

加州中文教師協會

The Chinese Language Teachers Association of California

CLTAC NEWSLETTER

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CLTAC Spring 2016 Newsletter

www.cltac.org

University of San Francisco Hosts Fall Workshop

Cultural Instruction, Visual Tools, and Structured Language Output Explored in Plenary Sessions

The University of San Francisco (USF) played host to the Chinese Language Teachers Association of California's (CLTAC) Fall 2015 Workshop on Saturday, October 30, where three plenary talks were delivered by experts in the fields of applied linguistics, teacher training, and cultural instruction. The talks, which explored issues ranging from the use of visual cues in language instruction and the implementation of structured language output in the language classroom to the nature of cultural instruction, took place in Fromm Hall at the University's Main campus, and was attended by over fifty Chinese language professional from around Northern California.

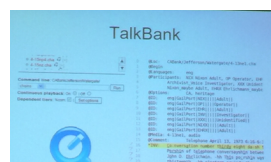
Following an introduction by Workshop Committee Chair Le Tang of Stanford University, the morning session kicked into full gear with a keynote speech

by Professor Hongyin Tao of the University of California at Los Angeles (UCLA) titled "Traditional and Emerging Visual Tools for Chinese Language Teachers". In the talk, Professor Tao spoke of how newer Chinese language textbooks, such as the third edition of Integrated Chinese, are increasingly incorporating the use of pictorial avatars, color-coordinated text, on-site photography, and other visual cues that are standard in English-language textbooks, but are only just beginning to appear in Chinese-language textbook publishing. The new focus on pictorial rather than textual representation, he explained, not only makes the learning process easier on visual learners, but also better stimulates the imagination. He talked also about the incorporation of signs and "linguistic landscapes" as authentic teaching materials, and stressed that the effectiveness of these visual cues and visual tools is evidence to the wisdom of the old adage "a picture is worth a thousand words", even in the realm of Chinese language learning.

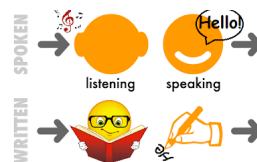
Also speaking in the morning session was Esther Chau, supervisor for the Stanford Teacher Education Program (STEP) at Stanford University's Graduate School of Education, whose talk was titled "Structured Language Output: A Focus on Form in Language Production". In the talk, Ms. Chau stressed the importance of placing

CLTAC Fall Workshop

THREE ENGAGING SESSIONS



VISUAL TOOLS FOR CHINESE LANGUAGE TEACHERS
HONGYIN TAO



STRUCTURED LANGUAGE OUTPUT
ESTHER CHAU



THE NATURE OF CULTURAL INSTRUCTION
HEPING XU

students in a structured environment designed by the teacher, and demonstrated how exercises such as “choral response” and “echo talk” can target structured language input and output to help students better understand and internalize formal elements of linguistic structure.

Following a forty-five minute lunch break, the final presentation of the day was delivered by Professor Heping Xu of the Defense Language Institute, who shared with the audience his “Observations and Reflections on the Nature of Cultural Instruction”. The talk, which explored how elements of Chinese culture are to be found in the day-to-day language, values, and belief systems of the Chinese, was peppered with lively examples from the writings of Confucius and Mencius to modern-day films and television productions such as “Eat, Drink, Man, Woman” and “Dad, Where are We Going?” The examples were then juxtaposed with American quotes and Western viewpoints to show how cultures differ, and how these cultural differences can be exploited to help the student better understand the essence of Chinese tradition and Chinese culture.

Following the three plenary talks, discussants Professor Zhiqiang Li (University of San Francisco) and Professor Chris Wen-chao Li (San Francisco State University) kicked off an hourlong Roundtable Discussion, where the keynote speakers exchanged views and fielded questions from the audience. Discussion was lively, and included such

issues as the procurement of images for use in teaching materials, implementational aspects of structured language output, structural knowledge in the assessment of student language output, and various aspects of the teaching of Chinese culture.

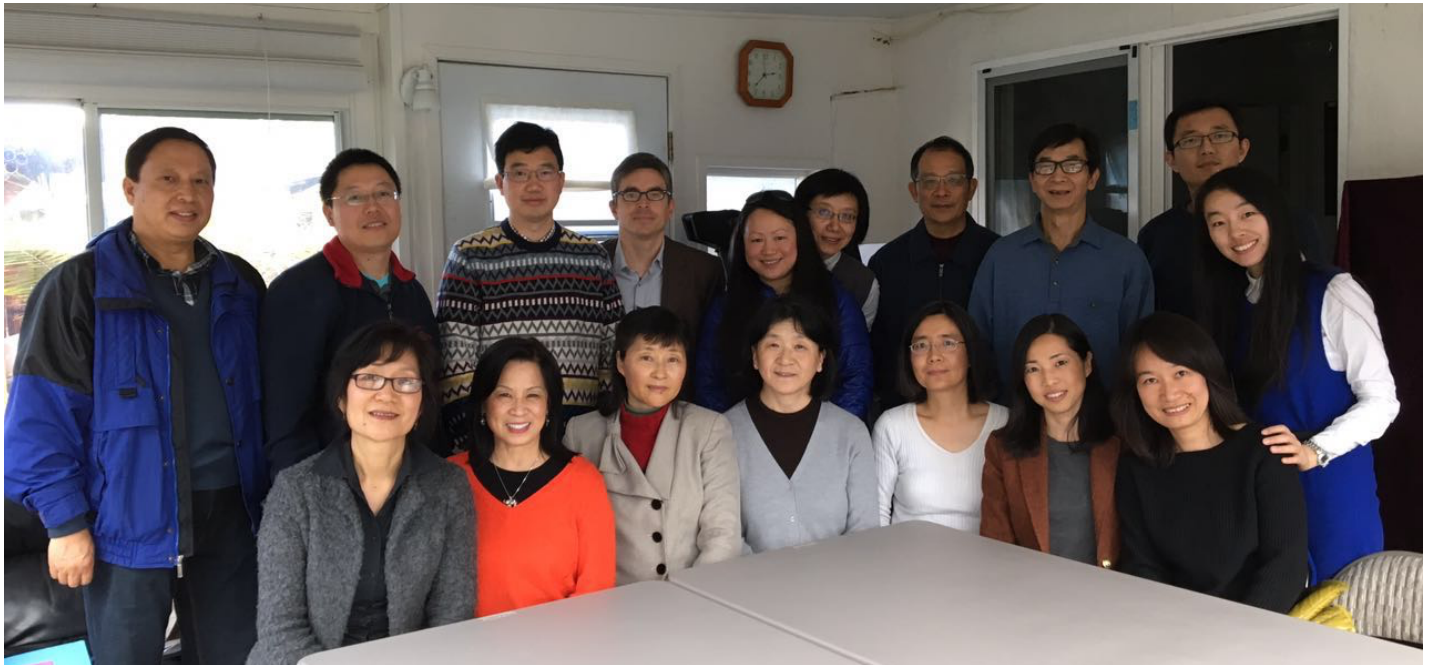
The discussion was wrapped up at 3:30 P.M., upon which closing remarks were delivered by CLTAC president Professor Liwei Gao (Defense Language Institute), who lauded the high quality of the talks and the superior value of the event, and reminded attendees to register for the Association’s upcoming events.

