

# 加州中文 教師協會

CHINESE LANGUAGE TEACHERS  
ASSOCIATION OF CALIFORNIA



网址: [www.cltac.org](http://www.cltac.org) ◆ 通讯地址: P.O. Box 5661, Monterey, CA 93944

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秘书长 ▶ 葛浩德 ◆ 财务长 ▶ 高偲译  
会讯主编 ▶ 刘安敏

## 加州中文教师协会理事会 / 委员会年度会议记录

2018 年 1 月 14 日上午 10 点在南湾 Menlo School 召开了加州中文教师协会理事会 / 委员会年度会议。会议开始, 高立伟会长首先感谢各位理事会及委员会成员于百忙中抽出时间出席此会, 并感谢大家在过去的一年中为协会工作所付出的时间及努力。本次会议的重点是从去年的活动中总结经验及讨论如何更好地组织、开展今年的工作。

其次, 协会各部门代表也对去年活动做了总结并说明了今年活动的计划。财务部首先做了 2017 年度财务报告, 并指出在过去的一年中, 在各方的积极配合和努力下, 协会在保证高质量地完成各项活动外尽量节省开支并大力争取到了多方的支持和赞助, 使得 2017 年协会财务成功实现转亏为盈。财务部感谢各方的赞助和捐献, 并希望 2018 年可以进一步提升 CLTAC 的影响力并保持协会收支平衡。

谢超老师作为副会长及中文演讲比赛活动的主席总结汇报了 2017 年的演讲比赛活动, 并与大家重点讨论了 2018 年第 43 届中文演讲比赛的筹备工作。会议最终确定了演讲比赛将于 2018 年 4 月 28 日在 Lowell High School 举行。报名截止日期暂定为 3 月 31 日 (周六), 筹备组工作日定为 4 月 7 日 (周六)。会议还讨论并确定了演讲比赛仍然采取网上报名的方式且报名费不变; 分组及评奖比例不变并增加一年级到八年级的参赛奖; 招募 80 位裁判并尽量鼓励各学区、各年级老师前来担任裁判, 并强调希望所有的裁判可以在比赛当天早上 10:30 前来参加培训; 在演讲比赛的节目表演部分加强确定演员名单方面的沟通, 继续为成人演员提供餐点, 为学生志愿者提供小吃; 并邀请赞助演讲比赛的募款单位参与演讲比赛颁奖活动。同时, 协会讨论了是否可以在演讲比赛期间邀请专人来

