

# NEWSLETTER

OF THE

## CHINESE LANGUAGE TEACHERS ASSOCIATION

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中文  
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# CHINESE LANGUAGE TEACHERS ASSOCIATION

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# Messages from the Presidents

## From The CLTA President

在此辞旧迎新之际，我谨向全体CLTA会员致以节日的问候。

对中文教师学会(CLTA)来说，2005年将是一个有着特殊意义的一年，也是中文教学(Chinese as a Foreign Language)领域发展关键的一年。这一年，我们外语教学全体同仁将在美国展开“外语之年”(the Year of Languages)的庆祝活动。中文教学界当借此东风，吸引更多的人学习中文，了解中国文化。同时推动更多的人参与中文教学，投身于中文教学(CFL)的学科建设及理论研究。

2005年也将是AP中文项目在美国全面开展的第一年。很多学者预测，AP中文的发展将对美国的中文教学领域有着不可估量的影响。这是因为：首先，AP中文将成为整合全美大、中、小学中文课程的中枢纽带；其次，AP中文将成为联合各层次中文教学组织的桥梁，促进全美中文教学的交流与合作；再次，AP中文将为中文教学领域提供多种研究素材，成为中文教学理论及实验研究的基地。

2005年还将见证中文教学领域已进入一个新的发展阶段。在过去十年中，中文学生的注册率有了大幅增长，中文教师队伍不断扩大，各种中文教学资料层出不穷，地方性及专门性中文教学组织大量发展，中文教学理论及实验研究亦逐步成熟。这些发展及变化证实中文教学领域经过几十年的奋斗，已经从一个边缘外语学科进入主流学科。中文在全球正在成为一个令人瞩目的强势外语。

作为一个独立的外语学科，中文教学(CFL)一方面在逐步成熟、发展；另一方面，也将面临诸多新的挑战。中文教师协会是一个具有40年历史的中文教学组织，在新的挑战面前应起到学科的带头作用，确立CLF学科意识，设定CFL的长期发展方向，加强CFL本学科内及学科外的交流与合作。做为本届CLTA的会长，我希望在前任会长白建华教授及其他前任会长所创业绩的基础上，在全体理事会成员的协同帮助下，不负全体会员的重托，在以下几个方面做出努力：

1. 确立CLTA的学科研究目标。理事会将从明年开始讨论CLTA的学科发展方向，建立相对统一的CFL学科意识，有目标，有系统地进行CFL理论及实验研究。为促进这一目标，本届理事会决议拟定在2005-2006期间开始编纂第一套CFL实验研究专辑。专辑文章将采用公开征稿，专家评审的方式进行。此项工作由本届副会长蒋勉华老师负责。此外，CLTA在第一届实验研究工作坊的基础上，将在2005年会期间向全体会员提供第二届实验研究工作坊，此项工作将由皆得学术研究基金负责人崔颂仁教授安排，具体专题将在下期会员通讯通知。

2. 积极配合AP中文的发展，开展与之相关的课题讨论及研讨会。在2005年期间，围绕AP中文，本会鼓励会员及语言中心在网上或在各地组织专题性研讨会，邀请专家为本会通讯及杂志组稿或投稿，系统介绍AP中文的设计理论及对中文教学领域提出的新挑战。

3. 继续加强与其它中文教学组织及外语学科的联系，交流与合作。具体做法包括：(1) 为加强本会与其它外语教学组织的联系，今年理事会决定任命周淑涵为四年一任的CLTA学会代表参加全美外语教师协会(JNCL)在华盛顿举办的年会，以为本会争取应得利益及支持；(2) 为继续加强CLTA与其它中文教学组织的联盟及合作，本届理事会决定在没有CLASS理事成员的情况下，将邀请CLASS派代表列席参加CLTA理事会的例行讨论及例会。

4. 大力发展中文教师学会的会员。除了进行例行的会员发展活动外，本会也要通过不同的电子通讯方式联络更多的中文教学机构及教学人员加入本会。

5. 配合ACTFL的倡议，在中文教学领域展开2005年的“外语之年”活动。本会决定将明年CLTA年会的主题定为“中文教学领域的新挑战及新起点”(Taking TCFL to a New Level: Challenges and Prospects)。除了现有的专题研究报告外，本会年会负责人齐德立教授正与ACTFL协商，增设中文教学研究展示组 (poster sessions)，欢迎会员踊跃参与与同仁分享教学及研究成果。

6. 积极开展各种募款活动，吸引各方资金支持学会活动，保持并建立专项研究基金及奖励项目。

最后，在新的一年里，我们将尽全力为学会及全体会员服务。再次感谢大家的信任与支持。祝大家节日快乐，来年诸事如意！

靳洪刚

Season's Greetings to all CLTA members. As 2005 is fast approaching, we know that it will be an exciting and significant year for CLTA as well as the field of Chinese as a foreign language (CFL). ACTFL (American Council on the Teaching of Foreign Languages) has designated 2005 as The Year of Languages to celebrate and communicate the power of language learning. Our Association will work in concert with ACTFL to promote and celebrate the learning of Chinese language and culture, and at the same time, attract more professionals engaging in CFL teaching and research.

The year 2005 will mark the first stage in the development of AP Chinese programs in the USA. Many scholars expect AP Chinese to make a profound impact on the CFL field. Not only will AP Chinese serve to bridge the curricular and instructional gap between K-12 and post-secondary schools, it will also help bring together Chinese teaching organizations representing both academic and heritage sectors. In addition, AP Chinese will form an important base for more serious and rigorous theoretical and empirical research in CFL.

The year 2005 may also mark a significant step in our field's progress from the margins to the mainstream. In the past ten years, the field has seen a significant growth in enrollments, an increasing number of new and exciting Chinese programs and expansion of existing programs at all levels. The field has also produced an unprecedented number of high quality teaching materials and incorporated the most advanced technology into our daily teaching. At the same time, many in-depth and systematic theoretical and empirical studies of CFL are emerging. As CFL merges into the mainstream and becomes more mature, it faces new challenges and new responsibilities in taking leadership among less commonly taught languages.