(Chris Wen-Chao Li, staff reporter)



CLTAC 理事会及执委会2016 年年度会议

【January 23, 2016】CLTAC理事会及执行委员会18位成员于2016年1月23日在美丽的阳光谷（Sunnyvale）召开了2016 年年度会议。会议由协会会长高立伟教授主持。高会长首先对2015年协会活动作了简要总结，并提出2016年重要活动的工作计划。之后，协会各个执行委员会主席就去年举办的各项活动作了详细的工作报告，并对今年即将到来的工作安排进行了深入的讨论和展望。会议重点讨论了3月12日即将在斯坦福大学举办的春季学术研讨会和4月23日即将在洛威尔高中举行的第四十一届演讲比赛的各项相关事宜。同时，会议讨论了为协会执委会成员颁发CLTAC终身成就奖和杰出贡献奖的议题，以感谢他们多年来为协会所作出的无私奉献。会议还讨论通过了将协会终身会员费提高到200美元（自3月31日起生效），将演讲比赛报名费由10美元提高到15美元。与会成员希望能与更多的中文教学研究机构开展合作并发展更多的会员，一同努力为北加州的中文教师组织更多精彩、有益的活动。会议下午三点半在老师们热烈的讨论中完美落幕。理事会及执委会会员并在会后愉快合影留念。（高偲译 报道）





Kiss & Goodbye: **Learning Chinese With Jimi**

BY FREDERIK H. GREEN, SFSU

*I*n 2010, during a visit to Taipei, I went browsing the children's books section at an Eslite bookstore in search of a gift for my three nieces. Inevitably, I ran into a shelf exclusively filled with books by Taiwan's most popular and most prolific children's book author and illustrator Jimi (幾米, or Jimmy Liao, as he is

known in English). This had been my first visit back to Taiwan in many years, and I had been completely oblivious to the "Jimi-craze" that had gripped the island (and, as I would later learn, mainland China). I was simply stunned when I learned that Jimi had authored almost thirty books in the years between 1998 and 2010, and that over the past years, he had become what might be called a "children's-book super-star." Images from his books had found their way onto

Taiwanese stamps and subway cards and in 2012, a public park featuring installations based on characters from his many works opened in Yilan, Jimi's hometown. The following year, China Airlines, Taiwan's national carrier, painted one of its 747s with images from Jimi's books while more recently, Jimi's status as one of the country's most beloved artists was paid homage to when the Nangang subway station in Taipei was entirely decorated with images from his books.

During my visit to Eslite that day, I had a hard time making up my mind which works to pick from among the many available titles, but eventually I chose three, all of which differed considerably in content and style: The playful urban romance 《向左走，向右走》 (*Turn Left, Turn Right*, also known as *A Chance of Sunshine*, 1999), the colorful tale of a friendship between a little boy and the moon called 《月亮忘記了》 (*When the Moon Forgot*, 1999), and the black-and-white fantasy tale about the adventures of a little girl and a giant rabbit entitled 《謝謝你毛毛兔，這個下午真好玩》 (*Thank You, Furry Bunny, for a Wonderful Afternoon*, 2006). *Turn Left, Turn Right*, I later learned, is one of Jimi's most famous titles, in part because it had been turned into a popular movie (dir. Johnnie To & Wai Ka-Fai, 2003) while *When the Moon Forgot* is characteristic of the playful and exuberant illustrations Jimi is so well known for. Yet it was *Thank You, Furry Bunny* with its monochrome lithography-like illustrations that mesmerized me most. It is the sequel to an earlier black-and-white classic called 《森林裡的秘密》 (*Secret in the Woods*, 1998) in which a lonely city girl

acquaints a rabbit in her dreams. Together, the two then embark on a series of adventures. In the sequel, the girl has grown into an old lady whose loneliness becomes unbearable when the zoo she used to visit is closed down. Yet when she discovers that the only animal left behind is the rabbit whom she had met as a little girl, the two once more embark on a magical journey. While both the original and its sequel explore the theme of urban alienation and the power of dreams, *Thank You, Furry Bunny* also probes into the challenges of aging and our own mortality.

I was, however, not only taken by the profundity of the book's story or the exquisiteness of its illustrations. What struck me, a student of Chinese for the past twenty years who is always in search of new learning materials, was the beauty and lucidity of the book's straightforward prose. Most pages only contain one sentence, like the one next to a drawing of a



pair of geese sat free upon the zoo's closure: “斑馬、老虎和黑猩猩被馬戲團買走，狐狸、犀牛和長頸鹿被私人動物園標購了，所有的鳥類都被放生，其他的動物則趁著黑夜逃走了。” Grammatical

complexity and lexical variety are combined in one simple sentence. Zebras, tigers, and chimpanzees, we read, were bought by a circus troupe. Did any of the four volumes of the *Practical Chinese Reader* that taught me the basics of Chinese ever talk about chimpanzees? The zoo's birds are modified by a quantifier, the verb "to take advantage of" is preceded by a conjunction, and not one, but two verbal compounds along with the particle "了 *le*" turn this one simple sentence into a veritable microcosm of Chinese grammar. I was thrilled to have discovered such a charming "textbook," one that was fun to read yet highly instructional in its use of grammar, beautiful to look at yet easy to grasp as the illustrations made complex nouns or concepts tangible. From now on, I decided, I would recommend Jimi's books to my students bound for language study in China and Taiwan so that they, too, could marvel at the educational value of these beautiful tales.

I was back in Taipei during the fall of 2015, and again found myself browsing the children's book section at Eslite. Since my last visit in 2010, Jimi had published another ten titles, but except for books, the shelves at Eslite were now also stacked with book-themed music CDs and greeting cards, pencil cases and mouse pads, dolls and leather purses, all adorned with images from Jimi's books. His stardom, it seemed, had reached even higher spheres. A city bus now permanently parked on the sidewalk of No. 100 Xinyi Road Section 5, not far from Taipei 101, has been transformed into "月亮公車", the "Moon Bus," and celebrates the story of the moon's rescue by his young friend

told in *When the Moon Forgot*. At Eslite, I picked up 忘記親一下 (*Kiss & Goodbye*, 2015), Jimi's latest book, which tells the story of a child traveling aboard an empty train from the city to the countryside to visit grandpa. While the colorful illustrations take the reader on a magical journey through a marvelous dreamscape, the book also probes into the process of growing up and leaving behind childhood.

At the same time, I was glad to discover that *Kiss & Goodbye* still had all the qualities of a fine "textbook." The train the child has boarded moves along with a loud "叮噠叮噠," introducing the learner to the rich world of Chinese onomatopoeia while the beautiful landscapes retreat in the distance as the train moves along in verbal compounds that are modified by adverbs: 美麗的風景一直向後倒退, 傷心的畫面一直往前奔來.