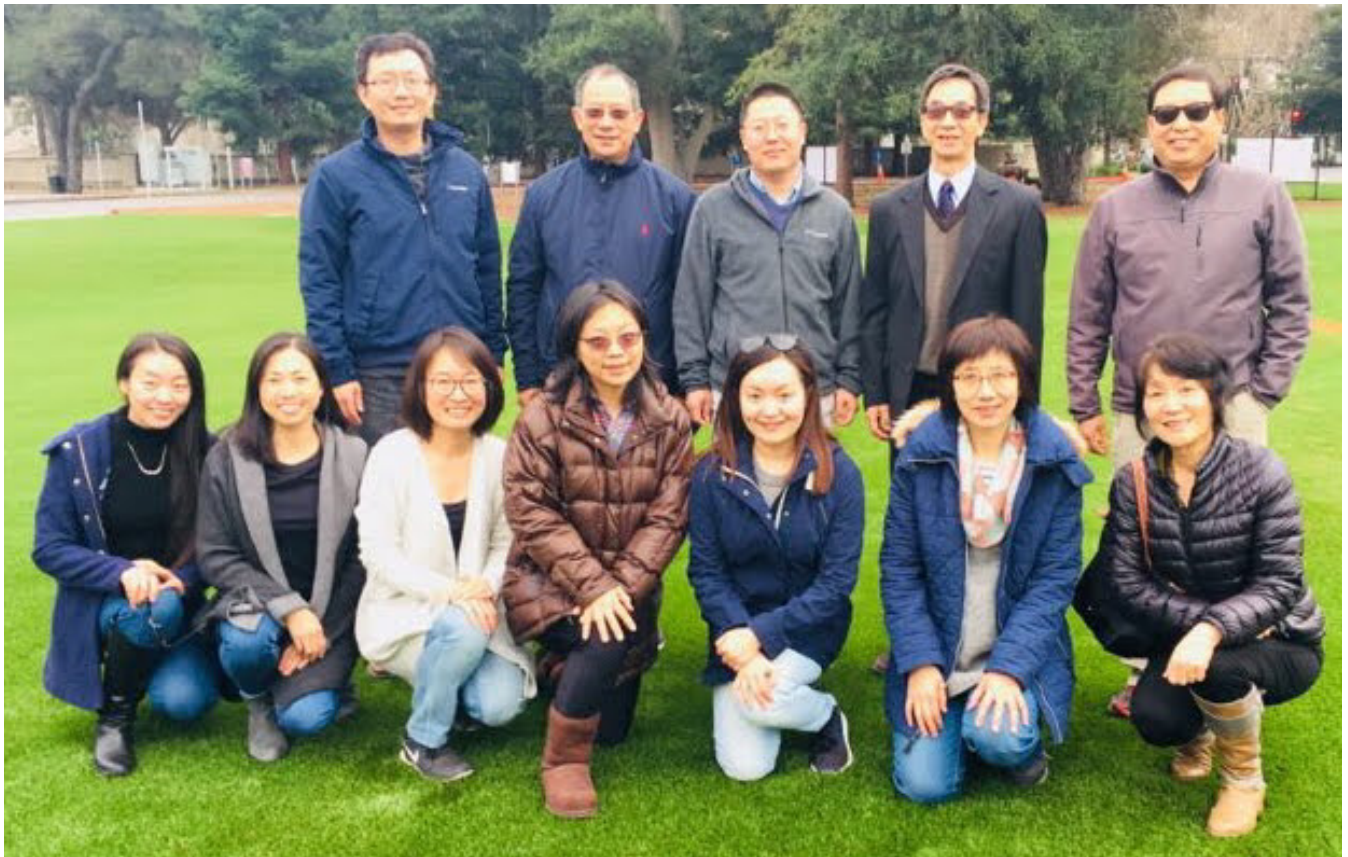
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为比赛当天摄像。

会议还着重讨论了 3 月 3 日在斯坦福大学举行的 2018 年春季会议。确定了春季会议的主讲人，并鼓励大家积极投稿和参会。同时讨论了秋季会议的开会地点及会议形式，委员会提议秋季会议在蒙特雷国防语言学院举行，会议形式延续春季研讨会模式并增加高中组老师圆桌讨论会的部分。

会议期间，就协会期刊 (News Letter)，委员会提出通过多种渠道鼓励更多老师来参与、投稿。同时希望能够增加与当地媒体的联系，通过媒体采访和报道协会的重要活动来进一步加大对协会的宣传力度。同时，会上还提出了对常小林老师多年来为协会贡献的荣誉表彰计划。会议结束前，财务组做了会员人数统计并指出 2017 年终身会员有所增加，并希望能够争取更多的终身会员加入。会议在大家的积极讨论和集思广益中结束，预祝 2018 年大家齐心协力，把协会活动办得更好！

高偲译、张贇华供稿



# CLTAC 2018 Spring Conference Program

## 加州中文教师协会二零一八年春季学术研讨会程序

8:30 - 17:00, March 3 (Saturday), 2018

Bishop Auditorium, Stanford University

8:30-12:35	<b>Registration and Refreshments</b> 注册, 茶点 (Bishop Auditorium)	
9:00-9:05	<b>Welcome and Opening Remarks</b> 开幕式 (Bishop Auditorium) <i>Le Tang, CLTAC Vice President and Conference Chair, Stanford University</i>	
9:05-9:20	<b>Remarks</b> 致辞 (Bishop Auditorium)	
9:25-10:25	<b>Keynote Speech</b> 特邀演讲 (Bishop Auditorium) Inherently Indefinite Degree: Chinese Gradable Adjectives 汉语有级形容词为无度  <b>Chaofen Sun</b> Stanford University  <i>Chair: Chengzhi Chu University of California, Davis</i>	
10:25-10:35	<b>Coffee Break</b> 茶歇	
	<b>Panel 1</b> 分组报告 (一) (Bishop Auditorium), <b>Vocabulary, Pronunciation and Grammar</b> 词汇、语音、语法  <i>Chair: Liwei Gao</i> <i>DLI</i>	<b>Panel 2</b> 分组报告 (二) (EAL 224) <b>Teaching Culture</b> 文化教学  <i>Chair: Zhenlin Qiao</i> <i>DLI</i>

