

# 加州中文 教師協會

CHINESE LANGUAGE TEACHERS  
ASSOCIATION OF CALIFORNIA



网址: www.cltac.org ◆通讯地址: P.O. Box 5661, Monterey, CA 93944

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## 加州中文教师协会新任正副会长出炉 CLTAC Elects New Leadership *New President & Vice Presidents to Take Office*

【PRESIDENT】高立伟(Liwei Gao) · University of Illinois at Urbana-Champaign 语言学博士 · 国防语言学院中文学院副教授 · 助理院长。历任 Proficiency Enhancement Program (PEP) 专家, 教学组组长 · Academic Senate 成员。系 Oral Proficiency Interview (OPI) 考官及 Diagnostic Assessment (DA) 专家。曾在伊利诺伊大学、吉林大学教授中文、亚洲文化及英文课程。作为加州中文教师协会终身会员, 已在协会服务多年。并自 2011 年起担任协会副会长兼财政与会员委员会主席。



▶▶ 【VICE PRESIDENT】唐乐(Le Tang) 现任斯坦福大学中文讲师。2004 年于中国人民大学毕业后一直从事对外汉语教学工作, 先后在 CET 学术项目、明德中文暑校、密西根大学、及蒙特雷国际研究学院 (Monterey Institute of International Studies) 担任各年级各类课程的教学, 经验丰富。研究兴趣包括写作教学、商务汉语教学及标准化测试等。曾多次在学术会议上宣读论文并有教材出版。



▶▶ 【VICE PRESIDENT】Jing Liang (梁晶) is currently teaching Chinese at Lowell High School in San Francisco. She also taught at Katherine Delmar Burke School in San Francisco, and worked as an editor at Beijing Language and Culture University Press. She

received her M.A. in Chinese Language and Literature from Beijing Normal University in Beijing, and her teaching credential from San Francisco State University.



## 第四十屆中文演講比賽日期敲定

*40th Mandarin Speech Contest to be held at Lowell High School*

The 40th Speech Contest will be held at Lowell High School, San Francisco on Sunday, April 26, 2015. As one of the most important events organized by CLTAC, the annual Mandarin Speech Contest aims to demonstrate the achievements made by students of all educational levels when learning Chinese language and culture. Last year, over six hundred contestants convened at Lowell High School's Lakeshore campus together with their friends, family and supporters.

Registration instructions for the 2015 Speech Contest will be announced on the CLTAC website and also via the association's mailing list shortly.



# 鄭之懿獲頒協會 2014 年終身成就獎

*Honoring Clare Cheng: A Lifetime of Passion for the Teaching of Chinese*

On October 18, 2014, Clare Chih-Yih Cheng was honored with a life-time service award at the CLTAC 2014 Fall Workshop that was held at the University of San Francisco. Clare was unable to receive the award in person, as she was traveling in Taiwan at the time, and so I was asked to receive the award in her place and to look after it until Clare's return. Me? There cannot have been anyone less suited in the room to receive this impressive award on Clare's behalf than me. Me, the newbie to CLTAC, with barely two years of teaching at San Francisco State under my belt, a "laowai" whose Chinese has more than once benefitted from Clare's generous counsel. Someone else get up and receive that badge of honor in Clare's place, I begged silently, please! But there was no hiding. Outgoing president Chengzhi Chu was already gesticulating toward me, and applause rose as I reluctantly made my way to the front of the auditorium. A handshake, a smile for clicking cameras, and a genuine "it's an honor to receive this award in Clare's place," and back I was in my seat, holding in my hands the heavy plexiglass award with Clare's name on it that was getting heavier and heavier as I was reflecting upon the life work for which it had been awarded, a life dedicated to learning and teaching. Clare came to San Francisco in the early 1980s, after receiving a BA in East Asian Languages and Literatures from Fu-Jen University in Taiwan. In 1984, she received an MA in Chinese from San Francisco State where she went on to teach a wide array of classes for the next thirty years. Since 1990, Clare has also taught at City College of San Francisco, and for the past fifteen years, she has been one of the most energetic and committed committee members of CLTAC. Over the years, Clare has been involved in numerous textbook projects, co-editing workbooks for the *Practical Chinese Reader* (hey, that was my first textbook!), *Colloquial Chinese*, or *Chinese Link*. Her voice can be found on the various audio learning resources in the language lab at San Francisco State, many of which are also or her design. In addition, Clare has published essays and short stories in the *World Journal*.