At this important juncture, CLTA with its history of over forty years must take the lead in better understanding the field of teaching CFL and in advancing it to a new professional level. As the in-coming CLTA president, I look forward to continuing the traditions and constructive contributions established by the Immediate Past President Bai Jianhua and many other previous CLTA presidents. I will also work closely with the elected Board of Directors as well as the appointed officers. In the next year, we hope to achieve the following objectives:

**1. Systematically identifying needs for CFL research and practice.** Throughout the coming year, the Board will engage in on-line discussions on needs, building strategies, and research agendas for the field of CFL. At its November meeting this year, the Board voted to undertake two specific projects in connection with the Jiede Grant: to publish a monograph dedicated to empirical studies in CFL, and to conduct another workshop on empirical research. Vice President Mienhwa Chiang will chair the Monograph Committee, which will seek a publisher, issue a call for papers, and evaluate them for publication. Songren Cui, as Chair of the Jiede Committee, will offer the workshop at next year's CLTA annual conference in Baltimore. The theme of the workshop will be announced in the next issue of the CLTA newsletter

**2. Actively supporting the development of AP Chinese.** During 2005, the Board will work closely with the AP Chinese task force appointed by the College Board. We hope to initiate various on-line-discussions on issues related to AP Chinese tests and curricular requirements, to invite AP specialists and AP task force members to give lectures and contribute articles to CLTA newsletters and journals, in order to inform CLTA members of developments in AP Chinese and their potential impact on our future teaching.

**3. Further strengthening communication and collaboration with other language teaching organizations in the USA and in the world.** The CLTA Board of Directors will continue to participate in organizations such as ACTFL, AAS (Association of Asian Studies), JNCL-NCLIS (Joint National Committee for Languages-National Council for Languages & International Studies), and NCOLCTL (National Council of Organizations of Less Commonly Taught Languages). At the same time, CLTA will continue our close alliance with such CFL organizations as CLASS (Chinese Language Association of Secondary-Elementary Schools), CSAUS (Chinese School Association in the United States) and NCACLS (National Council of Associations of Chinese Language Schools). This year, since no member of CLASS was elected to the Board, the Board voted to strengthen our longstanding association by inviting a representative from CLASS to participate as a nonvoting member in our routine discussions and meetings. The Board also voted to appoint Shuhan Wong to a four-year term to represent CLTA at JNCL.

**4. Planning for a vigorous membership drive.** In addition to our regular annual membership drive, we hope to use different electronic and other devices to reach out and to attract more CFL professionals to join CLTA.

**5. Celebrating The Year of Languages.** In conjunction with ACTFL's celebration of The Year of Languages, CLTA has adopted a theme for next year's conference: "Taking TCFL to a New Level: Challenges and Prospects". Next year's Program Chair, Professor Richard Chi, is working closely with ACTFL on the addition of poster sessions. A Call for Proposals appears in this issue of the Newsletter.

**6. Organizing fund raising campaigns.** In 2005, we hope to approach different organizations and business groups to raise funds for long term CLTA endowments in support of continuing awards and research scholarships

I will conclude with my sincere hopes that through my hard-work and the collective efforts and wisdom of the Board, CLTA will better serve its members and its field. If you have any questions and suggestions during the year, please feel free to contact me or any of the board members and officers.

Once again I thank you for your trust and support. Best wishes to you all for a fruitful and peaceful year!

*Hong Gang Jin*

## From the CLTA Immediate Past President

Thank you for giving me the opportunity to serve you. It has been a busy and rewarding year. At the conclusion of my term as President I want to thank the Board of Directors, the CLTA officers for their hard work on behalf of our organization. Our Association enters 2005 with the exceptionally able leadership of President Hong Gang Jin (Hamilton College) and Vice President Mien-hwa Chiang (University of Pennsylvania) and a very dedicated Board of Directors.

It is gratifying to share with you some of the exciting events that have happened during the last year. First, we have just had another well attended conference in Chicago. Professor Hong Gang Jin and the Conference Program Committee did a superb job and put together a high-quality program. The number of paper proposals increased by 20% in comparison to last year. Secondly, the *Jiede* Committee chaired by Board Member Mien-hwa Chiang worked hard and inaugurated our first CLTA workshop for members who want to conduct empirical research. The workshop was conducted by Board Member Michael Everson who has done extensive empirical research on CFL and other L2 acquisition issues. Thirdly, we continue to reach out and work with other professional organizations such as CLASS, JNCL, NCOLCTL and AAS to promote the teaching, learning and research and the building of our field. Board Member Gloria Bien organized and will chair an AAS panel on Cinema in the Chinese Language Classroom, April 3 at the 2005 AAS Annual Meeting in Chicago. Professor Bien also secured a room for April 2, 2005 for CLTA members and other interested people to meet and talk about "Teaching Asian Languages: What do we have in common?" at the AAS conference. Board Member Yea-fen Chen is working on possible sponsors of the round table discussion, which will be moderated by Board Member Julian Wheatley. If you plan to attend the AAS conference please come to these events. Another important event last year was that the College Board started the AP Chinese Program under the guidance of a task force of 12 members from our field. The first AP Chinese courses will be offered worldwide in the fall of 2006, followed by the exam in May of 2007. The AP Chinese Program will have a significant impact on the teaching and learning of Chinese. In order to ensure the success of the AP Chinese Program I would encourage all to visit the web site of the AP Chinese regularly (<http://apcentral.collegeboard.com/article/0,3045,150-158-0-37221,00.html>), and send your comments, suggestions and advice to any of the task-force members that are listed on the AP Chinese web site. Finally, the Year of Languages, another exciting event, has been started to advance the teaching and learning of world languages. ACTFL created a web site: [www.yearoflanguages.org/](http://www.yearoflanguages.org/), which consists of important happenings throughout the country and many ideas that we can use to expand our professional enhancement and to promote the study of Chinese. I would like to urge our members to take the opportunity of Year of Languages to convince more people to join CLTA.

In 2004, CLTA designated the Walton Award for lifetime achievement in Chinese language education to Professors Yeh Te-ming and John Montanaro. Congratulations, Yeh Laoshi, and Montanaro Laoshi, and thank you for your outstanding contributions to our profession. The 2004 Walton Travel Award was given to Ms Alice Lee; the Cheng&Tsui Award to Ms. Peng Wang; the *Jiede* Award to Dr. Meng Yeh. Congratulations to all!

The best of the season and a bright and fulfilling Year 2005 to all!

*Jianhua Bai*  
November 25, 2004

## ANNOUNCEMENTS AND REPORTS

### **A Report from Program Committee Chair**

This year's program committee consisted of four members: Hong Gang Jin (Chair), Claudia Ross, Gloria Bien, and Songren Cui. I feel extremely fortunate to

have had the opportunity to work with such a talented and dedicated team throughout the year.

