such as influence from southern dialects and Mandarin usages from Hong Kong and Taiwan, may have contributed to the development (Li 1985; Ling 1991). If so, then one would expect a higher rate of occurrence for the "You+VP" structure in Chinese sentences uttered by native speakers of English than in sentences produced by native speakers of Chinese. This study documents exactly that, namely, by measuring the frequency of the "You+VP" pattern among English-speaking learners of Chinese as a Foreign Language (CFL) in a bilingual immersion elementary school (Chinese American International School) setting in the United States. Results show that these English-speaking CFL learners do indeed have a higher occurrence rate of the "You+VP" pattern than in the

Hundreds Attend 39th CLTAC Chinese Speech Contest at Lowell High School

[Chris Wen-Chao Li] The Mandarin Speech Contest of the Chinese Language Teachers Association of California (CLTAC) was held at Lowell High School Saturday, drawing a crowd of close to a thousand as the contest headed into its thirty-ninth year. Six hundred and twenty-five contestants of different levels and ages convened at the school's Lakeshore campus together with their friends, family and supporters, many decked in formalwear or traditional Chinese garb, ready for a linguistic showdown with their contest rivals.

The opening ceremony began promptly at 12:00 PM in the auditorium of Lowell High School. CLTAC President Chengzhu Chu greeted the crowd and congratulated them on following in the footsteps of Facebook founder Mark Zuckerberg and other luminaries who have become aware of the importance of the Chinese language in the new world order. Chu also stressed the importance of building positive relations between China and the U.S., starting with building positive relations between the people of the two nations, which depends heavily on an understanding of Chinese language, which offers a glimpse into an ancient civilization and an alternative world view. Chu's address, delivered in Mandarin, was translated into English by San Francisco State University professor Chris Wen-chao Li.



The competition began at 1 PM, with contestants of different proficiency levels competing separately in different classrooms throughout the Lowell campus. Results started

trickling in after 2 PM, and while CLTAC committee members kept busy calculating scores in the school cafeteria, student-led entertainment celebrating Chinese dance, music and culture was provided in the auditorium. The program included songs, skits and dances performed by elementary and pre-school children as well as ethnic instruments performed by virtuoso high school and college students.

The results of the contest were announced at 3:45 PM, and prominent figures of the Chinese community were invited to present the awards. These include Chief Education Consul Jun Yang of the Chinese Consulate in San Francisco, Education Division Director Pauline Chen of the Taipei Economic and Cultural Office in San Francisco, and CLTAC President Chengzhi Chu. Results were announced in the order of Honorable Mention, Third Place, Second Place and First Place. A total of one hundred twenty-three trophies and one hundred twenty-five certificates were given out to winners of the contest.



Starting this year, all participants of the contest were given a Certificate of Achievement so as to encourage the study of Chinese language and the practice of Chinese public speaking.