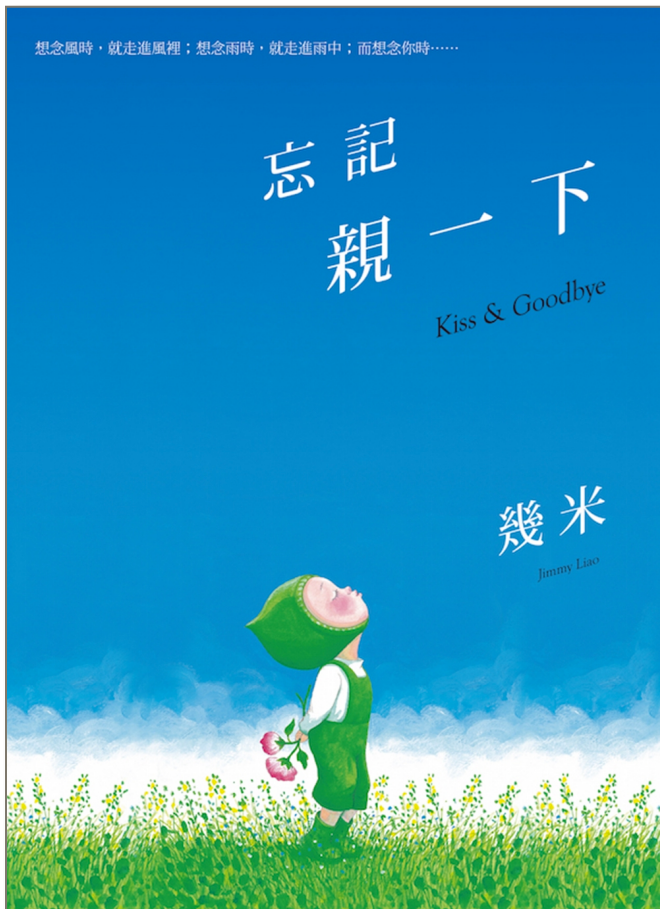


As luck would have it, Jimi was scheduled to deliver a reading of his new book at a library

the next day and I decided to attend. He told his audience that *Kiss & Goodbye* had been the result of a visit to the Japanese countryside where he had been a guest at the Echigo-Tsumaru Art Festival. A drawing he had presented as a gift to the organizers had been the beginning of what eventually turned into *Kiss & Goodbye*. He further told his audience that he

had been surprised to learn that many of his young and old readers in Japan used his books to study Chinese. The same was true in Sweden and Italy, both countries he had recently been invited to, where avid learners of Chinese were using his books to assist them in their study of Chinese.

After the lecture, I waited in line to have my copy of *Kiss & Goodbye* signed by Jimi. When it was finally my turn, I told him that his beautiful books had also assisted my own study of Chinese and that for years I had been recommending them to my friends and students. When I asked him whether he had ever been to San Francisco, he shook his head. I told him that there were countless enthusiastic learners of Chinese in the Bay Area, all of whom would be thrilled to meet the famous Jimi. Besides, San Francisco had inspired many famous children book writers and illustrators before him. Would he not like to come for a visit? He smiled, and continued to sign books for the long line of fans still waiting. I went on my way, proudly clutching my signed copy of *Kiss & Goodbye* and thinking of the final line from the book: 如果幸運坐上無人的電車，就會遇見奇跡。 Maybe luck will one day bring Jimi to San Francisco?



“What struck me, a student of Chinese for the past twenty years who is always in search of new learning materials, was the beauty and lucidity of the book’s straightforward prose.”

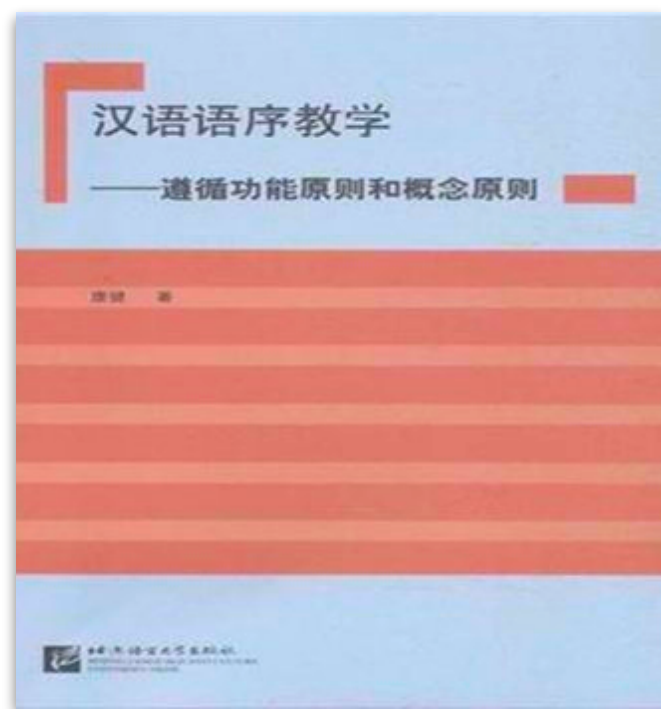
“无疑没有人会否认汉语语序在中文学习中占有的重要地位，但是如何快捷而有效地教会外国学生中文的语序呢？”

《汉语语序教学——遵循功能原则和概念原则》内容介绍

国防语言学院 康健

作者花费了七年左右的时间写成的《汉语语序教学：遵循功能原则和概念原则》一书，经过了诸多的挫折和磨难，终于在今年五月由北京语言大学出版社出版了。作者收到出版社寄来的样书以后，送给了几位老师。十分感谢许和平老师阅读后，对本书作出了很好的评价，他认为“这本书写得真好，书中包括了很多内容，并不是一本只讲语序的书”。

《汉语语序教学》不同于一般的语法书，因为此书专门讨论汉语的语序，即在一个汉语句子里，若是简单句，句子的成分，如主语，谓语、宾语、状语和补语，他们是如何排列起来的，若是一个复杂句中，各个分句又是按什么样的顺序而排列起来的。为什么要讨论语序呢？因为汉语的语法同印欧语言的很不相同，汉语的动词的形态不变化，一句话的意思全靠语序的排列，所以语序在中文语法中占有很重要的地位，也是外国学生学习汉语的难点之一。初学汉语的美国学生，对汉语句子的结构常常感到困惑，这势必影响他们的听、读和说话的能力。懂得和学会了汉语的语



序，学生就会很快地了解一句话的结构和构造，就会帮助他们在阅读和听力中易于理解一句话的意思，也会较快地学会用中文正确地表达他们的思想。无疑没有人会否认汉语语序在中文学习中占有的重要地位，但是如何快捷而有效地教会外国学生中文的语序呢？汉语的语序曾被某些语法学家看作是‘无规律可循的’，如Li and Thompson在他们的语法书Mandarin Chinese: A Functional Reference Grammar说过“中文就其语序的方面来看，是一种不易于分类的语言 (Chinese is “not an easy language to classify in terms of word order” (Li & Thompson, 1968: 19)。而且错误地说：汉语正在经历一个从主谓宾 (SVO) 转变为主宾谓 (SOV) 的语言的过程”等。如果一种语言的语序无法确立，无规则可循，这势必给学习者造成巨