I returned to my office at San Francisco State that afternoon. I carefully took Clare's award out of my bag and placed it on my desk. "For Extraordinary Accomplishments in Advancing the Chinese Language Education in California," the engraving read. A meaningful engraving, I thought, the solemnity of which surely befitted the occasion. But everyone who has met Clare knows that the extraordinary-ness of her accomplishments cannot be measured in years of service or textbooks edited, or even in the many awards of excellence and appreciation she has received over the years. Clare's greatest gift to her students and colleagues was a gift of joy. Joy for teaching, joy for learning, joy for life. Joy that was contagious. No matter how heavy a teaching load or how overenrolled a class, Clare would meet the challenge with cheerful laughter. By far one of the most popular instructors in the Foreign Languages department at San Francisco State, Clare was also one of the most effective. Not because she kept strict discipline and taught with an iron fist. On the contrary: It was her good humor and her love for Chinese that would motivate even the laziest and most indifferent student.



Countless generations of students were inspired by Clare and rose to the challenge in her classes. Many of her students became so enamored with Chinese language and culture that they ended up making Chinese their careers, as teachers or global professionals. Countless Graduate Teaching Assistants from the Chinese MA program at San Francisco State found in Clare a generous mentor whose ceaseless encouragement and unmatched expertise helped them become better teachers. When I first arrived at San Francisco State, Clare welcomed me with open arms. She shared every scrap of insight gained over her three decades at San Francisco State, and showered me with invaluable advice when I taught my first Chinese 101. And always a teacher, she sometimes took me aside and gently straightened one of my crooked four tones.

As I stared at the diamond-shaped plexiglass trophy on my desk with Clare's name on it, I suddenly felt an immense feeling of gratitude for having had the chance to look after it for a while. It was as if some of Clare's joy, her encouragement, her motivation, her optimism, her trust in your abilities exuded from the award that was now standing on my desk. Later that month, Clare returned from Taiwan and I passed on the trophy to its rightful recipient. I did, however, hold on to a dose of gratitude and joy in the hope that it will help me become a better teacher.

Frederik H. Green



# TALES FROM A BEAUTIFUL ISLAND

*Huang Chunming (黃春明) and Howard Goldblatt (葛浩文) at SFSU*

On November 8, 2014, the Chinese program at San Francisco State University (SFSU) carried out another successful Taiwan literature event: Tales from a Beautiful Island 美麗島的故事. Two literary giants --- Taiwanese nativist writer Huang Chunming and world-famous translator of Chinese-language literature Howard Goldblatt --- delighted an audience of about 120 with a bilingual reading and a discussion about Taiwanese literature in the auditorium of the Humanities Building at SFSU. An empty chair on that stage during Frederik Green's welcome speech signaled to the audience that Huang, who had been diagnosed with lymphoma only weeks prior to the event, had not been able to attend the event in person. Heeding his doctors' advice not to undertake the long journey to San Francisco, Huang nevertheless was determined to meet his old friend and translator Howard Goldblatt and to connect with his fans in the Bay Area. As a result, he made a surprise live-appearance on a huge screen that had been installed on stage from where he greeted a startled audience via Skype with a cheerful "Hello, I am Huang Chunming". Goldblatt, who was accompanied by his wife and fellow-translator Sylvia Lin 林麗君, is both an alum and a former professor of the Chinese program at SFSU where he taught from 1974 - 1988. Recounting the beginnings of his friendship with Huang Chunming that goes back to the mid-seventies, Goldblatt shared with the audience how Huang one day showed up on his doorstep in San Francisco, not long after Goldblatt had translated Huang Chunming's famous novella "Sayonara Zaijian." From this, a lasting friendship ensued. To the great delight of the audience, Huang Chunming later added some anecdotes from that first trip to America: venturing on a road trip in a ramshackle old car he had bought for a few hundred dollars, he was stopped by a highway patrol because his rear lights were not working. Huang got out, kicked the rear of the car, and the lights miraculously came on. Interpretation was provided by Chris Wen-chao Li of the Chinese program at SFSU whose performance was even more impressive than during previous events. Although the Skype connection cut out more than once in the middle of a sentence, Li remained unperturbed and elegantly filled in the missing parts.

The first story that was read out during the event was the novella "Fish" (魚). While Sylvia Lin read out the original in Taiyu 台語, the language spoken in rural Taiwan, Howard Goldblatt read out his English translation. Set in a poor mountain village in the 1960s, the story describes the intimate relationship between a grandfather and his grandson who has begun an apprenticeship in a nearby town. When on a visit home the grandson brings back a fresh fish, he accidentally drops it on the way and it is run over by a truck. Angry at his own carelessness and saddened by his inability to surprise his grandfather, the grandson clashes violently with his

grandfather when the latter in his disappointment patronizes his grandson. Focusing on the display of raw emotions and the inter-personal relations among rural Taiwanese, "Fish" with its suggestive language and exploration of life in pre-industrial Taiwan is an early masterpiece of Huang's.