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10:35-11:35	<p>1.1 A Deep-level Processing Model to Fast Enhance Vocabulary Repertoire <i>Heping Xu, DLI</i></p> <p>1.2 自然口语中疑问代词的重音分布和声调实现 <i>Zhiqiang Li, University of San Francisco</i></p> <p>1.3 探讨制约动词后的宾语和动量补语之位序的指导原则 <i>Jian Kang Loar, DLI</i></p>	<p>2.1 汉语中心词后移的文化思维现象解析 <i>Qiao Gao, DLI</i></p> <p>2.2 Propeller for Accelerating Culture Acquisition and Competence <i>Huichu Hsu, Millie Rose, Weifen Hung, DLI</i></p> <p>2.3 Developing Language Learner's Pragmatic Competence through Cultural Projects Learning <i>Chia-Ning Jenny Liu, DLI</i></p>
11:40-12:40	<p><b>Panel 3 分组报告（三）(Bishop Auditorium)</b></p> <p><b>Teachers and Learners</b></p> <p>教师与学习者</p> <p><i>Chair: Chao Xie</i> <i>DLI</i></p>	<p><b>Panel 4 分组报告（四）(EAL 224)</b></p> <p><b>K-12 Chinese Instruction</b></p> <p>中小学中文教学</p> <p><i>Chair: Xiaolin Chang</i> <i>Lowell High School</i></p>
	<p>3.1 关于中文教师对写作练习进行书面反馈的调查 <i>Li Xu, Duke Kunshan University</i></p> <p>3.2 跨文化交际中的对外教师角色及对策 <i>Zheng George, DLI</i></p> <p>3.3 Foreign Language Anxiety Relating to Students' Performance in DLI Context <i>Yun Han-Dayton</i></p>	<p>4.1 Beyond Being a Chinese Language Student: Interdisciplinary Units in an Advanced Topics Chinese Class <i>Mingjung Chen, Menlo School</i></p> <p>4.2 How to Train Your Dragon- Chinese Cultural Awareness in an American Community, Dragon and Lion Dance Cultural Ambassador <i>Peggy Kao, Western Sierra Collegiate Academy</i></p> <p>4.3 Discovering and Engaging in Dual Language Classroom <i>Jing Ren, Sacramento City Unified School District</i></p>

12:40-13:25	<b>Lunch Break</b> 午餐 (Bishop Auditorium)	
13:25-14:25	<b>Panel 5</b> 分组报告 (五) (Bishop Auditorium) <b>New Approaches</b> 新教法 <i>Chair: Zhiqiang Li</i> <i>University of San Francisco</i>	<b>Panel 6</b> 分组报告 (六) (EAL 224) <b>Listening, Speaking and Translation</b> 听力、口语、翻译 <i>Chair: Wen-Chao (Chris) Li</i> <i>San Francisco State University</i>
	5.1 Establishing a Multilingual Mindset through Embracing the Linguistic Landscape in a CFL Class <i>Lihua Zhang, University of California, Berkeley</i>  5.2 Mind-Map: An Effective Approach to Enhance Language Learning and Teaching <i>Anmin, Liu, DLI</i>  5.3 Empower Students with "Learning, Thinking, and Expressing Approach" <i>Lee-ching Lin, DLI</i>	6.1 An Investigation of Metacognitive, Bottom-up and Top-down Strategies in L2 Listening <i>Xibo Henderson, DLI</i>  6.2 谈谈基于任务教学法的口语教学设计 <i>Yan Shen, University of California, Los Angeles</i>  6.3 Translating Harry Potter's Magical Spells: A Comparison of Renderings from Mainland China and Taiwan from the Perspectives of Transparency, Register, Meter, and Syntax <i>Li Wright, San Francisco State University</i>
14:25-14:35	<b>Coffee Break</b> 茶歇	
14:35-15:35	<b>Panel 7</b> 分组报告 (七) (Bishop Auditorium) <b>Curriculum Design</b> 课程设置 <i>Chair: Lihua Zhang</i> <i>University of California, Berkeley</i>	<b>Panel 8</b> 分组报告 (八) (EAL 224) <b>Teaching Culture</b> 文化教学 <i>Chair: Hsin-Yun Liu</i> <i>City College of San Francisco</i>
	Innovating Open Architecture at DLI: Revising the Chinese Basic Course  <i>Patrick Lin, DLI</i>	8.1 Language Learning through Comparative Cultural Projects <i>Yunhua Zhang, Yijun Zhu, DLI</i>