At the beginning of 2004, thanks to the help of ITS at Hamilton College, an on-line submission system was set up for the conference. 100% of the conference proposals, both in Chinese and in English, were submitted either on-line or via email, without any technical difficulties. Altogether, we received 32 panel proposals, 60 paper proposals, and two workshop proposals, for a total 181 proposals, representing a 15-20% increase over previous years.

Based on the review guidelines we agreed upon in advance, and on the number of panel slots allotted to CLTA, the committee selected 25 panels. The average acceptance rate for this year's conference was 48%. As indicated in the program, the topics of this year's program included (a) CFL language acquisition; (b) technology and CFL language teaching; (c) input/interaction/instruction analysis; (d) instructional design and material development; (e) language testing and assessment; (f) field building study and survey; (g) pedagogical grammar and language teaching; (h) study abroad; (i) classical Chinese; and (j) business Chinese.

Our yearlong preparation culminated in the CLTA annual meeting at the Chicago Hilton 11/19-11/21, 2004. In all 96 panelists in 25 panels shared their exciting and innovative research and teaching ideas with conference participants in paper presentations, panel discussions, and materials demonstrations. Even with three concurrent sessions, every meeting room overflowed with interested and enthusiastic audiences. The rooms were full even for the Sunday morning panels. Many participants remarked on the excellent attendance and constructive discussions.

During the conference, we conducted a written survey on conference themes, panel arrangements, topic coverage, and other logistics. We received many constructive comments and suggestions, from which we are preparing a detailed analysis to send to the Board of Directors for discussion. We will negotiate with ACTFL and hope to resolve such pressing issues as conference rooms before next year's conference.

Finally, I would like to take this opportunity to express my heartfelt thanks to the three committee members who dedicated their time and efforts to this conference. My sincere thanks also go to all CLTA members and conference participants for their patience and support, to Cyndy Ning for her effective coordination of all conference logistics, to China Books and China Sprout for their generous support for our CLTA banquet, to Professor Emeritus George Chao for his kind help in arranging the CLTA banquet, to Yeafen

Chen for her kind help in conducting the conference survey, and to Professor Rohsenow for a fine lecture.

*Hong Gang Jin, Program Committee Chair*

## **Report of the Awards Committee**

Mark Hansell

Awards Committee Chair

At the CLTA Annual Meeting, the CLTA Walton Award for contributions to the field of Chinese language teaching was presented jointly to John Montanaro of Yale University and Far Eastern Publications, and Yeh Teh-ming of National Taiwan Normal University. Cynthia Ning accepted the award on behalf of Montanaro, and Hsin Shih-chang on behalf of Yeh.

### **John S. Montanaro's Acceptance Remarks:**

Date: Fri, 19 Nov 2004 11:38:42 -0500

Subject: Walter Award

"I'm honored to receive the Walton Award. My one regret is that my wife and I cannot be there to accept it in person. I would have loved to see all of you once again. To be recognized and honored by the CLTA, the association of Chinese language teaching professionals that has given cohesion and direction to our profession for so many years is honor enough, but in addition to be associated with such names as John DeFrancis, Teng Shou-hsin, George Chao and other honorees, is humbling indeed. WO ZHEN SHI BU GAN DANG! My wife, Pat, and I are sincerely grateful for this honor."

-- John S. Montanaro and Patricia A. Montanaro



*Cyndy Ning, on behalf of John Montanaro, receives the Walton Award.*





*Hsin Chih-chang, on behalf of Yeh The-ming, receives the Walton Award.*

### 得獎感言

各位CLTA 委員，各位朋友：

感謝CLTA頒給本人的這分殊榮，我首先得向我九十三歲的父親報告這項好消息，並向栽培我的師長致謝，我也得謝謝我的同事，鄧守信教授、信世昌教授、曾金金教授、陳俊光教授、林秀惠教授，以及CLTA海內外熱愛對外華語教學的朋友們。CLTA使我們在對外華語教學上互通有無，切磋共進，教學相長，和諧共榮。

回首華語文教學工作，猶如一場充滿光輝與挑釁的戰場，從矇矓無知的青澀年少到經驗成熟的牧人，學習到不少人生的課題。其實退休只是人生的一個里程，我將循著我的軌道行走，完成尚未寫完的有關華語教學的書籍。

我對華語文教學仍然充滿了憧憬，但願「華語/漢語」在CLTA各位朋友的努力發揚下，除了英語之外，我希望華語文將成為全世界的第二語言。讓我們拭目以待，謝謝各位。

國立台灣師範大學華語文教學研究所 葉德明

Jill Cheng of Cheng and Tsui was on hand to present the Cheng and Tsui Professional Development Award to Peng Wang of Georgetown University. The \$500.00 award goes to defray costs of travel to the conference and workshop participation.



*Wang Peng receives the Cheng and Tsui Professional Development Award*

At the conference, the committee selected Alice Lee of National Taiwan Normal University as winner of the Walton Presentation Prize, for her presentation entitled "A study of the relationship between side sequence and student interaction: the function of triggers and indicators". The prize includes an award of \$250.00 and an invitation to publish the paper in the Journal of the Chinese Language Teachers Association.

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### You are invited!

**CLTA is sponsoring a panel and a reception at the AAS Annual Meeting**

March 31-April 3, 2005:  
Chicago.

Our panel will be:

"Cinema in the Chinese Language Classroom"  
Sunday, April 3, 8:30-10:30

Presenters:

Stephanie (Hoare) Divo, Cornell University, "Listening to Chinese Cinema: Film Clips for Elementary Chinese Listening Comprehension"

Madeline Spring, University of Colorado, Boulder, "The Role of Film in Enhancing Cultural Literacy,"

Shelley W. Chan, Wittenberg College, "Pop Goes the Film: Toward a Pedagogy of Idiomatic Chinese"

Jianhua Bai, Kenyon College, "Developing Advanced Language Competence through Film."

Discussant: Chou Chih-ping, Princeton University  
Chair and Organizer: Gloria Bien

Our reception with light refreshments will be held Saturday, April 2, 2005, 7:15-9:00 PM in the Soldier Field room.

Julian Wheatley will serve as moderator for an informal discussion on the general topic: "Teaching Asian Languages: What do we have in common?"