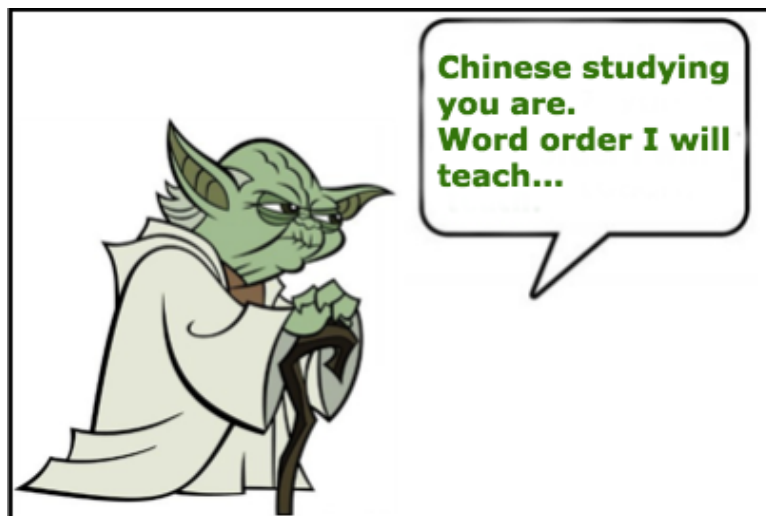
大的困难。对汉语的这种错误的观点足以降低一些学生学习汉语的信心。更糟糕的是，有的汉语教师，在教学生语序时，只是一个一个句型地教，他们让学生死背硬记汉语中的介词短语如“妈妈在厨房做饭”中的在短语“在厨房”必须出现在动词之前，而不是揭示一个句子表层结构之下的指导原则，这样学生不会举一反三，这必然会给汉语学习者在学习汉语的句法方面造成很大的困难，无形之中延长了他们掌握汉语句子结构的时间。

《汉语语序教学》是汉语语法学界唯一的专门地、系统地讨论汉语语序的书，更有所不同的是此书专门讨论了基于汉语表层结构之下的组织原则，即汉语的语序的排列的指导原则。汉语句子的组织原则不同于印欧语系的语言的，那些语言中句子成分的排列更注重形式，而汉语的句子成分的排列则是根据语义及逻辑关系，更具体地说是按概念原则以及功能原则而排列起来的。概念原则是语言学家戴浩一先生早在1985年就总结出来的三大原则，即时间顺序原则，时间范围原则，整

体先于部分原则。这些原则，大多数的汉语语法家在书中都提及过，但并没有详细地阐述，而且很多人认为这些原则并不能概括所有的语序现象，所以在教学中很少运用。而《汉语语序教学》一书运用了语义分析法，对这些原则，进行了详细地阐述，有力地证明了汉语句子成分状语，补语相对于动词的语序是严格地遵守着时间顺序原则的。例如：“他从家飞快地跑到火车站”，状语

“从家”所表示的语义角色（即一个句子成分在句子所描述的事件中在语义上所表示的关系或者所扮演的角色，如同一个演员在一出戏中扮演的角色类似）是‘动作的出发点’，“飞快地”表示跑的动作的方式，方式伴随动作的整个过程，而另一个成分“到火车站”表示目的地或终点。在现实的世界中，动作总是始于出发点，方式伴随动作，与动作同始同终，最后达到终点。因此表出发点和方式的状语皆排于动词之前，而表目的地的词语则排在动词之后，作为补语。由此可见，这句话状语，补语与它们相联的动词的顺序完全遵守了时间顺序原则。这三大概念原则是说话人把思想表达成合乎中文语法的句子时必须遵循的原则。它们制约着一个简单的陈述句中各成分的基本的

排列顺序。这些原则都是象似性原则 (iconic principle) (即与客观世界中事件发生的顺序相象)，因此易懂，易记，易应用，揭示和使学生了解这些制约着汉语表层句子结构的组织原则，就能大大地简化汉语语序的教学。



汉语的按照概念原则组织起来的标准的陈述句的基本语序是：主(状) 动词 宾(补)，即“S (A) V O (C)” (宾语O与补语C的排序有变化，由另一个相似原则支配，书中有阐述)。然而，句子是用来进行交际的，在交际中，为了更有效地使听话人理解和抓住说话人想要传达的信息的要点，说话人要变换基本句型，变化的动机是说话人或写作的人需要以某种方式描述信息，以便使

听者更好地理解那个信息的内容。如把重要的信息放在句末，接受句末焦点以示强调，把已知信息放在句首，作为一句话的开头，由已知信息导向未知信息等，或把动作的受事作话题，而把描述受事在经历动作后所产生的结果状态的动词置于句末加以凸显，强调。因此，本书向读者介绍了几个功能原则，这些功能原则揭示了中文中的几个特殊句式如“把字句”“被字句”，无“被字句”等产生的动因及其交际目的。

功能原则也并不难懂。功能原则包括信息动态 (Communicative Dynamism, or CD)，和句首话题，句末焦点的原则。把一个句子当作一节信息来组织时，中国人自然会把已知信息放在前面，而把对听者来说是新或未知的信息放在后面。如出现在语境中“小王呢？”这样的问句，回答是：“小王今天没来上课”，在这个句子中，主语“小王”在这个语境中传达的是已知信息，即说话人认为听者知道“小王”指的是谁，“今天”指的不过是话语发生的时间段，这是听说双方都意识到了的一个时间因素，相对地说，信息值也低。动词“没来”相对于主语和状语来说，传达了较多的信息，所以它持有中等程度的信息值。句中的最后一个成分“上课”，由于它是谓语的一部分，传达了最为听者所期望的信息，因此它的信息值最高。这样，在这个句子中，信息值呈现出一个由最低经中等到最高的动态变化。所以这句话句子成分的排列符合了“信息动态”原则：即在构造一个句子时，说话人一般要以已知信息开头，其他话语的信息值随着句子的线性发展，逐步增高，新信息一般放在句末以示强调。上述例句也是一个句首话题，句末焦点句。话题“小王”传达已知信息，述题部分传达新信息。

“英语比较注重过程，中文比较注重结果”（戴浩一，2007：1-30）

本书除了讨论了汉语的一个基本的简单句构成的组织原则，汉语的几大特殊句构成的功能原则以外，还讨论了汉语的不同于印欧语言的两大特点：一是“英语比较注重过程，中文比较注重结果”（戴浩一，2007：1-30），这体现在汉语中独特存在的结果/趋向动词复合词，以及汉语中的专门用来表示事件结果的四大结果句，即把字句，被字句，无被字句，以及“得”补语句（即传统语法中称为程度补语的句型），这四种句型是中文注重结果的概念原则，和句首话题，句末焦点的功能原则相互作用的结果或产物。

汉语的另一个特点是汉语是话题优先的语言之一。除了语法关系主语和宾语以外，话题的概念在解释许多普通句子的结构中起着关键的作用。本书的第七章详细地讨论了汉语话题句的特点，话题与述题之间的语用关系以及存在的语义关系，较为全面地讨论了汉语的话题句，其中包括名词谓语句，主谓谓语句，比较句，拷贝式话题句（后改为同一话题句），主宾互易句，此外还有话题提升句，其包括呈现句和表存在的“有”字句；话题对比句：“连”字句，等等。这些句式虽然在一般的语法书都讨论过，本书与其它的书的不同是应用了句子信息结构的原理，揭示了汉语中的这些话题句产生的动因。认识不到隐藏在这些句子结构之下的组织原则，就会看不到这些句型与标准的简单句的语序的联系，以及认识不到这些特殊的句式产生的动因和它们的交际功能