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	<p><i>Zhenlin Qiao, DLI</i>  <i>Gregory Lloyd, DLI</i>  <i>Xiaohui Wu, DLI</i></p>	<p>8.2 Cross-Cultural Communicative Competence—The Ability to Transforming Information into Knowledge in Foreign Language Learning and Teaching  <i>Sherry Liang, DLI</i></p> <p>8.3 Promoting Learner-centered Cultural Exploration  <i>Aizhe Wang, DLI</i></p>
	<p><b>Panel 9 分组报告（九） (Bishop Auditorium)</b>  <b>Teaching Materials and Input</b>                      教学材料与输入  <i>Chair: Anmin Liu</i>  <i>DLI</i></p>	<p><b>Panel 10 分组报告（十） (EAL 224)</b>  <b>Vocabulary Teaching and Learning</b>                      词汇教学  <i>Chair: Frederik Green</i>  <i>San Francisco State University</i></p>
15:40-16:40	<p>9.1 New Trends and New Strategies: Incorporating Fantasm Chinese Abstract Art into Chinese Language Learning  <i>Congcong Wang, University of Northern Iowa</i></p> <p>9.2 From Informative to Transformative—Motivate Students with Authentic Materials  <i>Marina H Sung, Yongling Ma, DLI</i></p> <p>9.3 Higher Level of Cultural Input for Higher Level of Language Proficiency  <i>Weijiang Zhang, DLI</i></p>	<p>10.1 Acquire &amp; Maintain Vocabulary through Spaced Repetition Using Anki  <i>Yali Dai, DLI</i></p> <p>10.2 Enhance Chinese Vocabulary Teaching through Puzzles  <i>Xueting Wang, DLI</i></p> <p>10.3 词汇考试的意义何在?  <i>Ying Shiroma, DLI</i></p>
16:45-17:00	<p><b>Awards Ceremony, Closing Remarks and Announcements</b>                      颁奖仪式，闭幕式，学会事务通知  <i>Chair: Liwei Gao</i>  <i>CLTAC President, DLI</i></p>	

## CLTAC 2018 Spring Conference Program Keynote Speech

### 加州中文教師協會二零一八年春季學術研討會特邀演講



Professor Chaofen Sun received his Ph.D. from Cornell (1988). Since 1991, he has been coordinating the Chinese language program at Stanford and served for six years as chair of the department of East Asian Languages and Cultures and director, for three years, of the Center for East Asian Studies (2006-09). He was president of the Chinese Language Teachers' Association of California (2002-06) and is 2017 president of the Chinese Language Teachers' Association, USA. He has published articles in *Language*, *Journal of Chinese Linguistics*, *Journal of American Oriental Society*, *Journal of Chinese Language Teachers' Association*, *Language and Linguistics*, *Chinese Language and Discourse*, etc., single author books *Word Order Change and Grammaticalization in the History of Chinese* by Stanford University Press (1997), *Chinese: A Linguistic Introduction* Cambridge University Press (2006), and co-edited volumes *The Oxford Handbook on Chinese Linguistics* by Oxford University Press (2015), *Key Issues in Chinese as a Second Language Research* by Routledge (2017).