"Fish" was followed by the short story "Dead Again" (死去活來), a most poignant commentary on the impact of modernization on traditional rural family structures. It was read out by Huang himself in Taiyu and by Goldblatt in English. Believed to be on the brink of dying of old age, eighty-nine year old granny Fennieng is rushed from the hospital to her mountain village where her entire extended family gathers around her bed to bid her farewell. Fennieng, however, has no intention of dying quite yet and startles her family when she suddenly asks them for a snack. Twice more does a sudden decline in Fennieng's health bring the entire extended family from all over Taiwan back to her bedside, but on both occasions Fennieng recovers. While the gathering of her large family clearly delights Fennieng, she is also a little embarrassed over the annoyance she causes them. The story ends with Fennieng vowing to herself that "next time, I'm really leaving. Next time." A moment of silence followed before the audience rose to a standing ovation for all three guests. Huang was visibly moved by the display of enthusiasm from the audience and Goldblatt told him via Skype that "next time we'll be on stage again together." The event was followed by a reception and book signing.

*By Frederik H. Green*

CHINESE LANGUAGE TEACHERS ASSOCIATION OF CALIFORNIA (CLTAC)

**2015 Spring Conference** 二零一五年春季学术研讨会

**REGISTRATION FORM 注册表**

Saturday, February 28, 2015, Stanford University  
Bishop Auditorium, Lathrop Library, 518 Memorial Way, Stanford, CA 94305  
(For directions, see <http://campus-map.stanford.edu/>)

*This conference is open to both CLTAC members and non-members. **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) to*

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

*or submit it on-site together with your registration fee and membership fee (if applicable).*

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 (postmarked by **February 16, 2015**): \$15.00
- Non-member early registration (postmarked by **February 16, 2015**): \$20.00
- Member late registration (on-site or after **February 16, 2015**): \$25.00
- Non-member late registration fee (on-site or after **February 16, 2015**): \$30.00

**\*\*\*\*\* New Membership Drive Discount \*\*\*\*\***

- New member early registration (\$15) plus 2015 membership fee (\$20)  
Discount rate: (postmarked by **February 16, 2015**): \$10 + \$20 = \$30.00
- New member late registration (\$25) plus 2015 membership fee (\$20)  
Discount rate: (on-site or after **February 16, 2015**): \$20 + \$20 = \$40.00

**Convenient lunch**  Vegetarian  Non-vegetarian

**Membership**, check one of the  (ignore if you have valid membership status of 2015):  
 CLTAC Life Membership due: \$150.00 |  CLTAC 2015 membership due: \$20.00

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

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



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### JOIN CLTAC

CLTAC has regular, annually renewable membership and life-time membership. CLTAC originally maintained memberships from mostly college level since 1970s, and later on, CLTAC extended the involvement of K-12 professionals. We are now in the 21st century, and we realize that teaching of Chinese has become a collaborative effort needing professionals from all kind of schools and educational organization. CLTAC welcomes Chinese teachers with the status of educators, prospective new teachers across levels and spectrum: they may be from mainstream public or independent schools, registered or accredited schools, to independent educational organizations, to college and research-oriented graduate levels of various kinds of institutions.

#### Membership benefits

Once you join CLTAC, you will instantly get the following benefits:

- Attending, presenting papers at, and organizing panels for CLTAC's Annual Spring Conference and Fall Workshop;
- Sign up students for CLTAC's annual Speech Contest;
- Receiving CLTAC's E-Newsletter two times a year;
- Publishing personal and institutional news in CLTAC's E-Newsletter;
- Receiving information on professional development and job announcement;
- Voting for CLTAC's President and Vice Presidents;
- Being nominated and elected as CLTAC's President and Vice President; and much more...

To Join CLTAC, please fill out the membership application or renewal form, and send it with a check to:

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

Please allow 2-4 weeks for processing. (Note that the current CLTAC policy is not to disclose any personal info.)