话题句在汉语中，特别是在口语中所占的优势并没有在我们的教学中得到充分的强调。例如，地道的汉语句“结账，请到楼下的服务台来”，“他的眼睛又大又蓝，他的头发黑黑的”等，这样的句子都是句首话题，句末焦点的体现。话题句的结构使汉语的学习者很容易掌握，这是因为话题与述题之间的关系是“有关”或“相关”的语用关系，是一种语用关系(pragmatic relation)。这意味着话题词语与表达命题(proposition)的述题句之间的关系可能很松散，话题词语与句中的谓语动词可能没有语法和语义上的关系，而只靠语用关系而维系在一起。例如在“那场大火，幸亏消防队来得快”这个句子中，话题名词“那场大火”并不是谓语动词“来得快”的主语，不是它的宾语，也不是状语。它与述谓或与命题之间的关系只能理解为一定语境中的语用关系，即是说，在发生了一场大火的语境中，述题可以被释解为与话题有关，因为根据我们的世界知识，我们知道消防队的迅速到达避免了火灾所引起的巨大损失，从这点上来看，说话人认为还是幸运的。既然命题表达了有关那场大火的信息，增加了听

者对那场大火的知识，这个句子就是有意义的，并且是一个很地道的话题—述题句。

从信息加工的观点来看，话题句的结构非常易于理解及学习。这是因为当说话人要表达自己的思想时，在认知上有两个任务，一个是指出他所要谈论的对象，另一个是说出或提供关于这个对象的信息。这两个认知上的任务，为了便于加工，最好分开进行，即不要在一个句子中进行。所以与一个主谓宾的标准句比较起来，其中谓语的所有的语义上的论元都以语法上的论元的形式出现，话题句要容易加工得多。用Lambrecht (1994) 提出的简单的语用基本原理来解释：“不要在同一个句子中引进一个对象，然后谈论这个对象”。汉语中大量的话题—述题句的存在是汉语的句子结构较易掌握的一个原因。《汉语语序教学》一书对汉语的所有的话题—述题句作了详

CLTAC 2016 Spring Conference BEST PRESENTATION AWARD

This year, CLTAC Spring Conference will give four (4) CLTAC Best Presentation Awards, with two (2) for K-12 Chinese language instructors and two (2) for graduate students. All presentations by K-12 instructors and graduate students will be considered automatically. The selection is based on both content and style of presentation. Each CLTAC Best Presentation Award carries a certificate and \$100.



尽的分析，阐述了他们的不同的交际功能。这对汉语教师进行语序教学很有帮助。

《汉语语序教学》另一个特点是利用了西方的现代语言学的理论，深入浅出地对很多语法现象作出了解释。我国的汉语语法学家对汉语的语言现象作出了大量的描写，描写语法相当重要，它真实地反映了一种语言的现象，奠定了理论研究的坚实基础。然而只有描写还并不能解释语言现象的实质，例如：为何“她把茶买了”，这个“把字句”不可接受，为何在“得”补语句中，动词的宾语不可出现在补语之后，如：*“张三写得好汉字”，而在与“得”补语结构相似的可能补语中，宾语却可以出现在补语之后，如“我看得清楚黑板上的字”，如何解释“得”补语结构中的语义多指的现象等等，《汉语语序教学》都用语义学上的理论作出了合理的解释。马庆株教授说“科学无国界，语言有共性，他山之石，可以攻玉，外来的语法理论中一定有对各种语言普遍适用的东西，只要有解释力，就可以拿来用”。因为《汉语语序教学》中的分析和释解主要建筑在语义关系分析之上，所依据的原则都是象似性原则，从而使没有专业语言学知识的读者读起来比较容易。作者本人认为作为一个合格的语言教师应该了解一些基本的语言学的知识，这是你了解一种语言语法的理论基础。不管用什么样的教学法，一个教师首先要懂得你所教授的语言，这种语言的特点，才能选用最实用的、有效的方法，帮助你的学生在最短的时间内学会应用一个语言点。然而，并非所有的教师都是汉语专业或者语言学专业毕业的，鉴于我们现在繁重的教学任务，要求每一个教师都去选修一些语言学的课程，也不是现实的。可是通过阅读《汉语语序教学》，老师们不仅可以了解到汉语句法的表层结构之下的指导原则，从而大大地提高教学效率，而且可以了解到一些语义学、语用学上的基本知识。那

些语言学上的知识，都是通过作者的咀嚼、深入的理解、消化而阐述出来的，因此比较好理解。因此作者认为《汉语语序教学》一书可作为从事对外汉语教学的教师的参考书。

由于作者知识水平的局限，书中必有一些不足的地方以及错误，作者诚恳地欢迎读者的评论和意见，并希望我们的努力能起到“抛砖引玉”的作用，以便激励更多的教师及语言学者在汉语的语序研究方面有进一步的探讨和发现。

以下附上语言学博士、中国科学院语言研究所所长刘丹青对本书书稿在审阅后的部分评语:

总体上，本书不是一本学术原创类著作，但是其书名就标明了它是为教学服务的，因此下面的评论就从教学类著作的角度出发。

本书的优点：

- 1、本书选题即“语序”是汉语的主要语法手段之一，也是外国人学汉语的重点和难点，本文讨论的内容，大体是对外汉语教学中需要关注的问题。
- 2、本书对现有相关研究成果尤其是海外的成果有较好的了解，从中抽取出的几大原则基本上能解释所讨论的这些语序话题，虽然这几条原则都是从他人的研究中借鉴过来的。这使语序教学有了相对以简驭繁的思路。
- 3、本书不但了解汉语语序研究的相关成果，而且对这些研究背后的普通语言学界的理论研究也有了解，因此对所讨论的问题有较好的理论把握。
- 4、本文在理论知识通俗化方面的努力做得较好，叙述比较流畅，适合教师及高级汉语高级学员阅读，对国内汉语语序研究也有一定的启发。

Coming Soon from Routledge Language:

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BY CHRIS WEN-CHAO LI, JOSEPHINE TSAO

The Routledge Course in Chinese Media Literacy is aimed at lower advanced level students of Mandarin who wish to build media literacy in the Chinese language.

Written by university professors who have hands-on experience as media professionals, the book gathers newsworthy authentic materials of topics covered by reporters on a day-to-day basis, and makes them accessible through pre-reading exercises, grammatical analyses, vocabulary associations, and research training for language learners.

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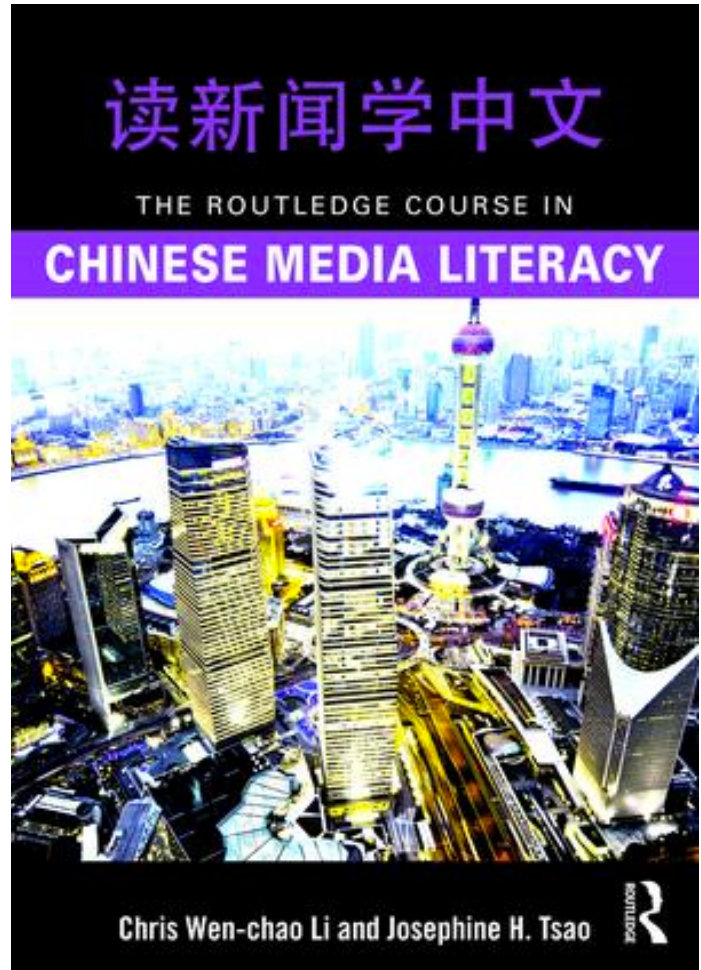
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The 41st Mandarin Speech Contest (2016)
Chinese Language Teachers Association of California
第41屆中文（普通話／國語）演講比賽（2016）
第41屆中文（普通話／國語）演講比賽（2016）