AATK (American Association of Teachers of Korean) has already agreed to co-sponsor the event. COTSEAL (Council on the Teaching of Southeast Asian Languages) and ATJ (Association of Teachers of Japanese) have also agreed to participate. The deadline for final arrangements is January 3. We will post a follow-up if changes occur.

Organizers: Gloria Bien and Julian Wheatley

## **Summer Opportunities for Language Teachers at Concordia Language Villages**

Concordia Language Villages is offering a graduate course in Second Language Methodologies, July 5 – 15, 2005. This 10-day course includes discussion of a variety of topics related to second language instruction. Immersion methodologies and their application to the K-12 classroom will be highlighted. Participants will have the opportunity to visit several of the Language Villages in order to observe immersion methodologies in action. The course will be taught in English.

Participants earn three semester hours of graduate credit upon successful completion of this course, as well as return to their classroom with a plethora of materials to assist in immersion methodology instruction. The course instructor is Donna Clementi, a nationally recognized workshop presenter who has been a classroom teacher for 32 years. The cost for the program, \$1,290, includes tuition, food and lodging, class excursions, and instructional material. The Goethe-Institut/AATG offers scholarships to German language teachers nationwide. The Central States Conference on the Teaching of Foreign Languages offers a scholarship to language teachers from its 17-state region.

For more information please go to:

[http://www.cord.edu/dept/clv/general/teach\\_opp.html](http://www.cord.edu/dept/clv/general/teach_opp.html),

or contact Lois Egelhof at 800-450-2214 or [egelhof@cord.edu](mailto:egelhof@cord.edu).

Teaching opportunities are also available in one of our 13 languages (Chinese, Danish, English, Finnish, French, German, Italian, Japanese, Korean, Norwegian, Russian, Spanish and Swedish). For more information, please log onto our website at:

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

## **The Master of Arts Program in Asian Studies, Seton Hall University**

The Master of Arts (M.A.) in Asian Studies, located in the College of Arts and Sciences at Seton Hall University, enables students to learn the languages and cultures of Asia in order to pursue careers in government, international services, research, teaching and business. The languages offered are Chinese (Mandarin) and Japanese. Courses cover the civilizations and current developments in Asia, with an emphasis on China, Japan and Korea. The Department of Asian Studies also collaborates with the Stillman School of Business to offer a Certificate in International Business. It also offers a dual master's degree program with the John C. Whitehead School of Diplomacy and International Relations.

Founded in 1951, the Department continues to seek ways to promote a better understanding and relationship between people in Asia and America. In cooperation with the Asia Center, it conducts research on East Asia, and sponsors conferences, seminars and exchange program.

Teaching Assistantships in Chinese and Japanese languages are available on a competitive basis and include tuition benefits and a stipend.

For more information, please visit <http://artsci.shu.edu.asian>, or contact Dongdong Chen, Ph.D., Director Chinese Program  
Department of Asian Studies  
Seton Hall University  
400 South Orange Ave.  
South Orange, NJ 07079  
Phone (973) 761-9465  
Fax (973) 761-9596  
[chendong@shu.edu](mailto:chendong@shu.edu)

**Chinese Language Instruction & Adoptive Families**  
**Language learning & adoption. What is relevant to the Chinese classroom?**



By Anne Martin-Montgomery



The *Chinese Teachers Guide To Adoption* is an ethnographic survey of adoptive families and Chinese language teachers. It was designed to address the specific needs and



interests of Chinese teachers & adoptive families. Each language teacher will encounter adopted children at some point in their teaching experience. Obtaining a greater knowledge of adoption in general and adoption from China & Taiwan in particular is relevant to all Chinese language teachers. This survey is ongoing and will continue for the near future. 84 parents, teachers, and children have indicated their interest in joining the survey.

To date, the interviews have revealed differences in communication styles & cultural ideas regarding adoption, teaching methods, and learning goals. The most significant finding is the central role parents have played in educating language teachers about adoption. The second major finding is the difference regarding language motivations, goals and objectives. The definition of “learning Chinese” and the means to successfully fulfill this goal was different for parents and teachers in the survey.

The goals of the project are to:

- Prepare a definitive Guide to Adoption for Chinese Language Teachers.
- Provide a list of recommended resources about adoption for Chinese Language Teachers.
- Contribute to the literature on bilingual education and transracial adoption.

For more information on the survey or to participate, please contact [AdoptionGuide@BetterChinese.com](mailto:AdoptionGuide@BetterChinese.com), [montgoms@comcast.net](mailto:montgoms@comcast.net) or 610-635-1189 to schedule a telephone interview. If you prefer to answer the survey via email, or if you would like the interview to be conducted in Chinese, let me know. All surveys are confidential. You may share a copy of this article with your school, listserv, organization newsletter, or webpage. Please let the author know when reproducing the article to avoid duplicate requests.

*Anne Martin-Montgomery MA, MSc is a mother to a daughter from China, an anthropologist, and the Director of Family Outreach for Better Chinese, Ltd.*

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## 《云南师范大学学报》 (对外汉语教学与研究版) 征稿启事

《云南师范大学学报》(对外汉语教学与研究版)是云南师范大学学报编辑部主办的面向海内外公开发行的有关对外汉语教学与研究的中文学术期刊(双月刊)。国内刊号:CN53-1183/G4,国际刊号:ISSN1672-1306。

本刊的主要栏目有:汉语本体研究、汉语第二语言习得研究、汉语中介语研究、对外汉语教学理论与教学法研究、对外汉语教材和工具书研究、汉语测试研究、跨文化语言交际研究、双语教学研究、对外汉语教学史研究(包括对对外汉语教学学术发展史或某一专题的历史沿革进行的研究)、教学撷英(刊登教学第一线的教师所写的教学感想、体会等)、域外走笔(在国外从事汉语教学的教师所写的教学经验或点滴感想)、海外汉讯(国外有关汉语教学和研究的动态等)。

《云南师范大学学报》(对外汉语教学与研究版)仅发表中文论文(英文论文需要翻译成中文),附有中、英文关键词和摘要。本刊竭诚欢迎国内外从事汉语研究和教学的专家、教师、研究生围绕以上栏目及相关内容赐稿。本刊在收到稿件后的一个月之内把初审结果公布在本刊“修改稿名单”的网页上,以便作者能及时了解自己稿件的处理情况。

本刊交由中国邮政发行,邮发代号:64-81。除此而外,还交由中国学术期刊光盘版(CAJ-CD)发行及北京万方数据库发行,并录入中国期刊全文数据库全文收录期刊(CJFD)和中国学术期刊综合评价数据库统计源期刊(CAJCED)。