The 39th CLTAC Mandarin Speech Contest Winners

Prize	Last name	First name	Group	School
1	Chan	Kayte	I-A-1	Cornerstone Learning Foundation
1	Kaufman	Noah	I-A-1	Cornerstone Learning Foundation
1	Chetty	Mia	I-A-2	Cornerstone Learning Foundation
1	Tom	Makena	I-A-2	Yew Chung International School
1	Chau	Aren	I-A-3	Yew Chung International School
1	Acken	Audrey	I-A-4	Cornerstone Learning Foundation
1	Newman	Chloe	I-A-4	Yew Chung International School
1	Kang	Nicole	I-A-5	Yew Chung International School
1	Ng	Jeckie	I-B-1	College Park Elementary School
1	Kwan	Justin	I-B-2	Yew Chung International School
1	Seto	Aidan	I-B-3	Cornerstone Learning Foundation
1	Lo	Timothy	I-B-5	Yew Chung International School
1	Chien	Naomie	I-C-2	Cornerstone Learning Foundation
1	Lay	Artis	I-C-3	Yew Chung International School
1	Frazier	Julia	I-D-1	Chinese American International School
1	Eng	Valerie	I-D-2	Meyerholz Elementary
1	Myers	Reese	I-D-2	Meyerholz Elementary
1	Volfbeyn	Madeleine	I-D-3	Chinese American International School
1	Fisch	Charlotte	I-D-4	International School of the Peninsula
1	Dodson	Andrew	I-D-5	International School of the Peninsula
1	Sheppard	Isabel	II-A-6	Katherine Delmar Burke School
1	Thaler	Julia	II-A-7	Katherine Delmar Burke School
1	Kaler	Catherine	II-A-8	French American International School
1	Frick	Evan	II-B-6	Cornerstone Learning Foundation
1	Mok	Kelly	II-B-7	Chinese Christian Schools
1	Chan	Charlott	II-B-8	Chinese Christian Schools
1	Halevy	Helen	II-C-7	Egan Junior High School
1	Rozay	Leo	II-D-6	International School of the Peninsula
1	New	Rachel	II-D-8	International School of the Peninsula
1	Khan	Alveera	III-A-1	Monta Vista High School
1	Koury	Hannah	III-A-2	French American international school
1	Trivedi	Puja	III-A-3	Monta Vista High School
1	Na	Songmin	III-A-4	Monta Vista High School
1	Lam	Stanley	III-B-1	Chinese Christian High School
1	Burgess	Michael	III-B-2	Monta Vista High School
1	Shen	Jiawei	III-C-4	Hillsdale High School
1	Yu	Kaysie	III-D-1	French American International School
1	Kiyonami	Kaholi	III-D-2	Monta Vista High
1	CAMPBELL	CALEB	IV-A-1-1	Defense Language Institute
1	Yu	Layla	IV-A-1-1	San Francisco State University

1	Kraemer	Madeline	IV-A-1-2	Defense Language Institute
1	Sherman	Samuel	IV-A-1-2	Defense Language Institute
1	Hidano	Satomi	IV-A-2-1	Diablo Valley college
1	Mizuguchi	Mari	IV-A-2-2	Diablo Valley college
1	Redus	Mike	IV-A-2-2	San Francisco State University
1	Andis	Gage	IV-A-2-2	Defense Language Institute
1	Nelson	Aaron	IV-A-3	Defense Language Institute
1	Taylor	Dallas	IV-A-4	San Francisco State University
1	Lien	Amy	IV-B-1	University of California, Davis
1	Lai	Mei Ling	IV-B-1-2	College of San Mateo, Skyline College
1	Kim	Eunbyul	IV-B-4	University of California, Berkeley
1	Peng	Rilla	IV-C-4-2	University of California, Santa Barbara
2	Chan	Natalie	I-A-1	Cornerstone Learning Foundation
2	Tang	Ryan	I-A-1	Yew Chung International School
2	Tan	Madi	I-A-2	Cornerstone Learning Foundation
2	Cruden	Jennifer	I-A-2	Yew Chung International School
2	Cheng	Avon	I-A-3	College Park Elementary School
2	Kitamura	Hannah	I-A-4	Bullis Charter School
2	Hsia	Katherine	I-A-4	College Park Elementary School
2	Regan	Winnifred	I-A-5	Yew Chung International School
2	Lu	Vinca	I-B-1	Cornerstone Learning Foundation
2	Chan	Anthea	I-B-2	Yew Chung International School
2	Wang	Isabella	I-B-3	Cornerstone Learning Foundation
2	Lo	Douglas	I-B-4	Yew Chung International School
2	Ding	Tevin	I-C-2	Yew Chung International School
2	Yuan	Owen	I-C-3	Yew Chung International School
2	Ho	Sophie	I-D-1	International School of the Peninsula
2	Lok	Madison	I-D-2	Chinese American International School
2	Clubs	Emily	I-D-2	International School of the Peninsula
2	Zhou	Evelyn	I-D-3	International School of the Peninsula
2	Yang	Maxwell	I-D-4	Meyerholz Elementary
2	Wakelee	Azalea	I-D-5	International School of the Peninsula
2	Wu	Vivian	II-A-7	Cornerstone Academy
2	Ling	Charis	II-A-8	Chinese Christian Schools
2	Chen	Belinda	II-B-6	Chinese Christian Schools
2	Mau	Sylvia	II-B-7	Chinese Christian Schools
2	Chen	Jasper	II-B-8	Chinese Christian Schools
2	Pei	Dianna	II-C-7	Miller Middle School
2	Masri	Sierra	II-D-6	International School of the Peninsula
2	Sriram	Sindura	III-A-1	Monta Vista High School
2	Blasheck	Teeger	III-A-2	Stevenson School
2	Wu	William	III-B-1	Chinese Christian High School
2	Shang	Keven	III-B-4	Monta Vista High School