Registration Deadline: April 4, 2016

Speech Contest on Saturday, April 23, 2016 at Lowell High School

<http://www.cltac.org/>

We are pleased to announce that the 41st CLTAC Mandarin Speech Contest will be held at Lowell High School in San Francisco on Saturday, April 23rd, 2016.

The Speech Contest is an annual event hosted by the Chinese Language Teachers Association of California (CLTAC). CLTAC is a non-partisan, non-profit professional organization devoted to Chinese teaching and research, and it aims to promote the teaching of Chinese language and culture at all levels throughout the state of California. The event is now into its 41st year, and attracts more than 600 hundred contestants, with over a thousand teachers and parents participating annually in recent years. Celebrating the accomplishments of students and teachers of Chinese, the Speech Contest is seen as one of the highlights in the academic calendar of students and teachers alike. As such, it has developed into an important cultural event, promoting the study and the teaching of the Chinese language in California.

How to register?

All contestants should register through their instructors. The registration fee is \$15 per contestant. All registrations must be submitted online and payments postmarked by April 4, 2016.

The official rules of the speech contest are posted on the CLTAC website at [cltac.org](http://www.cltac.org).

In order to complete the registration, instructors need to fill out two online forms. One is the Student Registration Form, the other is the Teacher Information and Payment Form. You can click the links below to start the registration process.

2016 CLTAC Speech Contest Registration Form (to be filled out by the instructor for each student)

<http://goo.gl/forms/ypIAGwIA3r>

2016 CLTAC Speech Contest Teacher Information and Payment Form (to be filled out once by the instructor for all students)

<http://goo.gl/forms/fZaFIU2IYu>

Speech Contest Judge Recruiting

If you are a Mandarin Chinese instructor, we would like to invite you to be a judge for this year's speech contest. Given the large number of contestants, we need to recruit 70-80 judges. Your help is much needed and appreciated. Please go to the form below and sign up today.

2016 CLTAC Speech Contest Judge Signup Form

<http://goo.gl/forms/mp5QFvLQM>

Thanks for your support!

For questions on the speech contest, please contact us at cltac.speech@gmail.com

**The 41st Mandarin
Speech Contest** will be
held at Lowell High School, San Francisco,
on Saturday, April 23, 2016.



As one of the most important events organized by CLTAC, the annual Mandarin Speech Contest celebrates the achievements of students of all educational levels in their learning of 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.

Please visit www.cltac.org for details and further updates.

加州中文教師協會

Chinese Language Teachers Association of California

2016 Spring Conference Registration Form

二零一六年春季學術研討會註冊表

Saturday, March 12, 2016

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 26, 2016**): \$15.00

☐ Non-member early registration (postmarked by **February 26, 2016**): \$20.00

☐ Member late registration (on-site or after **February 26, 2016**): \$25.00

☐ Non-member late registration fee (on-site or after **February 26, 2016**): \$30.00

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

☐ New member early registration (\$15) plus 2016 membership fee (\$20)

Discount rate: (postmarked by **February 26, 2016**): \$10 + \$20 = \$30.00

☐ New member late registration (\$25) plus 2016 membership fee (\$20)

Discount rate: (on-site or after **February 26, 2016**): \$20 + \$20 = \$40.00

Convenient lunch ☐ Vegetarian ☐ Non-vegetarian

Membership, check one of the ☐ (ignore if you have valid membership status of 2016):

☐ CLTAC Life Membership due: \$150.00 | ☐ CLTAC 2016 membership due: \$20.00

TOTAL: \$ _____ (check payable to CLTAC)

For more information about CLTAC and the conference, visit CLTAC website: www.cltac.org

CLTAC 2016 Spring Conference Program

加州中文教师协会二零一六年春季学术研讨会程序

March 12 (Saturday), 2016
Bishop Auditorium, Stanford University

8:45-12:00	Registration and Refreshments 注册, 茶点 (Bishop Auditorium)	
9:30-9:45	Welcome and Opening Remarks 开幕 (Bishop Auditorium) <i>Le Tang, CLTAC Vice President and Conference Chair, Stanford University</i>	
9:45-10:45	Keynote Speech 特邀演讲 (Bishop Auditorium) 《美国中文教育发展回顾与高年级的汉语教学》 Xia Liang 梁霞 <i>Washington University in St Louis</i> <i>Chair: Chaofen Sun</i> <i>Stanford University</i>	
10:45-11:00	Coffee Break 茶歇	
11:00-12:00	Panel 1 分组报告 (一) (Bishop Auditorium) Curriculum Development 学科建设 <i>Chair: Zhiqiang Li</i> <i>University of San Francisco</i>	Panel 2 分组报告 (二) (EAL 224) K-12 Chinese Instruction 中小学中文教学 <i>Chair: Xiaolin Chang</i> <i>Lowell High School</i>
	1.1 Meeting the New Challenges in the 21st Century: What Should We Teach Now <i>Yueming Yu, Carnegie Mellon University</i> 1.2 实用性语法教学原则框架 <i>Heping Xu, DLI</i> 1.3 About Teaching Two Unique Topic Structures—Split Topic and Identical Topic <i>Jian Kang Loar, DLI</i>	2.1 Experiential Learning in a Chinese Classroom: Building Multicultural Awareness and Perspectives through Immersive Educational Experiences <i>Mingjung Chen, Menlo School</i> 2.2 中文课堂真实语料的应用 孙纪真, 耀中国际学校 2.3 My Book about Me <i>Peggy Kao, Western Sierra Collegiate Academy</i>
12:00-13:00	Lunch Break 午餐 (Bishop Auditorium)	
13:00-14:00	Panel 3 分组报告 (三) (Bishop Auditorium) Teaching Chinese at Advanced Level 高级班教学 <i>Chair: Lihua Zhang</i> <i>University of California, Berkeley</i>	Panel 4 分组报告 (四) (EAL 224) Teaching Strategy 教学策略 <i>Chair: Frederik Green</i> <i>San Francisco State University</i>