根据中华人民共和国新闻出版署1999年2月1日新出音(1999)17号文件“关于印发《中国学术期刊(光盘版)检索与评价数据规范(试行)》的通知”规定,学术期刊必须严格规范,否则将严重影响其通过网络参与检索与评价。为了让刊物顺利进入信息网络,让作者的研究成果不至因不合规范而失去广泛发表的机会,请作者配合我们做好以下投稿规范工作:

(因篇幅有限,投稿规范不在此刊登,请参照下面的网址。--编者)

[http://www.ynnu.edu.cn/ynnu/table/view/base/view.php?class\\_id=6&table\\_id=52](http://www.ynnu.edu.cn/ynnu/table/view/base/view.php?class_id=6&table_id=52)

### 3、投稿方式

本刊可用邮寄和电子邮件方式投稿,二者任选其一,如同时采用两种方式,须在文稿首页说明。

本刊不接受手写稿,必须是用Word格式或纯文本格式按照本刊稿件格式排版的打印稿。如用邮寄方式投稿,必须附寄复制文稿的3.5寸软盘。如

用电子邮件投稿，请用粘贴附件的形式发送文稿。

来稿请直接寄给编辑部，不要寄给个人，以免延误。

作者务必自留底稿，恕一律不退来稿。

#### 4、审稿时间

从收到稿件之日起4个星期内本刊将审稿结果通知投稿人。如未提供电子邮箱或电话号码等联系方式的，恕不答复。4个星期后如未接到审稿结果，投稿人可自行处理稿件。1个月时间内不可一稿两投，否则后果由投稿人自负。

#### 5、编辑部信息

地址：云南省昆明市一二一大街298号云南师范大学学报编辑部

电话：0871-5516820

网址：

[http://www.ynnu.edu.cn/ynnu/table/view/table/index\\_temp.php?class\\_id=4](http://www.ynnu.edu.cn/ynnu/table/view/table/index_temp.php?class_id=4)

电子邮箱：

[ynnucff@sohu.com](mailto:ynnucff@sohu.com) [ynnucff@yahoo.com.cn](mailto:ynnucff@yahoo.com.cn)

感谢您的关注，欢迎赐稿！

云南师范大学学报编辑部  
2004年11月

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## Study Abroad in Hainan, China in Summer 2005

The University of Hawaii at Manoa (UHM) Study Abroad Center is currently accepting applications for its Summer 2005 program in Hainan, China.

Tao-chung Yao, UHM Professor of Chinese, will be the faculty resident director for this nine-week program that will run from mid-May through the end of

July. The program is hosted by the College of Liberal Arts at Hainan University in Haikou city. Participants will study all four language skills (listening, speaking, reading, and writing) and will earn eight UHM credits at the second, third, or fourth levels. In addition, guest lectures on Chinese culture and excursions expose students to the rich cultural history of Hainan. Extracurricular activities such as Tai Chi and martial arts will also be offered.

More information (housing, costs, and courses) and applications are available at [www.studyabroad.org](http://www.studyabroad.org). The application deadline is February 17, 2005.

### 编者的话：

### 《通讯》需要您的支持

《通讯》是会员交流信息的刊物，是“流通的资讯”，没有“讯”就无物可“通”。为此《通讯》需要会员和各方扶植。您可以从以下两个方面来帮助《通讯》：

1· 向刊物直接提供信息——学校或地区的学术活动、教师创造性的成果（包括新出版的新书、研究和教学成果、电脑软件、网络资源）、招聘消息等。凡是与中文教学研究有关的消息都是宝贵的资源。

2· 若您愿意成为《通讯》的义务通讯员，负责提供本地区的消息，请即与编者联系。若您知道某位同仁非常适合担任这项工作，请向我们推荐。

无论是直接供稿还是成为义务通讯员，您的每一条消息都是对《通讯》的极大支持！

## CONFERENCE NEWS

### CALL FOR PROPOSALS

Chinese Language Teachers Association 2005 Annual Meeting  
November 18-20, 2005  
Baltimore, Maryland

The 2005 annual meeting of the Chinese Language Teachers' Association (CLTA) will be held in conjunction with the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in Baltimore, Maryland from Friday November 18 through Sunday, November 20, 2005. You are invited to submit proposals for indi-

vidual papers, poster sessions, and panel presentations. **The deadline for proposal submissions will be midnight, Tuesday, February 15, 2005.**

In resonance with the theme of the ACTFL 2005 Annual Meeting *2005-2015: Realizing Our Vision of Languages for All*, the CLTA 2005 convention will feature the theme **Taking TCFL to a New Level: Challenges and Prospects.**

As one of five co-sponsors of the ACTFL 2005 Annual Meeting and Exposition, CLTA encourages Chinese language educators from all areas of the profession to submit proposals to its Program Committee. Our Program Committee welcomes submissions on such topics as applied linguistics, assessment, culture, curriculum/program design, film, heritage learners, learner variables, literature, materials, multimedia, pedagogy/methods, policy/advocacy, professional development, research, second language acquisition, technology and other related topics.

Sessions are 75 minutes long. Each panel will be limited to four fifteen-minute presentations-- including the presentation by a formal discussant (optional), with 15 minutes left for questions and answers. A paper presenter may also serve as panel chair but not as panel discussant. Accepted individual presentations will be grouped into panels by theme. The Program Committee will consider and review proposals in accordance with the following guidelines.

- Only proposals from CURRENT CLTA members will be considered.
- Only one proposal from each person will be considered.
- All proposals will be reviewed anonymously.
- Proposals will be reviewed in terms of relevancy and significance of topics to the concerns of the field, originality and innovation of perspectives, presentation of theoretical framework and arguments, clarity and rigor of analysis and critical thinking, and overall understanding of the topics proposed for presentation.

#### **How to Submit**

- You may submit proposals or download proposal submission forms in English and in Chinese (.pdf) online at <http://www.languages.utah.edu/clta05/>.
- You may also submit your proposals as Word files by either e-mail attachment to [clta05@languages.utah.edu](mailto:clta05@languages.utah.edu) or by regular mail to: T. Richard Chi, CLTA 2005 Program Chair, at the address below. Email submission is preferred and strongly encouraged.
- Each panel must submit a panel abstract, and each panelist must submit an individual abstract. The abstract should not exceed 400 words.
- Indicate clearly on the proposal submission form the equipment you will need for your presentation(s). CLTA will charge a nominal fee for the use of an LCD projector: \$10 for an individual paper presentation, and \$25 for a panel.