Weisi Cai

### HOW TO CONTACT CLTAC

- To become a CLTAC member and/or pay membership fees, please go to the website ([www.cltac.org/membership.html](http://www.cltac.org/membership.html)) for the Membership Application Form and instructions or write to the Treasurer, Prof. Peiyu Roth 陈佩瑜, at [peiyuc@hotmail.com](mailto:peiyuc@hotmail.com).
- For things regarding your membership status and contact info, etc., please write to the Treasurer, Prof. Peiyu Roth 陈佩瑜, at [peiyuc@hotmail.com](mailto:peiyuc@hotmail.com).
- To share teaching, research and other professional development information with CLTAC members, please write to Prof. Frederik Green 葛浩德, the Executive Secretary, at [fgreen@sfsu.edu](mailto:fgreen@sfsu.edu).
- 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 Jing Liang 梁晶, Chair of the Speech Contest Committee, at [jingliang88@gmail.com](mailto:jingliang88@gmail.com).
- For matters regarding the annual Spring Conference and Fall Workshop, please visit the webpage ([www.cltac.org/meetingworkshop.html](http://www.cltac.org/meetingworkshop.html)) or email Vice President Le Tang 唐乐, Chair of the Spring Conference and Fall Workshop Committee, at [letang@stanford.edu](mailto:letang@stanford.edu).
- For submissions to CLTAC Newsletter, please email to the Newsletter Editor Dr. Xianghua Wu 吴向华 at [xianghwa.wu@gmail.com](mailto:xianghwa.wu@gmail.com).
- For other information please visit the CLTAC webpage (<http://www.cltac.org>) or email Prof. Liwei Gao 高立伟, CLTAC President, at [lwgao98@gmail.com](mailto:lwgao98@gmail.com)

## HELP SUPPORT THE CLTAC MANDARIN SPEECH CONTEST!

Welcome to the 40th Chinese Mandarin Speech Contest! For 40 years, CLTAC has set the speech contest stage ablaze. The Chinese Mandarin Speech Contest by the CLTAC is the largest speech contest outside of China. To keep this legacy alive, we need your help urgently to bring out some of the brightest Chinese language learners across a multitude of students ranging from elementary school kids to college students who can take the stage and showcase their ability to speak in Chinese. Now, we would like to invite you to make a donation

in any amount to support the speech contest. If you decide to donate, please make a check payable to CLTAC and mail it to:

CLTAC

P.O. Box 5661

Monterey, CA 93944

Thanks for your great support to the speech contest!

CLTAC

# 【学术交流】任务型网络 中文阅读课教学探讨

## 一、任务型网络中文阅读课教学设计

### (一) 网络中文阅读课开设的背景

2014年秋季学期，旧金山州立大学孔子学院为旧金山州立大学中文部高年级本科生与研究生开设一门新的中文学分课程《网络中文阅读》(Reading WWW Chinese)。该课程较受学生喜爱，选课的人数超过了学校限定的名额，该课程还吸引了非中文专业的学生、以及社会上一些退休人员的旁听。

### (二) 网络中文阅读课的教学目标

网络中文阅读课的教学目标：学生学会查找、阅读网络中文媒体资源；围绕相关话题加深对中国国情的了解；学会就相关专题发表自己的看法并与其他同学交流看法。

### (三) 网络中文阅读课的任务型教学设计

网络中文阅读课的任务型教学的过程是：学生报告(报告新闻专题内容+发表看法+提问)+师生讨论+教师点评与总结。

学生报告的要求如下：在中文网络上查找内容较新的中文文章，文章发表的时间最好在1月之内的；选文应有趣、能吸引其他同学参与讨论；选文的质量、问题讨论的热烈与深入程度是评估学生成绩的重要依据；建议用PPT、网络视频来丰富报告的内容；每人每次报告20-30分钟。

## 二、任务型网络中文阅读课教学的实施

每一位学生都认真、积极的准备自己的专题报告，报告的专题内容丰富多彩，如明星与娱乐八卦类专题：文章与马

伊琍事件、谢霆锋与王菲重合、爸爸去哪儿第二季、明星吸毒、中国第一“狗仔”、哈萨克斯坦排球美女 Sabina 的走红、艳照门、郭美美事件、富二代炫富等。网络专题类：人肉搜索、网络购物、马云与阿里巴巴等。中国与世界的近期热门专题：广场舞大妈、食品安全、欧美著名的中文学习者、名校问题、冰桶挑战、伊波拉病毒、Iphone or I 疯、蓝翔技校风云等。

## 三、任务型网络中文阅读课教学的意义

一是大大激发了学生对课程的参与感。每一位学生都有轮流作专题报告的任务、每一次听别人作报告后要积极参与分组讨论或全班讨论。这样，学生不再是单纯的课程知识接受者，而是课程知识的构建者、传播者和分享者。

二是丰富了课程的内容。一门语言课教材一学期一般只能学完15课左右，如果一课只有1个专题，学生一学期只能学习15个专题内容，而且这些专题内容无法及时纳入新近发生的有影响的社会现象。通过学生作报告，一学期全班学生接触到的专题内容远超15个，并且学生所报告的专题内容往往是教材来不及编写、现实生活中很有影响的专题，激起学生强烈的新鲜感与现实参与感。通过专题内容的讨论，让学生在多样化的争鸣中学会多角度的分析、思考问题，从而深化自己的思考、加深对相关专题的认识。

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