

# 加州中文 教師協會

CHINESE LANGUAGE TEACHERS  
ASSOCIATION OF CALIFORNIA

# CLTAC

網址: [www.clta-ca.org](http://www.clta-ca.org) ◆ 通訊地址: P.O. Box 5661, Monterey, CA 93944

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## 第 44 屆國語演講比賽於洛威爾高中舉行 Lowell Hosts 44th Speech Contest *Over 500 Students "Bring Language to the Big Stage"*



April 27 – The Annual Mandarin Chinese Speech Contest of the Chinese Language Teachers Association of California (CLTAC) was held at Lowell High School Saturday, attracting large crowds as the contest headed into its forty-fourth year. Upwards of five hundred contestants coming from 32 schools all over Northern California were gathered at Lowell's Lakeshore campus together with their friends, family members, and supporters many decked in formalwear or traditional Chinese dress, ready to showcase their abilities in the Chinese language.

The opening ceremony began at 12:15 PM in the auditorium of Lowell High School. CLTAC President Zhiqiang Li of the University of San Francisco greeted the crowd and congratulated them on their achievements in learning Chinese language. He explained that participants were continuing a

tradition started 57 years ago by three professors of San Francisco State University, which has now developed into the largest regional Chinese language competition in the United States. He also announced the theme of this year's contest—“Bringing Language to the Big Stage”, and wished every contestant success as they filed into 49 groups for competition.

Upon the conclusion of the opening ceremony at 12:30 PM, participants streamed into separate classrooms to engage in level-appropriate competition. Contestants were divided into four main levels: elementary school, middle school, high school, and college/university, and within each level subdivisions were created based on family background (Mandarin, regional Chinese dialect, or none) and length of language study.





Results started trickling in at around 1:30 PM, and while CLTAC organizing committee members kept busy calculating scores in the school cafeteria, student and faculty-led entertainment celebrating Chinese dance, music and culture was provided in the auditorium. The program included martial arts demonstrations (East Bay Chinese School), folk dance (Nam Kue School; East Bay Chinese School; Justin-Siena High School), traditional song (East Bay Chinese School; Monterey Language Institute), and instrumental recitals (Nam Kue School; Los Altos High School; Monterey Language institute) by faculty and students of all ages.



The results of the contest were promptly announced at 3:40 PM, and prominent figures of the Chinese community were invited to present the awards. These include Foreign Language Association of Northern California (FLANC) president Sandra Adriana Garcia Sanborn and Monterey Bay Chinese Association president Weijiang Zhang, together with CLTAC president Zhiqiang Li (University of San Francisco), vice presidents Yan Wang (Monterey Language Institute) and Hsin-yun Liu (City College of San Francisco), executive secretary Siyi Gao (Monterey Language Institute), treasurer Ying Li, and organizing committee members Xiaolin Chang (Lowell High School), and Jing Liang (Lowell High School. Results were announced in the order of Honorable Mention, Third Place, Second Place and First Place. A total of 243 awards were given out, including 49 first place trophies, 45 second place trophies, 29 third place trophies, and 120 honorable mention certificates.

Students, teachers, and parents alike had many positive things to say about this year's contest. Contestants Joyce and Jonathan Cheung of Meyerholz Elementary School, who spent a good month preparing for the competition, shared that they enjoyed listening stories told by their peers and making people laugh when it was their turn on stage. Aston Adams of the

California Crosspoint Academy explained that although she did not enjoy the writing, editing, and rewriting process stretched over a period of four months followed by the nerve-racking performance on stage, when the event was finally over, it was fun to look back on the many ups and downs. Elementary school parent Eric Forslin (Bullis Charter School), for whom the event was a family outing, said that exposure to Chinese learners from all over the Bay Area was an eye-opening experience, and that it was especially encouraging for his daughter Linnea to see older, college-level contestants decked in military uniform.

San Francisco State University Confucius Institute visiting instructor Can Guo, who served as a judge for the contest, saw her own participation as a way to better understand the state-of-the-art of Chinese language teaching in the United States. Instructor Han Lu of the California Maritime Academy urged judges to attend to the needs of non-heritage students and encourage more of them to participate.



Students of the Monterey Language Institute praised the way contestants were divided into groups according to level of study and language background, making the competition extremely fair. Santa Catalina School instructor Bo Covington found the competition highly encouraging to learners of Chinese language, affording them an opportunity to display their talents and learn from their peers. York School teacher Lei Lei Bates emphasized however that, for her students, the goal was not to compete, but to gain an experience, for winners and losers alike were motivated by the competition and all showed marked improvements after having gone through the process.

*By Chris Wen-chao Li, with contributions from  
Ashley Ying Li and Charles Zhenlin Qiao*



# 會長李智強致演講比賽開幕詞

## Opening Address by CLTAC President

*Participants Urged to Build Bridges to Connect Peoples and Cultures*

Dear Colleagues, Friends, Students and Parents,  
 Good afternoon!

I am very glad to see all of you here today at the 44th CLTAC Mandarin Speech Contest. On behalf of the Chinese Language Teachers Association of California, I would like to extend a warm welcome to everybody!



A colleague of mine at the University of San Francisco told me last year that she had been telling her students that in the 21st century they would need to study TWO languages: Chinese and coding! You have all made the right choice. I want to express heart-felt gratitude to all participants for your hard work in writing and practicing your speech, to the teachers who have been supporting our annual speech contest in numerous ways, and to all parents who invest in your children's language study. We feel honored to be part of your children's journey of studying Chinese language and culture.

Chinese Language Teachers Association of California is the largest regional professional organization of Chinese language teachers in the US. Its mission is to promote the study, teaching, and research of the Chinese language and culture on all educational levels. Over a half century ago, in 1962, three professors of San Francisco State University, Professors K. Y. Xu, Leo Chen and Maurice Tseng (許芥昱、陳立鵬、曾憲斌), inaugurated the first Mandarin Speech Contest. 57 years later we are holding the 44th Mandarin Speech Contest today. It's been a long tradition, a tradition that we are proud of and that at the same time we feel obligated to carry on. If parents

and grandparents in the audience participated in our speech contest before, we would like to hear from you. You can find our contact information on our website.