**Proposals submitted after the deadline, not in the correct format, or by those who are not current CLTA members will not be considered.**

If you are not currently a CLTA member, please contact Professor Cyndy Ning ([cyndy@hawaii.edu](mailto:cyndy@hawaii.edu)), Executive Director of the CLTA, or visit the CLTA's web site: <http://clta.ohio.edu/>  
Pre-college level teachers and graduate students in Chinese linguistics, literature, education, second language acquisition, and pedagogy are eligible for the Walton Presentation Prize for their conference participation. Preference will be given to first-time presenters. The recipient of the prize will receive \$250 towards expenses incurred for attending the CLTA 2005 annual conference. The prize winner will be invited to submit his/her paper to the Journal of the CLTA for possible publication. If you wish to be considered for the prize, please indicate so on the proposal submission form.

Please send your inquiries to:

T. Richard Chi 齊德立, CLTA 2005 Program Chair

1400 LNCO, 255 S. Central Campus Drive, Department of Languages and Literature, University of Utah, Salt Lake City, Utah 84093

**Email:** [clta05@languages.utah.edu](mailto:clta05@languages.utah.edu)

**Tel:** (801) 581-7581; **Fax:** (801) 581-7581

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## 中文教師學會2005年年會通告

中文教師學會2005年年會定於2005年11月18日至20日在美國馬里蘭州巴爾的摩市(Baltimore, MD)舉行。本學會現在開始征集會議論文並將相關事宜敬告如下：

### 1. 年會研討主題：

測試與評估、文化教學、課程設計、對外漢語教學法、教材編寫、語言習得、學習者變異因素、對外漢語教學政策與倡導、應用語言學、文學、電影、多媒體、電腦科技在教學上之應用，以及其它相關議題。

### 2. 提交論文須知：

- 1) 投稿每人只限1篇，論文摘要中英文均可，不超過400字，截止日期為2005年二月十五日午夜前。
- 2) 個人論文、教學研究展示、或以相同主題為小組投稿均可。小組一般不超過四位論文發表人，其中一位可為小組主持人，但不能兼論文評述員。小組投稿務必附上小組議題摘要以及發言人個人的論文摘要，否則不予考慮。
- 3) 投稿人可以英文或中文(.pdf)在<http://www.languages.utah.edu/clta05>網址上電子投稿；下載英文或中文投稿表格，填妥後以電郵方式寄至[clta05@languages.utah.edu](mailto:clta05@languages.utah.edu)，或郵寄至：Professor T. Richard Chi (齊德立教授), 1400 LNCO, 255 S. Central Campus Drive, Department of Languages and Literature, University of Utah, Salt Lake City, Utah 84112.
- 4) 個人論文將按議題分組。每組75分鐘，包括發言及討論。
- 5) 請在表格中清楚注明發言時所需設備。年會將為宣讀論文者提供投影機。若需使用大會提供的LCD影像放射機，個人論文每人收費10美元，小組收費25美元。

### 3. 其它事宜：

- 1) 只有本學會會員有資格在年會中宣讀論文，凡希望加入中文教師學會者，請盡快與Cynthia Ning 教授聯絡 ([cyndy@hawaii.edu](mailto:cyndy@hawaii.edu))，或從本會網頁上下載會員申請表：<http://clta.ohio.edu/>
- 2) 提交的論文摘要將以匿名方式評審。通過評審的入選論文摘要將載入全美中文教師學會的網頁，供與會者參考。
- 3) 為鼓勵中小學教師及研究生參加年會宣讀論文，本會特設立WALTON論文宣讀獎，優先考慮首次在本會宣讀論文者。獲獎者獎勵 \$250，獲獎論文審核合格可刊登在《中文教師學會學報》中。有意申請此項獎者請在報名表上注明。

### 4. 連繫人：

Professor T. Richard Chi (齊德立教授)  
1400 LNCO, 255 S. Central Campus Drive  
Department of Languages and Literature, University of Utah  
Salt Lake City, Utah 84112  
E-mail: [clta05@languages.utah.edu](mailto:clta05@languages.utah.edu)  
Tel: 801-581-4395; Fax: 801-581-7581

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美國大紐約地區中文教師學會  
(CLTA-GNY)

2005年暑期南京大學中文教師培訓班

近年來在美國開設中文課的中、小學日益增多，從而對中文教師的需求量也逐年增加。但是美國教育主管部門要求所有在公立學校任教的教師必須具有與所教內容相關的教師執照。作為中文教師，就需要有一定的與中文有關的專業學分才有資



格獲得教學執照。有鑒于此，許多專業合格的教師或申請人常常因為缺少與中文有關的學分而無法取得中文教師執照。此外，在美國有許多任教于大學和私立中、小學的中文教師的學位也不是中文。因此，也有進一步提高漢語語言、文學水平以及了解對外漢語教學研究和發展的需要。為了更好地促進美國的漢語教學，促進中美兩國教師之間的文化交流，美國大紐約地區中文教師學會再次與中國南京大學海外教育學院合作，在中國國家對外漢語教學領導小組辦公室的支持下，共同開展培訓美國漢語教師的工作。該培訓計劃已于2004年7月首次實施並取得圓滿的結果。2005年暑期南京大學中文教師培訓班的教學及招生情況如下：

#### 一. 教學課程：(由南大選開四門)

高級漢語	高級語法
漢語基礎	漢語語言學
中國文學	漢語文字學
應用語言學	中國文學選讀

以上課程由南京大學的教授主講。上課採用講座式。

#### 二. 學習時間：

2005年7月18日到8月12日，教學時間為4周。每週授課20小時，其餘時間安排與教學內容有關的參觀、講座和實習。

#### 三. 學分

每門課程3個學分，總計12個學分。學習結束時，成績合格者將由南京大學授予學分和證書。

#### 四. 申請人資格

須為非中國籍公民，或已取得居住國永久居留身份者，身體健康，年齡一般不超過50周歲；

須有志于從事漢語教學者。在讀研究生還需提供成績單 (transcript)。

須具有大學本科以上學歷。

#### 五. 申請程序

從大紐約地區中文教師學會的網站上下載申請表，填寫後隨同一份申請目的說明 (Statement of Purpose)，簡歷，兩位推薦人的聯絡電話，電子郵件地址，相片3張和護照首頁或綠卡 (持中國護照者) 複印件，寄大紐約地區中文教師學會。