## Inherently Indefinite Degree: Chinese Gradable Adjectives

### 汉语有级形容词为无度

Chaofen Sun

汉语有级形容词没有英语的比较级或最高级形式之分，英语有 *tall/taller/tallest* 形式上的区别，因为每个形容词都是有度。而汉语的“高”在比较句中并没有形式变化，程度比较的语义更多的来自“比”字句本身，形容词不变。过去我们对这个语言类型学上的区别不是忽略了就是理解错了，造成很多误会和有误的解释。要在课堂上简明、易懂、无误地讲清汉语形容词的用法，我们首先必须跳出英语之类语言的语法框框来思考。例如，英汉的形容词有异同，例如“绝对”和 *absolute*，汉语可以说“他很绝对”，但是英语不可说 \**He is very absolute*。这是因为中英有差异，“绝对”在汉语是个无度(*indefinite degree*)形容词，*absolute* 在英语里不仅仅是有度，而且是个特别的形容词，受到 Economy Interpretation (Kennedy 2007) 的限制，汉语则没有同样的限制。汉语形容词有无度和有度之分。“有度”的意思是有分寸限度，“无度”是无分寸限度，如成语“张弛有度”的“有度”就是有分寸限度，“挥霍无度”就是无分寸限度。汉语的无级形容词不可以用程度标记“很”/*very* 来修饰。例如形容词“私立”是不可和“很”一起用“\*很私立”，但是英语的 *private* 则可以说 *very private*。英语的 *good/happy* 是普通级而汉语的“好、快乐”是无度有级形容词，就形容词而言，英语的副词 *very* 只和普通级连用，强调程度，汉语含程度义的“很”，具有语法功能：变无度为有度，“很好、很快乐”就成了有度形容词短语。所以“很”之类副词还是有度标记。英语和汉语都不可以说 \**You are very taller than me* 或“\*你比我很高”，在比较时，汉语形容词谓语必须是无度，英语必须是普通级。汉语“很”相对应的无度副词标记是“更”，所以又有“你比我更高”的说法。最后，英语的祝福语可以表示不同的程度，如 *I wish you well/I wish you all the best!* 但是汉语中的祝福语，因为文化上的差异，必需是无限度的“好、快乐”，如“祝好！祝你生日快乐！”，不能说有限度的“\*祝最好！祝很好！\*祝你生日很快乐！”只有懂得这简单的道理，老师才能在课堂上对美国学生用三言两语讲清楚汉语语法。



## 2018 Spring Conference Registration Form

### 二零一八年春季學術研討會注册表

Saturday, March 3, 2018 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 18, 2018**): \$20.00

☐ Non-member early registration (postmarked by **February 18, 2018**): \$30.00

☐ Member late registration (on-site or after **February 18, 2018**): \$25.00

☐ Non-member late registration fee (on-site or after **February 18, 2018**): \$35.00

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

☐ New member early registration (\$20) plus 2018 membership fee (\$20)

Discount rate: (postmarked by **February 18, 2018**): \$15 + \$20 = \$35.00

☐ New member late registration (\$25) plus 2018 membership fee (\$20)

Discount rate: (on-site or after **February 18, 2018**): \$20 + \$20 = \$40.00

**Convenient lunch** ☐ Vegetarian ☐ Non-vegetarian

\*\*\*\*\*

**Membership**, check one of the ☐ (ignore if you have valid membership status of 2018):

☐ CLTAC Life Membership due: \$200.00 | ☐ CLTAC 2018 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).

## The 43rd CLTAC Chinese Mandarin Speech Contest (2018)

### Official Rules of Speech Contest and Registration

The 43rd CLTAC Chinese Mandarin Speech Contest (2018) (speech contest, hence after) will be held at Lowell High School in San Francisco on Saturday, April 28th, 2018. The registration deadline is Saturday, March 31st, 2018. Complete information on the speech contest can be found on the CLTAC website at <http://www.cltac.org/speech-contest.html>.

The contestant must be a student currently enrolled in a Mandarin Chinese program during the 2017-2018 academic year at an elementary school, a middle/senior high school, a community college, or a university that is fully accredited by the Western Association of Schools and Colleges (WASC), or is a member of the National Association of Independent Schools (NAIS).

To ensure fairness, each contestant should register for a specific category based on his or her linguistic background and Chinese learning experience, and must agree to participate in the assigned division and category defined in the Appendix. The CLTAC Mandarin Speech Contest Organizing Committee (Organizing Committee, hence after) reserves the right to combine categories where there are fewer than five contestants in each category.

In order to maintain the high quality of the speech contest and to keep its size manageable, the Organizing Committee recommends that each participating school hold a preliminary contest within the school/class and choose no more than five students per category per class to participate in the speech contest.

Each contestant should compose his/her own speech. The Organizing Committee reserves the right to disqualify contestants with identical speeches. Contestants should memorize the speech. Points will be deducted for reading.