Hosting such a big event presents serious logistical and financial challenges to a volunteer-based, nonprofit organization like CLTAC and wouldn't be possible without strong support from individuals and organizations. I'd like to recognize our host, Lowell High School, for providing the venue and opening its classrooms, and the San Francisco Unified District, for allowing us to hold the event here. I hope the collaboration will continue for many years to come. I want to thank the Monterey Bay Chinese Association, the Foreign Language Association of Northern California and Zhejiang University in China for their generous support. I would also like to thank our 85 judges who volunteered to serve in the speech contest and the student volunteers from Lowell High School. Last, but not least, the Organizing Committee, led by Prof. Wang Yan, vice president of CLTAC and chair of the Organizing Committee, has been working tirelessly to ensure every aspect of the speech contest is well taken care of. They work on the speech contest aside from their full-time employment. Let's give them a big round of applause.

Starting from this year, our annual speech contest will have a theme. The theme for this year is "Bringing Language to the Big Stage". In a couple of hours, you will be joining over 500 participants from 32 schools, who will showcase their Chinese speaking skills in 49 groups. Some of you will be standing on this stage at the Award Presentation Ceremony, but by making it to today's speech contest, all of you all have brought your Chinese to the big stage.

As a language professional, I strongly believe that what we are doing, and what we will continue to do, is to build bridges connecting peoples and cultures. The speeches you are going to give are the best testimonials.

To all participants, I'm thrilled to see so many of you here today. Best luck with your speech.

To the teachers, parents and supporters, thank you!

I hope you all will enjoy the entertainment program after the speech and have a great day at Lowell High. Thank you for your participation and thank you for supporting the CLTAC Mandarin Speech Contest.

*Zhiqiang Li, University of San Francisco*



# 第四十四屆國語演講比賽得獎名單

## Mandarin Speech Contest Winners List

Prize	Name	Category	School
1	Fligor, Sara	I-A-1	Bullis Charter School
1	Sugaya, Ryo	I-A-2	Bullis Charter School
1	Vinnakota, Eshwar	I-A-4	Bullis Charter School
1	Chin, Lily	I-B-1	Bullis Charter School
1	Liao, Emmeline	I-B-2	Bullis Charter School
1	Zhao, Winnie	I-B-5	Coastline Christian Schools
1	Zhou, Jiabao	I-C-1	Bullis Charter School
1	Wu, Braydan	I-C-3	Bullis Charter School
1	Cheung, Jonathan	I-D-1	Meyerholz Elementary School
1	Li, Angie	I-D-2	Yew Chung International School
1	Jiang, Oliver	I-D-3	Yew Chung International School
1	Fu, Irene	I-D-4	Yew Chung International School
1	Cheung, Joyce	I-D-5	Meyerholz Elementary School
1	Zhao, Kathy	II-A-1	Nam Kue School
1	Mei, Shirley	II-A-2	Nam Kue School
1	Russell, Audrey	II-A-3	California Crosspoint Academy
1	Oberhart, Philip	II-B-1	Bullis Charter School
1	Cheng, Sharon	II-B-2	Nam Kue School
1	Zuo, Anthony	II-B-3	California Crosspoint Academy
1	Lin, Grace	II-B-3	Nam Kue School
1	Mitloff, Allison	II-C-2	Bullis Charter School
1	Lau, Emily	II-C-3	California Crosspoint Academy
1	Halevy, Kasper	II-D-2	International School of the Peninsula
1	Ho, Roy	III-A-1	Lowell High School
1	Ramkumar, Eesha	III-A-2	Monta Vista High School
1	Newman, Chloe	III-A-3	Los Altos High School
1	Banerjee, Rohini	III-A-3	Prospect High School
1	Ahmadi, Roya	III-A-4	Monta Vista High School
1	Troin, Jean-Pierre	III-B-1	Los Altos High School
1	Jin, Anthony	III-B-2	Los Altos High School
1	Kitamura, Hannah	III-B-3	Los Altos High School
1	Liang, Adrienne	III-B-4	Homestead High School

1	Kao, Joshua	III-C-1	Archbishop Riordan High School
1	Lu, Jade	III-C-3	Los Altos High School
1	Wang, Anderson	III-C-4	Los Altos High School
1	Gong, Yanzhu	III-D-2	Lowell High School
1	Kim, Luna	IV-A-1-1	Defense Language Institute
1	Sakamoto , Aya	IV-A-1-1	San Francisco State University
1	Lam, Nicky	IV-A-1-1	University of San Francisco
1	Nguyen, Chris	IV-A-1-2	California State University, East Bay
1	Collins, Chelsea	IV-A-1-2	Defense Language Institute
1	Motta, Taylor	IV-A-1-2	Defense Language Institute
1	DeLaO, Emry	IV-A-2-1	Defense Language Institute
1	Watson, James	IV-A-2-1	Defense Language Institute
1	Fausto, Jason-David	IV-A-2-2	Defense Language Institute
1	Kruger, Skye	IV-A-2-2	Defense Language Institute
1	Velasco, Wilson Jesus	IV-A-3	Defense Language Institute
1	Louie, Raymond	IV-B-2-1	City College of San Francisco
1	Pong, Mark	IV-C-1-1	Defense Language Institute
2	Cheong, Justin	I-A-4	Bullis Charter School
2	Zheng, Mabel (Ching Sum)	I-B-3	Coastline Christian Schools
2	Forslin, Linnea	I-B-5	Bullis Charter School
2	Fang, Chloe	I-C-2	Bullis Charter School
2	Lu, Coson	I-C-3	Coastline Christian Schools
2	Zhu, Grace	I-D-1	Yew Chung International School
2	Zhu, Ciella	I-D-2	Yew Chung International School
2	Butcher, Alexis	I-D-3	John Gill Elementary School
2	Xia, Christopher	I-D-4	Meyerholz Elementary School
2	Cote, Andre	I-D-5	Yew Chung International School
2	Leung, Hayden	II-A-1	Cornerstone Academy
2	McClatchie, Ava	II-A-2	Bullis Charter School
2	Turng, Aidan	II-A-3	California Crosspoint Academy
2	Cheng, Alyssa	II-B-1	California Crosspoint Academy
2	Wu, Aaron	II-B-2	Cornerstone Academy
2	Li, Asta	II-B-3	California Crosspoint Academy
2	Mo, Ada	II-B-3	Nam Kue School
2	Yih, Alyssa	II-C-2	Bullis Charter School
2	Kuang, Kelly	II-C-3	Cornerstone Academy
2	Beeram, Nishchala	III-A-1	Monta Vista High School
2	Jain, Asha	III-A-2	Los Altos High School