從即日起接受報名，截止日期為2005年2月28日 (郵件收到日期為準)。3月15日以前發放錄取通知。報名日期截止以後仍接受申

請，如有余額可遞補為正式學員。如果屆時名額已滿，可以考慮接受為自費學員。沒有被接受為正式學員的申請人也可以申請自費生，但一切費用需自理，其他待遇不變。

申請人如今年未被錄取，招生委員會將保留其申請材料，供明年繼續申請。

學會錄取時將優先考慮大紐約地區中文教師學會會員，同時也照顧到各類不同學校的需要和美國其他地區的申請。

#### 六. 費用

申請費和項目活動費\$300。3月30日以前需預交項目押金\$100 (恕不退還)，收到押金後，學會代為辦理註冊手續。余額于4月30日前交清。3月30日沒有收到押金者，恕不保留名額，學會有權將此名額轉讓給他人。

支票請寫：CLTA-GNY。

正式學員將獲得獎學金，該獎學金將用于支付學費和住宿費。自費生應交數額另行通知。

旅費自理。我們將指定旅行社，協助購買國際機票。本項目不安排在中國國內的旅游。學員如在中國國內旅游，將由南京大學旅行社協助安排。

所有正式和自費學員都必須有醫療保險，需由醫生證明可以參加國際旅行。

美國大紐約地區中文教師學會

Chinese Language Teachers Association of Greater New York

125 East 65th Street  
New York, NY 10021

詢問電郵及電話：

secretary@clta-gny.org  
212-744-8181 分機142

美國大紐約地區中文教師學會的網址是 <http://clta-gny.org>

## 第四屆全球華文網路教育 研討會

2005 International Conference on Internet Chinese Education  
(ICICE 2005)

2005年6月3-5日  
台灣 台北市  
徵求論文報告  
(Call for Presentations)

大會主題：華語文數位學習環境之建構 (Reconstruction of Chinese e-learning Environment)

會議說明：

電腦多媒體及網路的發展是近十年來最重要的科技發展趨勢，結合電腦網路科技來推動全世界的華文教育是極為值得探討的方向。僑務委員會於1999年5月結合學術單位及產業界主辦了第一屆的全球華文網路教育國際研討會，這是全世界第一次以電腦網路為主軸的華語文教學研討會，又於2001年12月舉辦了第二屆，及2003年9月舉辦了第三屆，皆各有四百餘位來自全球各地的人士參加。目前，數位學習(e-learning)正面臨急遽的開展與變化，華語文電腦教學也有嶄新的發展，因此繼續在2004年六月舉辦第四屆的研討會，以推廣華文教育與中華文化為目標，探討如何結合e-learning來推動以中文為第二語言之教學、強化華語文數位化內容，並介紹現有的優良華文教學網站及實務教學工作，進行深入探討與經驗交流。

主辦機構：僑務委員會

學術組執行單位：國立台灣師範大學華語文教學研究所

會議地點：台灣台北市(飯店另行公佈)

重要日期：

論文摘要截稿：2005年1月15日

錄取結果通知：2005年2月20日前

論文全文(論文集)截稿：2005年4月20日

會議期間：6月3-5日

會後旅遊：6月6-8日

會後旅遊：

地點：金門國家公園(福建金門島)

<http://www.kmnp.gov.tw/>

時間：6月6-8日，為期三天兩夜，以自費為主。費用另行公佈。

報名費用：(含會議資料及論文集、開會期間之午餐及晚宴)

3月30日前：美金50元或台幣1,500元

3月30日後：美金80元或台幣2,500元

現場報名：美金100元或台幣3,500元

徵稿內容範圍

一、華語文教學與數位化學習之結合

1. 數位華語文教學的互動機制之設計與探討
2. 華語文數位教材內容及學習策略之設計
3. 數位華語文教學之理論與實證研究
4. 華語文數位遠距教學之設計與實施
5. 數位內容典藏在華語文教學之應用

二、華語文數位學習體制與系統的發展

1. 華語文網路學校或學程的建構與認證
2. 華語文數位教學之平台與工具的發展
3. 電腦華語文測驗系統的設計、實施與認證
4. 華語文數位教材編輯工具之介紹
5. 華語文數位學習的設計模式與發展流程

三、華語文數位學習的應用實施、資源分享、及交流合作

1. 創新的華語文網路教學方法與形式
2. 華語文數位教學的交流合作與實施案例
3. 華語文數位學習資源的分享、保護與持續
4. 華語教師與學習者之數位落差問題的探討
5. 區域差異對於對於華語文數位教學之挑戰

徵稿類別：

稿件包括研究論文、論述、實務介紹或工作報告等形式。分為三類：

1. 學理與實證研究：與研討範圍相關之量化及質化實證研究或學理探討
2. 內容開發及應用：華語文電腦課程或教材之設計、發展、製作及應用
3. 實務運作之介紹：應用電腦媒體於實際華語文教學之作法與探討

投稿方式(Submission)：

- (1). 投稿過程：於2005年1月15日前投交論文摘要一篇(一頁)，及個人資料表，若評審通過，將於2月20前通知，須於4月20日繳交全文以收入論文集。
- (2). 論文摘要及個人資料：中文(或英文)摘要約一千字之內(約一頁)，包括題目、關鍵字、摘要與大綱。個人資料包括：姓名、性別、工作單位及職稱、國籍、聯



絡方式（主要及次要的E-mail、電話、傳真、地址）。

(3) 以E-mail提交：檔案寄至

icice2005@cc.ntnu.edu.tw

(4). 論文全文 (Full paper)：2005年4月20日

摘要通過者須繳交稿件全文，論文以中文或英文書寫（英文論文須附中文字目及摘要），文長4 - 8頁 (A4 或 Letter Size, 單行間距、12號字)，須包含題目、摘要（中文約200字，英文約100 words）、本文、參考文獻及圖片等。

(5). 語文及檔案格式：

中文正體漢字(Traditional characters)。為編輯論文集方便，請將電子檔案設定為中文正體漢字(Traditional characters, Big-5 or Unicode)，以 Word 格式(.doc) 或純文字格式(.txt, rtf)傳送。