	<p>3.1 Differentiated Instruction in Advanced Level Foreign Language Courses With Mixed Student Groups <i>Xiaohui Wu, DLI</i></p> <p>3.2 The Effects of Task Types on L2 Chinese Learners' Speaking Performance- Lexical Richness and Quality <i>Yu Liu & Xinyin Wu, Brigham Young University</i></p> <p>3.3 Developing a Hybrid Course in Advanced Chinese: A Case Study <i>Chiu-Hung Chen, Mills College</i></p>	<p>4.1 Enhancing Chinese learners' literacy level through short-term immersion: challenges and solutions <i>Ying Amatya, DLI</i></p> <p>4.2 Brainstorming: How to Build Native-Style Path between Target Language and Learner's Consciousness <i>Yang Ramirez, DLI</i></p> <p>4.3 Strategies for Integration of Learning Technology with Task-Based Lesson Plan <i>Cong-Kai Jin, Kansas State University</i></p>
14:00-14:15	Coffee Break 茶歇	
14:15-15:15	<p>Panel 5 分组报告 (五) (Bishop Auditorium) Teaching Characters and Pronunciation 汉字、语音教学 <i>Chair: Hong Zeng</i> <i>Stanford University</i></p>	<p>Panel 6 分组报告 (六) (EAL 224) Teaching Materials 教学材料 <i>Chair: Yang Xiao-Desai</i> <i>San Francisco State University</i></p>
	<p>5.1 A Preliminary Analysis of Chinese Pictophonetic Characters from Historical Sound Change <i>Yingyu Zhang, DLI</i></p> <p>5.2用数数的方式学习声调 <i>Hsin-Yun Liu, City College of San Francisco</i></p> <p>5.3 The Production and Perception of Mandarin Statement and Interrogative Intonation by American Learners <i>Yi Liu, Hong Kong Polytechnic University</i></p>	<p>6.1中文视频的制作与演示 <i>Ye Li, Coker College</i></p> <p>6.2 Web-Based Multimedia Course Design for Heritage Chinese Learners <i>Erqian Xu, Harvard University</i></p> <p>6.3汉语报刊教材话题选择探析 吴成年 <i>The Confucius Institute at San Francisco State University</i></p>
15:25-16:25	<p>Panel 7 分组报告 (七) (Bishop Auditorium) Speech Contest Workshop <i>Chair: Jing Liang</i> <i>Lowell High School</i></p>	<p>Panel 8 分组报告 (八) (EAL 224) 以“智趣化操练”原则为指导的中文教学 <i>Chair: Chengzhi Chu</i> <i>University of California, Davis</i></p>
	<p><i>Presenters:</i> <i>Patrick Lin, DLI</i> <i>Jihua Zhou, DLI</i></p>	<p><i>Presenters:</i> <i>Jiao Li, Ichia Lee, Jie Yuan, Bingbing Yang, Yuxiang Wang</i> <i>University of California, Davis</i></p>
16:30-16:45	<p>Closing Remarks 颁奖仪式及闭幕式 <i>Liwei Gao</i> <i>CLTAC President, DLI</i></p>	

FLANC

Foreign Language Association of Northern California

FLANC Presentation Proposal for Fall Conference

October 29, 2016, Berkeley City College

PERSONAL INFORMATION

- First Name of Main Presenter:
- Last Name:
- School/Institute:
- Email Address:
- Address:
- Cell Phone:
- Co-presenter's name(s):

All presenters must be current (2016-2017 Academic Year) members of FLANC. All presenters receive automatic conference registration. All sessions will be 45 minutes in length

PRESENTATION

Title:

Abstract for conference program (75 words maximum):

Level of Education: (all levels, elementary, secondary, post-secondary)

Main Language of Presentation: (English or Name Other)

Are Examples in Other Languages Used?: If yes, what language(s):

Technological Tools You Bring:

Technological Support You Need:

SUBMIT COMPLETED FORM AS A DOC or DOCX FILE ATTACHED TO AN EMAIL TO (YOU CAN ALSO ADDRESS QUESTIONS TO): flanc2016@fla-nc.org (PLEASE SUBMIT BY JUNE 30, 2016)



Spring 2016 Chinese Teaching Workshop

Step into the World of Comprehensible Input Based Instructions:
Total Physical Response + Story & Comprehensible Input (CI)

April 9, 2016. 9:00 am-4:00 pm San Francisco State University



Ms. Haiyun Lu

Chinese Program Developer/
Teacher Asia Society Confucius
Classroom University School of
Milwaukee, WI



Workshop Objectives: by the end of this workshop, participants will be able to:

- 1) Gain a basic understanding of Comprehensible Input (CI) and Total Physical Response (TPR), and the implications for the classroom.
- 2) Apply TPR + Story techniques in their demos and beyond.
- 3) List and identify the components of TPR + Story techniques and the characteristics of CI.
- 4) Explain how Comprehensible Input leads to language acquisition.
- 5) Highlight your partners' strength during teaching demos.
- 6) Gain an overview of how a TPR class is structured from the beginning to the end.
- 7) Develop a clear perspective on what's next step to take in CI based instructional training.

Confucius Institute @ S F State University
1600 Holloway Avenue, Burk Hall 325
San Francisco, CA 94132, U.S.A.

Tel: (415) 338-7631
E-mail: cisfsu@sfsu.edu

Fax: (415) 405-2866
Website: www.sfsu.edu/~ci

旧金山州立大学孔子学院 – 2016春季中文教学工作坊

REGISTRATION FORM 报名表

ATTENDEE INFORMATION (报名人)

Chinese Name 中文姓名

English Name 英文姓名

Mr. / Ms.

Institution/School 学校/单位

Mailing Address 通讯地址

Phone number 电话号

E-mail address 电子邮件

☐ WHEN (活动时间)

Saturday, April 9, 2016
9:00am-4:00pm

☐ WHERE (活动地点)

SF State Main Campus
1600 Holloway Ave. San Francisco

☐ REGISTRATION DEADLINE

April 4, 2016

Do you need us to issue you a Certificate for the event?

Yes___ No ___

Attendee Signature _____

Date _____

Mail Registration Form to:

Confucius Institute at SF State
San Francisco State University
1600 Holloway Ave., Burk Hall 325
San Francisco, CA 94132

Fax Registration Form to:

(415) 405-2866

Email Registration Form to:

teachci@sfsu.edu



旧金山州立大学孔子学院
CONFUCIUS INSTITUTE AT SF STATE

2016 Summer Institute for Chinese Language Teachers

The Confucius Institute at San Francisco State University is going to offer 2016 Summer Institute for local Chinese language teachers from June 12 through 18, 2016 at San Francisco State University. All Chinese language teachers or those interested in exploring a career in Chinese language teaching are welcome to participate in this specially designed training program.

Join us for this especially designed training to gain a solid foundation for high quality Chinese teaching and a better understanding of the professional path for your future career. Plus, learn how you can effectively use the knowledge and techniques in your classrooms to actually excite and engage your students like never before.

The lectures/presentations will focus on Chinese Teaching Pedagogy-Technology-Standards (教学方法—教学技术—教学标准). The guest presenters will share with you their knowledge about the language, demonstrate their hands-on experiences in teaching Chinese in North America.

Space for this Summer Institute is limited. Please download a Registration Form at www.sfsu.edu/~ci and complete registration at Early Bird rate by June 3, 2016. If you have any questions, please contact us at 415-338-7631 or by email at teachci@sfsu.edu.



中文教学论坛
San Francisco Bay, April 15-16, 2016

We cordially invite you to join us for the
2016 Chinese Language Education
Forum (CLEF), to be held at the Westin
San Francisco Airport Hotel, April 15-16.

This year's event is co-sponsored by CLTAC and all members will receive a registration discount. Please consider joining us at CLEF this year, and please encourage your colleagues and friends to join CLTAC as well.