2	Lee, Dominic	III-A-3	Justin-Siena High School
2	Atluri, Elena	III-A-3	Los Altos High School
2	Herbst, Christine	III-A-4	Menlo School
2	Lee, Elysa	III-B-1	Los Altos High School
2	Tang, Anthea	III-B-2	California Crosspoint Academy
2	Chen, Marvin	III-B-3	Nam Kue School
2	Keogh, Caroline	III-B-4	Saratoga High School
2	Boiteux, Camille	III-C-2	Prospect High School
2	Wang, Xinlin	III-C-3	Los Altos High School
2	Zhu, Bryan	III-C-4	Monta Vista High School
2	Umino, Alyssa	III-D-1	Monta Vista High School
2	Aricheta, Juan Diego Ricardo	IV-A-1-1	Defense Language Institute
2	Riley, Jordan	IV-A-1-1	Defense Language Institute
2	Luc, Thi	IV-A-1-1	San Francisco State University
2	Mcgarrah, Nolan	IV-A-1-2	City College of San Francisco
2	Clement, Colton	IV-A-1-2	Defense Language Institute
2	Slap, Jeremy	IV-A-1-2	Defense Language Institute
2	Scheftel, Zachary	IV-A-2-1	University of California, Berkeley
2	Tillman, Henk	IV-A-2-1	University of California, Berkeley
2	Farnum, Matthew	IV-A-2-2	Defense Language Institute
2	Stahl, Evan	IV-A-2-2	Defense Language Institute
2	Bin-Bilal, Fatima	IV-A-3	San Francisco State University
2	Simmons, Toby	IV-B-1-2	University of California, Berkeley
2	Huang, Jiao Na	IV-C-4	San Francisco State University
3	Jiang, Owen	I-D-1	Yew Chung International School
3	Printz, Ethan	I-D-3	Chinese American International School
3	Ahmann, Yuki	I-D-4	John Gill Elementary School
3	Ma, Vanessa	II-B-1	Cornerstone Academy
3	Lin, Amanda	II-B-2	California Crosspoint Acadmey
3	Lai, Christine	II-B-3	California Crosspoint Academy
3	Zhao, Matthew	II-B-3	Nam Kue School
3	Kuang, Hilary	II-C-2	Cornerstone Academy
3	Crofts, Nina	III-A-1	Los Altos High School
3	Bowman-Davis, Peter	III-A-2	Justin-Siena High School
3	Baumann, Matthew	III-A-3	Justin-Siena High School
3	Tomonaga, Etsuka	III-A-3	Monta Vista High School
3	Oh, Christopher	III-A-4	Monta Vista High School
3	Cheng, Daniel	III-B-1	York School

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H	Chen, Ian	I-D-4	Meyerholz Elementary School
H	Lai, Lucy	I-D-4	Yew Chung International School
H	Lai, Lindsey	I-D-5	Yew Chung International School
H	Tom, Robert	I-D-5	Yew Chung International School
H	Valero, Salvador	II-A-1	California Crosspoint Acadmey
H	Chan, Nathan	II-A-1	Cornerstone Academy
H	Yoon, Nathanael	II-A-2	Coastline Christian Schools
H	Garcia, Edric	II-A-2	Cornerstone Academy
H	Russell, Lilly	II-A-3	California Crosspoint Academy
H	Sutan, Johnathan	II-A-3	Coastline Christian Schools
H	Kwan, Kaylee	II-B-1	California Crosspoint Academy
H	Wong, Janice	II-B-1	California Crosspoint Academy
H	Wong, Channery	II-B-1	Cornerstone Academy
H	Adams, Aston	II-B-2	California Crosspoint Acadmey
H	Wong, Isabella	II-B-2	Coastline Christian Schools
H	Chen, Angela	II-B-2	Nam Kue School
H	Jue, Isabella	II-B-3	California Crosspoint Academy
H	Tan, Su-Han	II-B-3	California Crosspoint Academy
H	Wang, Nicolas	II-B-3	California Crosspoint Academy
H	Wu, Kaira	II-B-3	Coastline Christian Schools
H	Fong, Kristy	II-B-3	Nam Kue School
H	Lin, Tiffany	II-B-3	Nam Kue School
H	Li, Ricky	II-C-1	Coastline Christian Schools
H	Hong, Kyra	II-C-2	Bullis Charter School
H	Chen, Emily (Yi Wen)	II-C-2	Coastline Christian Schools
H	Chen, Jaden (Pei Zhen)	II-C-3	Coastline Christian Schools
H	Chen, Matthew	II-C-3	Nam Kue School
H	Xia, Alexander	II-D-3	Joaquin Miller Middle Scool
H	Baca, Kurtis	III-A-1	Justin-Siena High School
H	Cullen, Pow	III-A-1	Monta Vista High School
H	Lee, Jungbin	III-A-1	Monta Vista High School
H	Neidhoefer, Beata	III-A-2	Justin-Siena High School
H	Awad, Zachary	III-A-2	Monta Vista High School
H	Adeyemi, Ayo	III-A-2	Santa Catalina School
H	Chan, Ian	III-A-3	California Crosspoint Academy
H	Heppe, Nancy	III-A-3	California Crosspoint Academy
H	Mikkilineni, Sruthi	III-A-3	Monta Vista High School
H	Naqvi, Sakina	III-A-3	Monta Vista High School