2	Fu	Carol	III-C-4	Namkue School
2	Ho	Gillian	III-D-1	Chinese Christian High School
2	Cui	Tongyao	III-D-2	Chinese Christian High School
2	Archer	Michael	IV-A-1-1	Defense Language Institute
2	Saefong	Mintra	IV-A-1-1	San Francisco State University
2	Mathews	Khari	IV-A-1-2	Diablo Valley college
2	Sprott	Andrew	IV-A-1-2	Defense Language Institute
2	Baek	Jeong Woong	IV-A-2-1	Diablo Valley college
2	Fujimoto	Kazuya	IV-A-2-2	Diablo Valley college
2	Nguyen	Nhi	IV-A-2-2	San Francisco State University
2	Youn	Jahee	IV-A-2-2	University of California, Berkeley
2	Jennifer	Yang-Wong	IV-A-3	University of California, Davis
2	Kamau-Devers	Njeri	IV-A-4	University of California, Berkeley
2	So	Alyssa	IV-B-1-2	University of California, Berkeley
2	Chen	Betty	IV-B-4-1	University of California, Davis
2	Hsieh	Kevin	IV-C	University of California, Berkeley
3	Ross	Nico	I-A-2	Cornerstone Learning Foundation
3	Gibbs	Alexandra	I-A-3	Yew Chung International School
3	Scott	Maggie	I-B-1	Yew Chung International School
3	Lam	Shuya	I-B-2	Cornerstone Learning Foundation
3	Thai	Sophie	I-B-4	Cornerstone Learning Foundation
3	Ju	Amber	I-C-4	Chinese Christian Schools
3	Kinsky	Jacob	I-D-1	International School of the Peninsula
3	Halevy	Kasper	I-D-2	International School of the Peninsula
3	Yang	Kevin	I-D-2	International School of the Peninsula
3	Fong	Mckenna	I-D-3	Chinese American International School
3	Chueh	Natalie	I-D-4	International School of the Peninsula
3	Long	Roy	I-D-5	Meyerholz Elementary
3	Chan	Lauryn	II-A-8	Chinese Christian Schools
3	Stevens	Scott	III-A-2	Menlo School
3	Alsup	Meia	III-D-1	Homestead High School
3	Chen	Fangze	III-D-2	Chinese Christian High School
3	Kim	Soohyun	IV-A-1-1	Diablo Valley college
3	Balasbas	Avery	IV-A-1-1	University of San Francisco
3	Meyer	David	IV-A-1-2	City College of San Francisco
3	Liu	Cheng Chun	IV-A-1-2	Diablo Valley college
3	Tokusho	Kayo	IV-A-2-1	San Francisco State University
3	Gillotte	Jessica	IV-A-2-2	University of California, Berkeley
3	Gribble	Joey	IV-A-2-2	University of California, Davis
3	Liu	Yu Cheng	IV-B-1-2	University of California, Berkeley
H*	Anderson	Cecilia	I-A-1	Yew Chung International School
H	Fung	Adrienne	I-A-1	College Park Elementary School
H	Barek	Ethan	I-A-1	Cornerstone Learning Foundation