Contestants deliver their speech within a period of time. Speeches should be about 2-3 minutes for Elementary School and Middle School Divisions, 3-4 minutes for High School Divisions, and 4-5 minutes for College Divisions. Points will be deducted if the speech is either too short or too long for their grade levels, as determined by the judges.

The contestant may speak on any appropriate topic commensurate with his/her level of training. Sample topics include: Learning Mandarin, Family Life, Favorite Sports, A School Event, and Travel to China/Taiwan/Hong Kong, etc. The purpose of the speech contest is to foster good language skills. Emphasis is placed on accuracy in pronunciation and tones, fluency, delivery, cadence, as well as content. Props cannot be used.

The contestants register through their instructors, who must be active members in good standing of the Chinese Language Teachers Association of California (CLTAC) in the current calendar year. CLTAC needs to receive the instructor's annual membership dues (\$20.00) before the registration deadline in order to register the contestants for the speech contest. In addition, it is the responsibility of the instructor to place each of his/her students in the most appropriate category commensurate with the student's language background and training. The Organizing Committee reserves the right to disqualify a contestant who provides inaccurate background and training information.

### **Registration Process:**

- 1) The registration fee is \$15 per contestant. We ask each instructor to collect the registration fees for all the student contestants in his/her classes, and make out one check payable to "CLTAC".
- 2) Instructors please fill out two forms online in order to complete the registration. One is the Speech Contest Registration; the other is Form the Teacher Information and Payment Form. Instructors (for CLTAC members only) will find links to two registration forms in the email sent by CLTAC. If you are not a member of CLTAC, please also fill out a membership registration form and mail it along with your check to CLTAC, P.O. Box 5661, Monterey, CA 93944.
- 3) When you complete the teacher information and payment form, please print out the form before clicking "submit", and mail it along with your check to CLTAC, P.O. Box 5661, Monterey, CA 93944. In the notes section of the check, please write down the teachers' names and school name.

All registration must be submitted and payments postmarked by March 31st, 2018.

By registering for the speech contest, the contestant agrees to give the permission to CLTAC to use his/her script for the purpose of promoting Chinese language and culture.

If you have any questions, please contact [cltac.speech@gmail.com](mailto:cltac.speech@gmail.com).

## Appendix: Speech Contest Registration Categories

<b><u>Division I</u></b>		<b><u>1<sup>st</sup> through 5<sup>th</sup> grade students</u></b>
		Students in an immersion or bilingual Mandarin program should register in Category D.
Category I A		Students with no prior background or with very limited experience in Chinese
	I-A-1	Elementary school first year Chinese class
	I-A-2	Elementary school second year Chinese class
	I-A-3	Elementary school third year Chinese class
	I-A-4	Elementary school fourth year Chinese class
	I-A-5	Elementary school fifth year Chinese class
Category I B		Students with some experience in a dialect of Chinese other than Mandarin or with minimal experience in Mandarin
	Group naming following Category I A convention	
Category I C		Students with extensive experience of Mandarin
	Group naming following Category I A convention	
Category I D		Students in an immersion or bilingual Mandarin program
	Group naming following Category I A convention	
<b><u>Division II</u></b>		<b><u>6<sup>th</sup> through 8<sup>th</sup> grade students</u></b>
		Students in an immersion or bilingual Mandarin program should register in Category D.
Category II A		Students with no prior background or with very limited experience in Chinese
	II-A-1	Middle school first year Chinese class
	II-A-2	Middle school second year Chinese class
	II-A-3	Middle school third year Chinese class
Category II B		Students with some experience in a dialect of Chinese other than Mandarin or with minimal experience in Mandarin
	Group naming following Category II A convention	

	Category II C		Students with extensive experience of Mandarin	
		Group naming following Category II A convention		
	Category II D		Students in an immersion or bilingual Mandarin program	
		Group naming following Category II A convention		
<b><u>Division III</u></b>			<b><u>9<sup>th</sup> through 12<sup>th</sup> grade students</u></b>	
	Students in AP classes should register in Category D.			
	Category III A		Students with no experience in Chinese of any dialect and/or no experience of Chinese schooling in Asian countries	
		III-A-1	High school first year Chinese class	
		III-A-2	High school second year Chinese class	
		III-A-3	High school third year Chinese class	
		III-A-4	High school fourth year Chinese class	
	Category III B		Students with some experience in a dialect of Chinese other than Mandarin and/or some experience of Chinese schooling in Asian countries	
		Group naming following Category III A convention		
	Category III C		Students with extensive experience of Mandarin	
		Group naming following Category III A convention		
	Category III D		Students in AP class	
		III-D-1	Non-heritage students	
		III-D-2	Heritage students	
	<b><u>Division IV</u></b>			<b><u>College/University students</u></b>
		Category IV A		Students with no prior background or with very limited experience in Chinese of any dialect
IV-A-1-1			Students in first half of first year of study	
IV-A-1-2			Students in second half of first year of study	
IV-A-2-1			Students in first half of second year of study	