H	Yung, Nicholas	III-A-3	Monta Vista High School
H	Gibson, Cole	III-A-3	York School
H	Mar, Alyssa	III-A-4	California Crosspoint Academy
H	Awad, Samer	III-A-4	Monta Vista High School
H	Mandapati, Abhyas	III-A-4	Monta Vista High School
H	Lai, Henry	III-B-1	California Crosspoint Academy
H	Lai, Justin	III-B-1	California Crosspoint Academy
H	Yeung, Grace	III-B-1	California Crosspoint Academy
H	Guo, Jiali	III-B-2	City College of San Francisco
H	Zhang, Nancy	III-B-2	Los Altos High School
H	Lau, Haiely	III-B-3	California Crosspoint Academy
H	Lee, Grace	III-B-3	California Crosspoint Academy
H	Beittel, Chloe	III-B-3	Head-Royce School
H	Ju, Amber	III-B-4	California Crosspoint Academy
H	Deng, Ziyi	III-B-4	Los Altos High School
H	Zhou, Trevor	III-C-1	Monta Vista High School
H	Li, Karen	III-C-3	Nam Kue School
H	Chen, Tiffany	III-C-4	Monta Vista High School
H	Lai, Evelyn	III-C-4	Monta Vista High School
H	Schmitz, Erin	III-D-1	Head-Royce School
H	Chen, Kevin	III-D-2	California Crosspoint Academy
H	Hui, Kelly	III-D-2	Monta Vista High School
H	Dean, Brendan	IV-A-1-1	Defense Language Institute
H	Hill, Hamilton Jacob	IV-A-1-1	Defense Language Institute
H	Zuniga, Derek	IV-A-1-1	Defense Language Institute
H	Chin, Megan	IV-A-1-1	San Francisco State University
H	Buhler, Russell	IV-A-1-1	University of California, Berkeley
H	Green, Jacqueline	IV-A-1-1	University of San Francisco
H	Lew, Stephanie	IV-A-1-1	University of San Francisco
H	Lin, Ronald	IV-A-1-1	University of San Francisco
H	Babcock, Kevin	IV-A-1-2	Defense Language Institute
H	Ford, Molly	IV-A-1-2	Defense Language Institute
H	Gallegos, Cristina	IV-A-1-2	Defense Language Institute
H	Harlan, Alyce	IV-A-1-2	Defense Language Institute
H	Moubry, Erin	IV-A-1-2	Defense Language Institute
H	Strobel, Blake	IV-A-1-2	Defense Language Institute
H	Trumbach, Stephen	IV-A-1-2	Defense Language Institute
H	Feltner, Nathan	IV-A-1-2	Defense Language Institute



H	Shin, Dasaem	IV-A-1-2	Diablo Valley College
H	Edwards, Deion	IV-A-2-1	Defense Language Institute
H	Keil, Shayna	IV-A-2-1	Defense Language Institute
H	Mello, Deonnie	IV-A-2-1	Defense Language Institute
H	Setzer, Collin	IV-A-2-1	Defense Language Institute
H	Sipes, Solomon	IV-A-2-1	Defense Language Institute
H	Williams, Colleen	IV-A-2-1	Defense Language Institute
H	Arnold, Joseph	IV-A-2-2	Defense Language Institute
H	Beasley, Ceiran	IV-A-2-2	Defense Language Institute
H	Hurtley, Josiah	IV-A-2-2	Defense Language Institute
H	Nunes, Amy	IV-A-2-2	Defense Language Institute
H	Popovic, Sara	IV-A-2-2	Defense Language Institute
H	Felton, Casey	IV-A-2-2	University of California, Davis
H	Lewis, Samuel	IV-A-3	Defense Language Institute
H	Stone, Charles Eugene	IV-A-3	Defense Language Institute
H	Clark, Zachary	IV-A-3	University of San Francisco
H	Mountjoy, Meredith	IV-A-4	University of California, Berkeley
H	Chen, Kevin	IV-B-1-1	University of San Francisco
H	Choi, Sabrina	IV-B-3	University of California, Davis
H	Xiao, Xiaolin	IV-C-1-2	Diablo Valley College
H	Zhong, Aaron	IV-C-2-2	Defense Language Institute

# CLTAC Fall 2019 Workshop Info

The Chinese Language Teachers Association of California (CLTAC) is pleased to announce that its 2019 Fall Workshop will be held at Salesian College Preparatory, Richmond on Saturday, September 21, 2019, in association with FLANC (Foreign Language Association of Northern California). The keynote speaker of the joint conference will be Ms. Ying Jin, winner of the 2018 ACTFL Teacher of the Year Award. Ms. Henny Chen, Instructor of Chabot College and Moreau Catholic High School Hayward, Professor Patrick Lin and Professor Heping Xu, both from Defense Language Institute Monterey, will give plenary talks at

the workshop. CLTAC members and non-members are all welcome.

To download the registration form and program, please visit the CLTAC website: <https://clta-ca.org>.

Registrants for the Fall Workshop are also welcome to attend the 2019 FLANC Conference. For more information, please visit the FLANC website: <https://flanc.net/>

*Hsin-yun Liu*  
CLTAC Fall Workshop Chair



# 協會春季研討會於斯坦福大學舉行

*Stanford University Hosts CLTAC 2019 Spring Conference*

Stanford University played host to the Chinese Language Teachers Association of California's 2019 Spring Conference on Saturday, March 9. The conference featured eight panels encompassing twenty academic papers on subjects ranging from prosody, syntax, and consecutive interpreting to inquiry-based teaching, autonomous learning, and Chinese punctuation.