H	Gibbs	Gretta	I-A-1	Yew Chung International School
H	Lee	Isabella	I-A-2	College Park Elementary School
H	Wong	Joanna	I-A-2	College Park Elementary School
H	Riordan	Thomas	I-A-2	Cornerstone Learning Foundation
H	Leese	Griffin	I-A-2	Yew Chung International School
H	O'Neill	Evan	I-A-2	Yew Chung International School
H	Yang	Kelly	I-A-3	Bullis Charter School
H	Hue	Kaitlyn	I-A-3	College Park Elementary School
H	Perry	Tristan	I-A-3	Cornerstone Learning Foundation
H	Blaydes-Greenberg	Jonah	I-A-4	Bullis Charter School
H	Kim	Tristan	I-A-4	Bullis Charter School
H	Anderson	Virginia	I-A-4	Yew Chung International School
H	Perry	Charlotte	I-A-4	Yew Chung International School
H	Yang	M Ryan	I-A-5	Bullis Charter School
H	Damien	Teela	I-A-5	Yew Chung International School
H	Goodman	William	I-B-1	Cornerstone Learning Foundation
H	Thai	Cami	I-B-1	Cornerstone Learning Foundation
H	Yun	Rachel	I-B-1	Cornerstone Learning Foundation
H	Maciuca	Adrian	I-B-1	Yew Chung International School
H	Wong	Tyler	I-B-2	Cornerstone Learning Foundation
H	Fischer	Jason	I-B-2	Yew Chung International School
H	Michelle	Leonard	I-B-2	Yew Chung International School
H	Lai	Daniel	I-B-3	Chinese Christian Schools
H	Wing	Kimberly	I-B-3	Yew Chung International School
H	Chang	Hana	I-B-4	Cornerstone Learning Foundation
H	Chan	Myron	I-B-5	Yew Chung International School
H	Yeung	Jaycie	I-B-5	Yew Chung International School
H	Bao	Aaron	I-C-1	Bullis Charter School
H	Shum	Yu	I-C-2	Yew Chung International School
H	Shen	Charity	I-C-4	Chinese Christian Schools
H	Zhang	Crystal	I-C-4	Chinese Christian Schools
H	Ding	Daisy	I-C-4	Yew Chung International School
H	De Silva	Darwin	I-D-1	Chinese American International School
H	Grewal	Sarina	I-D-1	International School of the Peninsula
H	Pataki	Monika	I-D-1	International School of the Peninsula
H	Han	Carter	I-D-2	Chinese American International School
H	Tarm	Trevor	I-D-2	Chinese American International School
H	Alexander	Horng	I-D-2	International School of the Peninsula
H	Chang	Stephanie	I-D-2	International School of the Peninsula
H	Tan	Chole	I-D-2	International School of the Peninsula
H	Ross	Alice	I-D-2	Meyerholz Elementary
H	Aaron	Yan	I-D-3	International School of the Peninsula
H	Cheng	Raina	I-D-3	International School of the Peninsula

H	Liu	Burton	I-D-3	International School of the Peninsula
H	Roth	Annemarie	I-D-4	Chinese American International School
H	Corricello	Mei	I-D-4	Meyerholz Elementary
H	Ruckstuhl	Lauren	I-D-4	Meyerholz Elementary
H	Hunt	Alexandria	I-D-5	Meyerholz Elementary
H	Liang	Adrienne	I-D-5	Meyerholz Elementary
H	Scanlon	Diego	I-D-5	Chinese American International School
H	Fong	Mitchell	II-A-6	Chinese Christian Schools
H	Li	Grace	II-A-7	Cornerstone Academy
H	Kawahara	Ryan	II-A-7	Cornerstone Learning Foundation
H	Campbell	Miles	II-A-8	Chinese Christian Schools
H	Nguyen	Andrew	II-A-8	Chinese Christian Schools
H	Turnquist	Mark	II-A-8	Chinese Christian Schools
H	Toy	Jennifer	II-B-6	Chinese Christian Schools
H	Lee	Lorraine	II-B-6	Katherine Delmar Burke School
H	Li	Aric	II-B-7	Chinese Christian Schools
H	Lam	Faith	II-B-7	Cornerstone Academy
H	Zhu	Vanessa	II-B-7	Cornerstone Academy
H	Ku	Venus	II-B-8	Chinese Christian Schools
H	Lee	Jaedon	II-B-8	Cornerstone Academy
H	Chen	Keren	II-C-8	Chinese Christian Schools
H	Mar	Grace	II-C-8	Cornerstone Academy
H	Del Grande	Sophia	II-D-6	International School of the Peninsula
H	Walters	Aaron	II-D-6	International School of the Peninsula
H	Koury	Joey	II-D-8	Chinese American International School
H	Tieu	Jessica	III-A-1	Chinese Christian High School
H	Jatin	Goyal	III-A-1	Monta Vista High School
H	Kreindler	Lior	III-A-2	Hillsdale High School
H	Noh	Joseph	III-A-2	Hillsdale High School
H	Kim	HyunMoo	III-A-2	Monta Vista High School
H	Choi	Bokyung	III-A-3	Stevenson School
H	Lee	Anson	III-B-1	Chinese Christian High School
H	Pak	Elijah	III-B-1	Chinese Christian High School
H	Wong	Angelin	III-B-2	Chinese Christian High School
H	Wu	Vincent	III-B-2	Chinese Christian High School
H	Wang	Edgar	III-C-4	Monta Vista High School
H	Yang	Andy	III-C-4	Monta Vista High School
H	Chan	Alyssa	III-D-1	Chinese Christian High School
H	Leong	Samantha	III-D-1	Chinese Christian High School
H	Chen	Faith	III-D-1	French American International school
H	Wang	Angela	III-D-2	Homestead High School
H	Chen	Eric	III-D-2	Amador Valley High School
H	Smith	Bakari	III-D-3	French American International School