		IV-A-2-2	Students in second half of second year of study
		IV-A-3	Students in third year of study
		IV-A-4	Students in fourth year of study
	Category IV B		Students with some experience in a dialect of Chinese other than Mandarin
		Group naming following Category IV A convention	
	Category IV C		Students with extensive experience of Mandarin
		Group naming following Category IV A convention	

### Ratio between Awards and Contestants for Each Group

Number of Contestant	The 1 <sup>st</sup> Place	The 2 <sup>nd</sup> Place	The 3 <sup>rd</sup> Place	Honorable Mention
5	1			1
6-9	1	1		2
10-17	1	1	1	3
18-21	1	1	2	4

## “Discover China 发现中国”美国教育访华团活动报道

中国旅美科技协会 (Chinese Association for Science & Technology, 简称旅美科协或 CAST) 连续四年 (2014-2017) 组织的 “Discover China 发现中国” 美国教育访华团活动在 2017 年 10 月再次成功举办。活动是经由中国驻洛杉矶总领馆的推荐, 国侨办文化司的大力支持, 并在活动内容上配合美国学校的需求进行对接和安排。教育团成员通过访华实地感受到中国文化教育的发展, 中国人民尤其是基础教育领域里的各级人员的热情友好, 中国教育的快速和蓬勃发展, 经济科技的进步, 以及中国学生在基础教育领域得到的培养和具备的国际竞争力。

在为期 9 天紧密的行程中, 访华团走访了三个城市, 进行了两次官方会晤, 和两个区教育局座谈, 召开了一次国际教育小型交流会, 拜访了八间中小学, 全方位的认识了中国的基础教育体系和现状, 建立了和中国教育界的初步联系, 可谓成效满满。

10 月 16 日上午, 访华团一行参观了国侨办华文教育基地 - 北京华文学院, 在听取了周虹院长的介绍和张树权教授的中国民间文化讲座之后, 不但对中国的民间习俗和传统有了认识, 更充分了解了中国政府对海外华文教育的大力支持。正是对该校的参观和了解促成了硅谷高中校区总监 Mr. Marcus Battle 决定在本校区的中文项目里第一次组织开展到中国的文化参访, 并计划扩大该中文项目, 从华裔学生扩展至非华裔学生, 使更多学生有机会学习中文。

当天下午国侨办文化司汤翠英副司长、文化司王匡廷处长等领导, 和美国教育团一行进行了会谈和沟通。汤司长再次高度赞扬了美国教委们不远万里来与中国的教育界进行交流。在会谈中, 她介绍了国务院侨办在海外, 特别是在美国开展的中国文化和中文教育项目。CAST 总会副会长于娜代表教育团向汤司长表达了谢意, 及此次访华团成员们对于与中国教育界展开交流的愿望。



国侨办文化司和全体访华团组成员的会晤场景。

在北京期间, 访华团成员们迈入多间中小学校的校门, 包括北师大附属实验小学、北京第 35 中学等。在行程的第二站南京期间, 访华团受到了江苏省侨办主任和江苏省海外交流协会、江苏省华文教育发展中心的热情接待, 并参访了南京金陵中学、南京外国语学校仙林分校, 南京浦口区行知教育基地, 还与南京工商联共同召开国际教育小型交流

## newsletter .....

会。最后访华团来到中原首府－郑州，和河南师大附中双语国际学校及郑州第八十八中学。双方进行了友好的沟通和对彼此的认识，硅谷东区高中学区所属的优秀高中－银河高中(Silver Creek High School) 并和郑州第八十八中学签署了友好学校协议。双方承诺将在此次初步交流的基础上加强来往，继续两校师生之间的相互访问、了解和学习。