Chinese Language Education Forum (CLEF) 2016

Westin San Francisco Airport Hotel, April 15-16

Co-sponsored by *Chinese Language Teachers Association of California (CLTAC)*

Registration Form

CLTAC members must register through CLTAC to receive discounted rate. To register, complete this form, self stamp and mail it, together with a check **payable to CLTAC**, by **Tuesday March 1, 2016** to

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

Online registration does NOT have discounted rate. Under no circumstances will registration fee be refunded.

Personal Information

First Name: _____ Middle Name: _____ Last Name: _____

Organization: _____ Position/Title: _____

Email: _____ Phone: _____

Mailing Information

____ Work ____ Home (please check one; this address will be used to send conference mails.)

Street address: _____ City: _____

Zip Code: _____ Country: _____

Chinese Program Information **Assignment**

____ Teacher ____ Administrator ____ Publisher/Distributor

____ Student ____ Parent _____ Other (Please specify)

Chinese Program Level

____ PreK-Elementary ____ Middle School ____ High School

____ College/University _____ Other (Please specify)

Chinese Program Type

____ Foreign Language ____ Immersion ____ University

____ Heritage/Weekend _____ Other (Please specify)

Do you need a Certificate of Attendance?

____ Yes ____ No

Fee Information



____ Discount Member registration (postmarked by **Tuesday March 1, 2016**): \$50.00

(Regular registration fee is \$150.00)

____ Membership Fee, check one of the ☐ (ignore if you have valid membership status of 2016):

☐ CLTAC Life Membership due: \$150.00 | ☐ CLTAC 2016 membership due: \$20.00

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



CLEF registration fee includes:

- Pre-conference workshops
- All conference sessions, including the opening ceremony, keynote speech, breakout sessions, and Chinese Teaching Roundtable (CTR)
- Conference package (conference bag, name badge, program book and other materials)
- Friday afternoon's coffee break, Saturday's breakfast, lunch and coffee breaks at the Westin San Francisco Airport Hotel

CLTAC Membership Benefits Include:

- Attending, presenting papers at, and organizing panels for CLTAC's annual Spring Conference and Fall Workshop;
- Signing 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 about professional development and job announcements;
- Voting for CLTAC's President and Vice Presidents;
- Being nominated and elected for CLTAC's President and Vice Presidents; and
- Much much more.

Full-time Mandarin Chinese Language Lecturer at UC San Diego

<https://apol-recruit.ucsd.edu/apply/JPF01022>

The Chinese Studies Program (<http://chinesestudies.ucsd.edu/>), the Institute of Arts and Humanities and the Department of History within the Division of Arts and Humanities at UC San Diego are committed to academic excellence and diversity within the faculty, staff, student body. Applications are being accepted for one full-time Unit-18 Lecturer position for the Chinese language program. Primary duties for the instructor position are modern Chinese courses at various level as assigned. Employment start date is July 1, 2016, however the fall quarter begins on September 19, 2016 and the candidate must be available to participate in training prior to the start of the Fall Quarter at UC San Diego. This employment opportunity is for a one-year appointment (2016-2017) but may result in a renewable appointment at UC San Diego.

Required Qualifications:

- Applicants must have an M.A. or higher degree in Chinese language pedagogy or relevant fields.
- Qualified candidates must have native command or native-level speaker in Mandarin Chinese and English. With strong oral and written communication skills in both languages including writing in Traditional and Simplified characters.
- Extensive experience as a language instructor at a college level is required and the ability of teaching all levels of Chinese language courses. With a preference to candidates that have five years or more of experience teaching Mandarin Chinese at the college level, which can include time as a teaching assistant.
- Expertise of Chinese customs and culture.
- Ability to plan and implement creative, hands-on and engaging lessons at various levels.
- The ability to supervise and train graduate students as teaching assistants in a Chinese language learning environment.
- Legal authorization to work in the U.S.A. and/or eligible for a visa to work in the U.S.A.

Preferred Qualifications:

- Effective use of technology for teaching, student projects and documenting curriculum is preferred.
- Commitment to student-centered and multicultural education
- Knowledgeable of effective techniques for classroom management
- Knowledge of evaluation and assessment of student progress.
- The preferred candidate will have experience or a willingness to participate in teaching, mentoring, research or service towards building an equitable and diverse scholarly environment. And overall demonstrated strong leadership in an academic setting.

- The successful candidate is expected to have worked with existing faculty to design and develop content-based courses, thematic-based courses and/or Chinese language for special purposes and will continue to do so as a member of the Chinese Studies Program.

Applications should be submitted to the UCSD on-line application collection system, via AP-On-Line Recruit. Application: <https://apol-recruit.ucsd.edu/apply/JPF01022>

The deadline to apply is March 6, 2016. Review of applications will commence on March 7, 2016.

Documents Required from the Applicant:

- A cover letter stating qualifications for college level Chinese language instruction
- Curriculum vitae
- A video recording that is 5 to 10 minutes long of the candidate speaking in Mandarin Chinese. Self-introduction, where candidate makes a statement of teaching pǔtōnghuà to college students. Candidate should share own background on Chinese language pedagogy. Submit video or voice recording via the AP-On-Line Recruit website within their application.
- Three letters of recommendation uploaded via the AP-On-Line website by March 6, 2016
- Review of the Contributions to Diversity statement within the online application, where the applicant will submit a written statement describing past experience in activities that promote diversity and inclusion and/or plans to make future contributions. For further information about contributions to diversity statements, see: <http://facultyexcellence.ucsd.edu/c2d/index.html>

Deadline to Apply: March 6, 2016

Appointment Start Date: July 1, 2016

Fall Quarter Instruction Begin Date: September 19, 2016

Salary: Salary is commensurate with qualifications and based on University of California pay scales.

Application materials must be submitted online via AP-On-Line Recruit: <https://apol-recruit.ucsd.edu/apply/JPF01022>

UC San Diego is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to excellence through diversity. All qualified applicants will receive consideration for employment without regard to gender, race, color, religion, sex, sexual orientation, national origin, disability, age or protected veteran status. The position is covered by a Bargaining Agreement.



Chinese Language Teachers Association of California

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Thinking of becoming lifetime member?

Now is the time!

AS OF MARCH 31 2016, LIFE MEMBERSHIP FOR CLTAC WILL INCREASE FROM \$150 TO \$200. IF YOU HAVE BEEN THINKING OF BECOMING A LIFE MEMBER, HURRY TO TAKE ADVANTAGE OF THE LOWER RATE. APPLICATION FORM ATTACHED.

Your CLTAC team

加州中文教師協會

Chinese Language Teachers Association of California Membership Application / Renewal Form

*PLEASE PRINT

Last Name: _____ First Name: _____ M.I. _____

Chinese Name: _____ Title: Mr./Mrs./Miss/Ms./Prof./Dr.

Gender: _____ Male / Female

Work Place / School: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

E-mail: _____ (Please provide an e-mail address that can best reach you)

Website (if any): _____

Phone: (____) _____ Fax: (____) _____

Membership fee (please check, the appropriate box below):

New Member: ☐ Annual \$20, ☐ Life \$150 Renewal: ☐ (Annual \$20)

Total Enclosed: \$ _____ (check payable to CLTAC)

Signature: _____ Date: _____ Please print out this form, fill it out and mail to:

Treasurer, 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 information.