Following an opening address by CLTAC Vice President and Conference Chair Hsin-yun Liu from the City College of San Francisco, the morning session kicked off with a keynote speech by Professor Ping Li of Pennsylvania State University whose address “Understanding the Second Language Learning Brain: Neurolinguistic Perspectives” outlined the state-of-the-art of fMRI studies on learning-induced brain changes, showing that the brains of bilinguals exhibited increases in gray matter and information pathways, ultimately resulting in network complexities and strengths of connection that differ from the brains of monolinguals. Li also pointed out that individuals with certain neural connection patterns may be predisposed to learning Chinese language and will perform better in the language classroom than those without. The talk was concluded with suggestions for teachers of language, which include situated learning and modality-specific learning activities, all of which are based on a model of embodied cognition. The audience was treated to a demonstration of virtual reality (VR) language learning software developed at Li’s Penn State lab that allowed learners to interact with items in environments such as a kitchen, a supermarket, or a zoo.

A second keynote speech was delivered by Professor Chengzhi Chu of the University of California at Davis, whose talk "On Cultural Realism in the Chinese Language Curriculum" unmasked the unrealistic nature of current approaches to Chinese culture instruction, which, he explained, tend to focus on ancient traditions with which few natives are familiar and present the material in an overly positive light while ignoring potentially negative aspects of the culture. Chu introduced a new approach to cultural instruction centered on the four aspects of (1) understanding, (2) tolerance; (3) integration, and (4) identification, explaining that the key to teaching Chinese culture is to allow the foreigner to understand Chinese cultural concepts and, to some degree, tolerate unique aspects of Chinese culture. This does not necessarily imply that the learner will want to identify with the Chinese or that (s)he will wish to integrate his life around the culture of the Chinese. Allowing the foreign learner to preserve his or her identity and critically ponder issues of tolerance, integration, and acceptance, Chu explained, would

better serve the current generation of students. Chu concluded by stating that cultural instruction should aim to be objective and realistic, and would be better served by focusing on cultural practices that are current and relevant.

The two keynote speeches were followed by two morning sessions located respectively in Bishop Auditorium and Room 224 of the East Asian Library. In the panel on “Tone and Grammar Teaching” in Bishop Auditorium, presenters explored issues in Mandarin tone sandhi, the teaching of Mandarin prosody, and differences between the verb-copying construction and the BA-construction. Parallel to this session, the panel on “K-12 Chinese Curriculum and Instruction” in the East Asian Library included papers on content-based language instruction, language learning in a makerspace, and potential changes to the field of K-12 instruction in the U.S.

Following an hour-long lunch break, the second half of the conference began at 1:15 PM. In the first afternoon session, audiences in Bishop Auditorium were treated to a panel dedicated to “Teaching Culture and Teacher Training”, with a trio of papers on the use of Chinese painting in language instruction, the role of bicultural knowledge, and the prevalence of errors in punctuation among Chinese language teachers and learners alike. The neighboring Library panel explored “Language Acquisition and Instruction”, where speakers spoke on tech-assisted metacognitive learning, tech-enhanced development of literacy skills, and the promotion of autonomous language learning through reflection.

Following a 15-minute coffee break, the Bishop auditorium was then home to a panel on "New Approaches", with papers on the gap-analysis model, contextualized inquiry-based teaching, and different ways of enhancing student motivation. Meanwhile in the East Asian Library, presenters spoke on raising cross-cultural awareness, using folk art to teach language, and directionality in consecutive interpretation.

In the day's final session, the Bishop audience was treated to a panel on "Curriculum Design", in which three instructors from the Monterey Language Institute explained how language instruction may benefit from a user-centered design-centric approach, while the Library panel focused on "Understanding Language Learners", showing how learners do better through holistic learning via a humanistic approach.

The conference was wrapped up with closing remarks by CLTAC president Zhiqiang Li, who also awarded the day's "Best Presentation Award" to Ms. Hwai Lin (Castilleja School) for her paper "From the Language Classroom to the Creative Laboratory: The Possibilities of Design-Oriented Thinking".

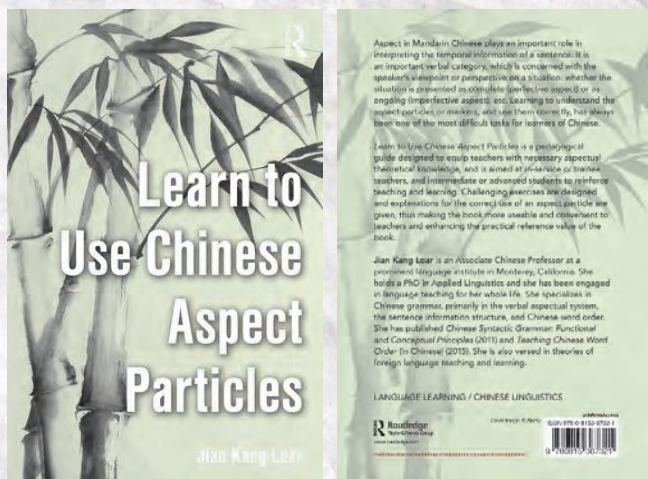
Chris Wen-chao Li



# Learn to Use Chinese Aspect Particles (ROUTLEDGE 2019)

*New member publication by Jian Kang Loar (DEFENSE LANGUAGE INSTITUTE)*

The book *Learn to Use Chinese Aspect Particles*, authored by Jian Kang Loar, was published by Routledge in the beginning, 2019. This book is devoted to a detailed discussion of the aspect system of Mandarin Chinese.



Aspect is an important verbal category which is concerned with the speaker's viewpoint or perspective on a situation (the general term for an event, a state, and a process). The speaker could present a situation as a whole, including both the initial and final endpoints of the situation, or as an incomplete part, with no information about its endpoints. In other words, aspect is concerned with whether an action is completed or not, or whether an action is going on or not. The study of aspect is an important linguistic category, and it is also one of the most difficult part of Chinese grammar. Unlike English, Chinese verbs are "tenseless", namely, the verb form remains the same no matter when the event happens. The notion of temporal reference is directly conveyed in adverbial time expressions or relies completely on the context. However, Mandarin Chinese has a very rich and well-developed aspect system, and Chinese is recognized as an aspect language. The existence and usage of aspect particles play a unique role in understanding the temporal system of the language. The speaker and listener usually have to depend on aspect markers to convey and interpret the temporal information contained in a sentence. Therefore, it is necessary to take account of aspect markers in Chinese when interpreting almost any Chinese utterance.