INTERVIEW WITH CALEB CAMPBELL (DLI)

1ST PRIZE WINNER OF 39TH SPEECH CONTEST



CLTAC: What's your name? Do you have a Chinese name? What's the meaning of your Chinese name?

Campbell: My name is Caleb Campbell, or 康凯乐。 It means victorious and happy Kang! (Kang is phonetic for my last name, Campbell). However, in class, and indeed in my school more generally, I've become known as 康师傅。 This is because, as my teacher's explained to me, 康 is used in a very popular brand of noodles in China, called 康师傅, so that now, I too am called Master Kang!

CLTAC: When did you start to learn Chinese? Why did you choose Chinese as your second (or third...) language? What of Chinese is attractive to you?

Campbell: I started about 4 months ago now. Language learning has been a major hobby of mine for some time now. When I had the opportunity to come to language school, I wanted to choose a language that I wouldn't normally study on my own. I chose Chinese because a) it has become an incredibly important language in the world (with it you can communicate with more than half the world's population!), b) I felt it would make me marketable in the professional field, c) as a linguist, the level of difficulty that Chinese has is at the same time daunting, and attractive, like Everest would be to a climber, d) and perhaps most importantly, I've been to China, liked it, and could see myself enjoying living there someday.

CLTAC: Why did you register for the Speech Contest? What were the motives?

Campbell: I registered about 2 months before the contest after being encouraged by my teachers to do so. I wanted to participate because I wanted to challenge myself to learn a speech in Chinese, and I wanted exposure to the Chinese language learning community in California.



CLTAC: How did you prepare for the Speech Contest?

Campbell: Constant practice! The best thing was recording my teacher say the speech in a very authentic way, and then just listening to it over and over again, piece by piece, and trying to mimic their exact sound.

CLTAC: What did you think of winning the 1st prize in the Contest?

Campbell: I was a little surprised actually. There were a lot of good contestants there.

CLTAC: For future participants in the Contest, do you have any words or advice for them?

Campbell: Make sure you have the speech memorized before you present it so you don't have to read it (like some contestants did), use authentic Chinese phrases and figures of speech, even if it's well beyond your current level. Because once you know them, your current level only improves.

[Interviewed by Xianghua Wu]

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Please visit CLTAC's homepage at <www.cltac.org>.

- For questions about membership and/or paying membership fees, please write to Treasurer Qi Wang at <Wluqi_77@hotmail.com>.
- For matters regarding membership status and contact info, please write to Membership Secretary Qi Wang at <Wluqi_77@hotmail.com>.
- To share professional development information with CLTAC members, email Membership Secretary Qi Wang at <Wluqi_77@hotmail.com>.
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- For matters relating to the annual conference and workshop, please mail Vice President Liwei Gao at <lwgao98@gmail.com>.
- To submit news for the CLTAC Newsletter, please email the Newsletter Editor Xianghua Wu at <xianghwa.wu@gmail.com>.
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