美国教育访华团一行与江苏省侨办合影



每次访问中，美国客人们都积极地与当地的教育工作者展开直接的交流，就中美两国的教学体制、课程设计、教师培训、学生交流等议题进行深入和全面的沟通和了解。活动使访华团多层次全方位的了解了中国的基础教育。

旅美科协是 1992 年在纽约成立的非政治性、非营利性的专业民间组织。其宗旨是促进中美之间文化、科技、教育、经贸等领域的交流与合作，弘扬中国传统文化促进中美两国人民的相互了解。中国旅美科协借助在美国有多达 16 个分会，上万名会员，规模大，范围广，影响力可达各行各业，享有卓越口碑等特点，充分发挥自身优势，积极的投入到协助中国教育国际化，推广中文国际化，加快中国和世界沟通的大使命中。

活动在中美的教育界得到很好的反响。美国学监和校长们亲身体验到中国的方方面面从而完全扭转了以往得到的片面甚至负面认识，而且更认识到在美国加强中文教育、加大主流学校和中国教育界之间的各层面沟通和交流的必要性。更重要的是活动促成了中美教育层和教育机构的直接交流合作。在去年的活动结束至今仅 3 个月，已经有好几个合作在酝酿和准备中了，包括硅谷东区高中学区组织学区内的华裔学生赴北京参加中国语言文化夏令营，伯克利加大和北京市朝阳区教育局就中小学校长和后备干部领导力的培训项目，伯克利加大和连云港市教育局就中小学教师国际化的培训项目，北京及江苏的若干中学和硅谷东区高中学区签署友好学校，旅美科协硅谷分会和伯克利加大为本次参访的几间优秀中学共同开发的学生修学项目等等。相信假以时日，会见到更多源自本活动的交流和合作。

今天的中国做为一个文明进步、科学发展的国家，在逐渐被美国教育精英阶层认可后，需要在更大更广的层面里产生文化影响力。前总统奥巴马于 2013 提出的十万美国学生去中国求学计划，和于 2016 提出的百万美国学生学习中文的倡导为中文在美国的普及创造了环境。在此大环境下，旅美科协愿意继续为海外华文教育的开展，在海外推广中华文化贡献绵薄之力。希望在主流学校任教的中文老师们把此项目推荐给你们学校的管理层，让更多的学校管理人士有机会了解中国，产生文化亲近感，从而更加支持本校的中文项目和各位老师的工作。项目查询请电 415-652-1310。

By Anna Yu




### 项目概况

自 2003 年创办以来, SLB 美中教育每年都为美国中学定制学校团体交流访华活动, 旨在了解中国的人文/地理/文化/习俗, 将游览名胜古迹、语言提高、生活体验、文化浅尝、义工服务等有机的结合在一起, 加深美国学生对中国的认识, 为他们的中文学习之路增添丰富色彩。

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美国学校管理层访华团

中国旅美科技协会主办, 国务院侨办文化司大力支持, 洛杉矶/旧金山总领馆推荐

### 项目概况

“探索中国”美国 K-12 管理层访华团源于 2014 年, 旨在让美国主流学校的管理者有机会认识中国, 包括中国的发展、学生素质、教学质量和教学管理, 并在校区进行中文学习的推广, 进而开展和中国学校学生和教师及更多层面的交流, 为中国文化走出中国贡献力量!

**中美双赢:** 助力推广美国 K-12 学校和中国学校间的交往。姐妹校的建立、学生间的长/短期交换和交流、教师间的交流与合作办学。

**政府支持:** 中国侨办、各省市侨办和教委、美国教委联合会 AASA 等

**学校认可:** 参加者来自美国数十个州的学区总监、校长、国际交流部主任

**活动内容:** 对中国不同省市教委和学校的参观交流, 与中国校长的座谈, 课堂亲身旁听感受, 与学生的直接交流等

查询电话: 415-652-1310





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CLTAC has regular, annually renewable membership and life-time membership. CLTAC originally maintained memberships from mostly college level since 1960s, 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 organizations. 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, independent educational organizations, or colleges and universities.

### Membership fee

Lifetime membership \$200; Annual membership \$20.00

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

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- Receiving CLTAC's E-Newsletter two times a year;
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## Chinese Language Teachers Association of California

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