However, learning to understand and use correctly the aspect particles or markers has always been one of the most difficult tasks for learners of Chinese, especially the perfective aspect particles '-le' and '-guo' have proved to be most challenging to students. The great challenge is due to two factors: one is that students are usually not so familiar with the term 'aspect' as they are with the term 'tense'. Also, English

and Chinese use different ways to denote time relations. English is a tense language. As such, tense and grammatical aspects are often combined morphologically. For example, in English, the simple past verb like 'swam' in the sentence 'he swam' not only indicates that the event of swimming happened prior to a reference time (most often it is the speech moment), but also presents the event as perfective, that is, the event is viewed as a whole and completed, the internal temporal structure of the event is not focused on. By contrast, Chinese, as an aspect language, expresses the same idea as 他(刚才/昨天)游泳了 in which the tense is not grammatically marked, but expressed by the time word 刚才/昨天, while the aspect is grammatically marked by 了, which signifies that the event of swimming is viewed as 'complete' or 'completed'; an completed action must have happened before the speech moment. Thus, American students tend to mistake the perfective aspect 了 for the past tense, so they tend to overuse it, and use it with every situation that happened in the past. This is one reason that to learn to use 'le' correctly poses a great challenge to American students.

The other factor that makes the study of aspect difficult lies in our inadequate Chinese grammar teaching. Not only do students lack a clear concept about aspect, but many teachers also have fuzzy and mistaken ideas about this verbal category. For example, in a certain Chinese grammar book, when the usage of the perfective particle is discussed, it says that 'le' is idiosyncratic in that it cannot be used with verbs such as 'like' or 'love'. The book doesn't explain correctly that 'le' cannot be used with the two verbs is not because the 'idiosyncrasy' of 'le', but because of the conflict between the stative verbs like 'like' and 'love' and the aspectual meaning of the perfective 'le'. This reflects some Chinese language teachers' deficient knowledge about the composite nature of the aspectual meaning of a sentence, they do not realize that the aspectual meaning of a sentence is the interaction between the aspectual meaning of a verb phrase (or a situation type) and that of an aspect particle, and other factors such as the adverbial, the nature of a verb's arguments of subject and object may also affect the aspectual meaning of a sentence.

This book follows the current trends in aspectual studies that treat aspect as compositional Verkuyl (1972). Among the many factors that enter into the aspectual meaning of a sentence, the interaction of inherent meanings of verbs (referred to as Aktionsart) with a formal aspect particle figures prominently.

Introducing the concept of Aktionsart and the classification of the verb types or situation types into our discussion of aspect seems to complicate the issue and make the analyses of the aspect particles seemingly inaccessible to teachers without a linguistic background. However, readers will benefit tremendously from having a good understanding of the semantics, or the inherent temporal properties of verbs, and



getting familiar with the verb types or the situations types, which have long been classified in terms of their internal temporal features. Those features are based on human perceptual and cognitive abilities. Therefore, situation types are semantic categories of language, they are universal. The time and energy invested in the study of verbs and the aspectual system of Chinese will be well-rewarded. Chinese grammarian Ma Qingzhu (2004) remarks in the preface of his book *The Chinese Verb and Verbal Constructions* that 'if you have studied verbs well and have a good knowledge of verbs, grammatical problems would be half resolved'. His opinion about the importance of verbs is not an exaggeration.

In any language, the verb is the nucleus of a sentence. Verbs describe situations (events, actions, states, processes), the meaning of the verb determines the type and number of participants that can occur in a sentence, it determines the word order in Chinese, and the sentence constructions; there are characteristic patterns of co-occurrence of adverbials with verb types. In addition, a number of grammatical elements such as the semantic concepts of tense, aspect, modals and negation tend to appear with the verb in most languages (Li & Thompson, 1981). In view of the importance of the verb, readers are advised to spend some time reading the first chapter that discusses the four situation types to acquire basic knowledge to follow the discussion of the aspects in Mandarin Chinese, which is considered as an ‘aspect language’ but not a ‘tense language’.

This book is explicitly designed as a reference book for professional Chinese teachers of CFL, and also for intermediate and advanced Chinese students who are interested in Chinese aspect system and Chinese grammar. The readers of this book are not necessarily linguists, for we have tried to minimize the use of technical linguistic terminology and have tried to make some linguistic terminology and knowledge accessible to teachers and other readers without requiring them to bring much linguistic background knowledge with them. However, as aspect is a complex concept, it is compositional. To learn to use Chinese aspect particles correctly and appropriately, we have to study the inherent meanings of verbs and to know the classification of verbs according to their temporal properties. To explain concepts clearly and succinctly, some linguistic terminology is introduced. But don't get scared by it. Each term that has to be used is defined carefully by detailed explanations or examples to illustrate its meaning. As long as readers follow the explanations carefully and patiently, there should be no problem for them to follow the discussion and understand the concepts. As language teachers, we have to know metalanguage (i.e. a language or vocabulary used to describe or analyze language) and some basic linguistic knowledge with which to study Chinese grammar. Just like working as a doctor, no matter what his specialty is, he has to know basic knowledge about anatomy and physiology to diagnose and

treat a disease. Another reason we wish readers to get familiar with some linguistic terminology is to give them some tools and to develop means to go beyond the content of this book. Understanding some linguistic terminology will give them the advantage of being able to consult reference grammars and other sources, so that they can augment their knowledge continuously.

Although the metalanguage and grammatical descriptions presented in this book are specially designed for teachers, we hope they will use them as aids in their teaching, not as the object of teaching. Teachers, when explaining the usage of Chinese aspect particles, could selectively introduce some grammatical terminology to their students, such as activity verbs, stative verbs, etc., if they think that will help them explain concepts clearly and simply. The most important thing is that Chinese language teachers should be guiding their students in using the aspect particles correctly, meaningfully, and appropriately.

In summary, this monograph, in terms of the updated compositional theory of aspectuality, provides a clear description and explanation of the grammatical meanings and usages of the aspect particles in Chinese. Basic knowledge about types of verbs or situation types and necessary theory of aspect are provided; detailed analyses and explanations of the interactions between aspect particles and situation types are made, which are followed by example sentences to illustrate the usages of the particles. The example sentences are in Pinyin and Chinese characters. All of this result in a better account of the aspectual meaning of each aspect particle and its usage. What's more, at the end of chapter 2 & 3, challenging exercises designed for students to practice the usages of the particles are given, this will make the book more useable and convenient to teachers. Following the end of each group of exercises is "Hint": concise and clear explanations of the correct answers and analyses of commonly occurring mistakes are supplied for teachers' reference and students' self-check. The incorporation of exercises designed for students' practice enhances the practical reference value of the book. The book focuses on giving reasons rather than merely listing a set of rules, thus it provides explanations for many controversial issues. Therefore, this book is a must-read book for Mandarin Chinese teachers as a handy manual. It can also serve as a textbook for Chinese majors, for intermediate and advanced Chinese learners for further language pursuit. Compared with other languages, Chinese has been deficient in producing adequately prepared grammar handbooks which teachers and students alike could consult for detailed and systematic descriptions of Chinese aspectual system. Hence such a book will satisfy the need of teachers and learners of Chinese.

*By the author*



書評：《中文》第一冊/修訂版 | 暨南大學華文學院編  
BOOK REVIEW: *Zhongwen: Vol. 1 (Revised Edition)* (JINAN UNIVERSITY PRESS)

《中文》(试用版)教材是1996年由暨南大学华文学院为海外华侨和华人子弟学习中文而编写的。修订版《中文》全套共52册,其中《中文》主体教材12册、《家庭练习册》24册(分为A、B册)、《教师教学参考书》12册、《学拼音》课本1册、《学拼音练习册》2册及《学拼音教学参考》1册。该教材的教学目的是让学生通过对全套《中文》教材的系统学习后,具备汉语普通话听、说、读、写方面的基本能力并了解中华文化常识,为进一步学习中国语言文化打下良好的基础。

修订版《中文》第一册分四个单元,每个单元都有三篇课文,一册共十二篇课文。第一、二单元重点在识字,涵盖的主题有数字、人体器官、自然、方位、颜色、季节和动物。第三、四单元进入主题课文学习,涵盖的题目有学校、家、公园、方向和新年。每一单元末都设一个综合练习,全册末有一个总练习。

笔者认为,修订版《中文》第一册在教材编写上有以下几个方面值得借鉴。

第一，图文并茂，容易提高小孩子的学习兴趣。特别是在识字部分，每一个生字都有对应的图画，让小孩子比较容易直观认知和记忆。比如：识字（一）课文以11个生字配有趣的卡通阿拉伯数字图案的形式出现，很容易理解。

第二,提供汉字笔划笔顺指导,提高小孩子对汉字结构的认识,培养独立学习汉字的能力。在有关笔划的练习里,也强调了对形近形似笔画的识别。比如:识字(一)中强调了“七”第二划的竖弯钩与“四”第四划竖弯之间的区别。

第三，课文内容贴近生活，让小孩子有真实感，比较容易理解并且运用所学内容。比如，中文学校、我的家、花园、认方向等，都是与现实生活息息相关的题目。

第四，课文短小精悍，多为儿歌体或诗歌体，朗朗上口，小孩子朗读和背诵起来比较容易。比如 11 课课文：认方向—早上起来，面向太阳。前面是东，后面是西。左边是北，右边是南。东南西北，四个方向。”小孩读起来能很快找到规律，容易记住。

第五, 课堂练习中的“拓展与替换”练习设计得很好。比如: 第九课练习3: 由生字“爱”, 扩展到词组“爱我的家”, 然后再扩展到句子“我爱我的家。”这样的练习可以帮助学生掌握基本句型, 从而达到举一反三的效果, 有助于学生打好汉语基础。

此外，笔者也对修订版《中文》第一册提出以下改进的意见，供参考。

第一，修订版第一册从识字开始，并没有涉及拼音。尽管修订版有另增《学拼音》课本1册，可是使用课本的时候，很容易忽略拼音，而直接从汉字入手。对于初学汉语的人来说，拼音和声调是起点，也是不可缺少的部分。建议把拼音加入到第一册前半部分，拼音跟识字结合作为教材的起始部分。

第二,课文贴近生活是该教材的优点,可是,如果能够  
在课文里适当加入一些体现中国传统文化的内容,使小孩  
子从启蒙阶段就能逐渐受到传统文化的重陶,则更能体现

该教材让学生了解中国语言文化的宗旨。比如：在拼音阶段加入一些短小而生动的唐诗，让小孩子可以在朗读唐诗的过程中加强对声调和韵律的感知。老师也可以通过配图画讲故事的方法，介绍诗歌的内容，让小孩子体会到诗歌的意境、陶冶性情。



第三，课文和课堂练习都应该注意生字的难易程度和语法的循序渐进。特别是识字阶段的课文，比如：识字

(五) 阅读猜谜语(一)中出现了“隔着”二字,无论从语法还是字义的角度来讲,都超前了。再比如:在进入主题课文学习的第一课(课文七)的课堂练习4中,就出现了“吗”的问句,而这一语法现象在课文里还从未出现过。

第四，每一课的课堂练习偏多。修订版的每篇课文都配有五个练习——写字、读词组、扩展与替换、对话和一篇阅读。在初学阶段，重点应是掌握课文内容，写字、认字和培养学生对基本句法的了解。建议练习可偏重在写字、朗读和背诵课文、词汇扩展和基本句法扩展等方面，并且每一课的课堂练习数量不宜超过三个，以免偏离重心，或给学生增加不必要的负担。

第五，每一课的课堂阅读练习难度太大。修订版教材每一课有一篇课堂阅读练习，该阅读练习出现的生字量通常相当于课文生字数量的50%到70%左右。在学生还没有完全消化课文内容的情况下，这种难度的阅读难免会增加学生的负担，分散学生的专注力，其效果也可能适得其反。比如：第九课“我的家”，课文生词表上有9个生字，而阅读练习中就出现了生词表以外6个新的生字，并且还出现了“把”字句的语法，跟课文的难度不符。建议取消每一课课后的阅读练习或降低难度。可在每一单元的综合练习里适当加入一篇课外阅读，其目的是帮助学生复习已学词汇，融会贯通。该篇阅读中生词表以外的生字最好不超过3个，在生字的选择上也应让学生比较容易通过上下文猜出意思。

第六,本册教材末的生字/生词表是按音序排列的,不利于学生通过联想语境的方式来达到复习的目的,因为排列在一起的生字/词之间并不存在语义上的联系。建议生词



表按生词于课文和单元中的出现先后来进行排序,并列出相对应的课文号码。这样,学生可以一目了然地回忆课文主题和相关内容,便于记忆与运用。同时,在生词表后面标注本册书生字总数,体现教学大纲的目标,同时让学生对于已学范围有一个准确的了解。

总的来说，修订版《中文》第一册是一本不错的中文教材，适合海外的华人子弟学习，也受到海外学生的普遍欢迎。

刘雪涛

# 協會春季籌備會議於門羅中學舉行

## CLTAC Committee Meets at Menlo School for Spring Semester Planning

January 19 — The Committee of the Chinese Language Teachers Association of California met at Menlo School on Saturday January 19 to plan for the Association's major events of Spring 2019, including the Spring Conference in March at Stanford University and the 44th Annual Mandarin Speech Contest in April at Lowell High School. In attendance were CLTAC president Zhiqiang Li (University of San Francisco), vice presidents Hsin-yun Liu (City College of San Francisco) and Yan Wang (Monterey Language Institute), executive secretary Siyi Gao (Monterey Language Institute), treasurers Ying Li and Yunhua Zhang (Monterey Language Institute), together with members of various other subcommittees of the Association.

The meeting was called to order at 10:30 A.M. in the Japanese Room (A123) of Menlo School by CLTAC president Zhiqiang Li, who introduced the committee to the constituency of the Association's new board of directors, which was to consist of a total eight members, including the current president and vice presidents (x2), the current treasurer and secretary, plus the previous president and vice presidents (x2). Committee members were also informed of the Association's new web address, now moved to [www.cltaca.org](http://www.cltaca.org). The previous web address, Li explained, had been hijacked by a third party that was asking a price of \$700

for transfer of the domain name. The Association therefore decided to start anew and, with the help of friends and family with web expertise, was able to relocate the site to a new address hosted by Weebly, one that is now fully secure with https certification.

Incoming treasurer Ying Li explained that in the previous year, what with the loss of Consulate support to the tune of \$2,500, amounting to a 36% drop in revenue, the Association's finances were still able to stay in the black, albeit barely. The situation would be more dire in the coming year, she explained, as rental costs for the venue of the Speech Contest would rise to \$3,000 and attendance at the Association's conferences has been steadily dropping. On the bright side, she notes, spending on honorariums has dropped by 39% and food by 8%. Application revenue from the Annual Speech Contest has increased by 15% compared to the previous year. Both treasurer and president stressed the need to locate additional sources of revenue.

Spring Conference Committee chair Hsin-yun Liu then outlined the preparations for the upcoming Spring Conference, to be held at Stanford University on Saturday, March 9, 2019. Liu explained that more proposals were needed and urged members to reach out to colleagues and forward the Association's Call for Proposals

broadly. Assignments for various tasks, including room reservations, drinks and snacks, lunch for attendees, conference program and booklet design, conference equipment, fund raising, signposts and directions, on-site services, and reporting and photography were assigned to various members of the Committee. President Zhiqiang Li then raised the issue of differential pay for keynote speakers, currently \$300 for external speakers and zero for committee members, and asked whether there is the need for revision. No motions were brought forth.

Speech Contest Committee chair Yan Wang then announced the date and venue of the Association's 2019 Annual Speech Contest, scheduled to take place on Saturday April 27 at Lowell High School in San Francisco. CLTAC president Zhiqiang Li expressed the wish for stronger media coverage of the event, especially in English language media, and urged committee members to work with him to issue press releases and get the message out to the local media.

The committee meeting was concluded promptly at 12:30 P.M., after which participants took a group photo in the school's central quad and were invited to lunch.

Chris Wen-chao Li



# 2019 Fall Workshop Registration Form

## 二零一九年秋季學術研修會註冊表

9:30am - 4:00pm, September 21 (Saturday), 2019  
Salesian College Preparatory, Richmond  
2851 Salesian Ave, Richmond, CA 94804

This workshop 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 and mail it together with your registration fee and membership fee (if applicable) in advance (for early registration discount) to CLTAC, P.O. Box 5661, Monterey, CA 93944

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

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

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

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

Email: \_\_\_\_\_ Cell phone #: \_\_\_\_\_

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

**Registration Fee** (complimentary coffee included), please check in the appropriate ☐ :

- ☐ Member early registration (paid by September 6, 2019): \$10.00
- ☐ Breakfast & Lunch: \$20

**Membership**, check one in the ☐ (ignore if you have valid membership status of 2019):

- ☐ CLTAC Life Membership due: \$200.00 | ☐ CLTAC 2019 membership due: \$20.00

**TOTAL:** \$ \_\_\_\_\_

(Please use **PayPal** to pay to [cltac.treasurer@gmail.com](mailto:cltac.treasurer@gmail.com))

Non-members or late registration, please register with FLANC at <https://fla-nc.org/net>

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







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**ABBREVIATIONS:**

MLI = Monterey Language Institute  
SFSU = San Francisco State University  
CCSF = City College of San Francisco