(6). 論文經錄取後將編入會議論文集（於現場發給），另將編入論文集的光碟版及網路版（於會後出版）。

有關徵求論文事項之聯絡：

學術組承辦單位：國立台灣師範大學 華語文教學研究所

Email: icice2005@cc.ntnu.edu.tw 研討會學術組  
Phone: +886-2-2341-9812 分機 11, 12 (王雪妮助教)  
Fax: +886-2-2341-9746

※ 研討會之詳細事項（住宿訂房、報名繳費、會後旅遊等）將陸續在網站公佈，網址：

<http://edu.ocac.gov.tw/icice2005>

<http://www.ntnu.edu.tw/tcsl/>

※ 歡迎將此研討會訊息轉送給有興趣之人士 ※

## Call for Proposals

[First Announcement]

### Operational Strategies and Pedagogy for Chinese Language Programs in the 21<sup>st</sup> Century:

#### *An International Symposium*

Conference Dates: June 10-11, 2005, Taipei, Taiwan

As a part of our celebration for the Mandarin Training Center's approaching fiftieth anniversary, we would like to announce to CLTA members and our professional colleagues around the globe, the theme for the 2005 *International Symposium: "Operational Strategies and Pedagogy for Chinese Language Programs in the 21<sup>st</sup> Century."*

This 2005 International Symposium will be held June 10<sup>th</sup> and June 11<sup>th</sup>, 2005, in the National Taiwan Normal University's Mandarin Training Center, Taipei, Taiwan. Proposals pertinent to the conference's major theme, but not limited to it, are welcome. Interested participants are encouraged to join our distinguished keynote speakers and colleagues from around the world to present their ideas by submitting an individual paper, forming a panel (three or four people), or offering a workshop in which one or two speakers work together to provide participants hands-on learning opportunities.

#### Organizing Institutions & Conference Chairs:

Professor Shou-Hsin Teng, Director of the Mandarin Training Center (MTC), and Professor Shih-chang Hsin, Chairman of the Graduate Institute of Teaching Chinese as a Second/Foreign Language (TCSL), at NTNU, Taipei, Taiwan.

#### Theme and Sub-themes

1. Operational Strategies for Chinese Programs at Home or Abroad: recruitment strategies; advertising Chinese study and study abroad; packaging and marketing strategies; global vision and localized operation for Chinese programs; customized short-term & long-term study abroad programs, etc.
2. Curriculum, Pedagogy & Professional Development: Focus on form and meaning in the teaching of Chinese; Chinese pedagogical grammar; topic on written grammar of modern Chinese (in both linguistic and pedagogical terms); new approaches/ideas for teaching Chinese in listening, speaking, reading or writing; innovative curriculum designs for lower level classes; task-based language practicum/internship for advanced learners; combining film, literature & language for upper-advanced learners; pre-service & in-service teacher training; merit system & professional development, etc.
3. Effect of Teaching and Learning in Second Language Acquisition (SLA): issues related to SLA phenomena at various stages, at home institution or abroad; effect of semester abroad on vocabulary acquisition, listening or reading comprehension or oral proficiency; input/interaction analysis, learners' use of negotiation strategies in getting into, through and out of survival situations.
4. Testing & Assessment in TCSL & other related issues: other issues relevant to TCSL; contents and teaching approaches in heritage schools, directions of textbook publications; ability grouping; testing

and assessment for total immersion programs, study abroad programs, the impact of current testing instrument OPI, SOPI, COPI, T\_CPT, HSK, SAT-II, AP, etc.

#### TYPES OF PRESENTATION

**Panel Discussion:** On a shared theme/topic, each panel allows 3-4 speakers to give short presentations. The organizer/moderator of the panel should summarize the overall ideas of the panel. Please submit individual abstracts, information forms, and the general panel summary in a single email as MS WORD attachments.

**Workshop:** To provide conference participants with hands-on opportunities to be engaged in a meaningful learning experience. In the abstract, please write the title and the purpose of the workshop as well as a brief explanation of the tasks required of the participants.

**Individual Paper Session:** These sessions allow three to four individual presenters, grouped by the conference, to share the result from experiments, work/project in progress, or their scholarly work with others. The abstract should include a brief summary of the topic. Graduate students of TCSL are especially encouraged.

#### SUBMISSION: for Conference Proceeding & Abstract/proposals

- 1- Abstracts can be written in either Chinese or English, maximum 300 words. Send abstracts & author information via *email only*, to [ITCSL@cc.ntnu.edu.tw](mailto:ITCSL@cc.ntnu.edu.tw) by **January 10, 2005**. Please provide the following information in each abstract proposal: name, affiliation, job title, postal address, office phone

number and email address.

- 2- Full paper submission: Once you are informed that your abstract has been accepted, please submit your paper as follows. Use only 12 point Times New Roman font in English version, or 十二號宋體或細明體字 (GB/BIG5). Leave 1.3" (inches) for the four margins (top, bottom, left and right) in WORD. Submit as email attachments. Paper length: 6 to 12 pages. The full paper is due on **March 15, 2005**, *email only* to [ITCSL@cc.ntnu.edu.tw](mailto:ITCSL@cc.ntnu.edu.tw)

#### IMPORTANT DATES

**Deadline for proposal submission:** January 10, 2005

**Notification of proposal acceptance:** February 1, 2005

**Deadline for submission of full paper:** March 15, 2005

**Notification of conference program & transportation:** April 15, 2005

Further information will be posted at URL <http://www.ntnu.edu.tw/tcsl>

FOR INQUIRY PLEASE CONTACT:

Hsiu-huei Lin Domizio, Assistant Professor, the Graduate Institute of TCSL

National Taiwan Normal University, Email: [HLIN2004@cc.ntnu.edu.tw](mailto:HLIN2004@cc.ntnu.edu.tw)

**TEL:** 886-2-2341-9812, ext 15; **FAX:** 886-2-2341-9746

## 二十一世紀中文項目營運策略 國際教學研討會

(第一號徵稿通知)

**會議緣起:** 慶祝國立台灣師範大學國語教學中心成立50週年

**會議宗旨:** 探究華語文項目營運策略與教學新方法, 並促進漢語教學同行、同事間的國際交流。

**會議日期:** 2005年6月10-11日(星期五、六)

**會議地點:** 台北市, 台灣師範大學國語教學中心

**研討會主席:**

鄧守信(台灣師大國語中心主任)

信世昌(台灣師範大學華語文教學研究所)

**研討會主題:** 華語文營運策略與華語文教學理論與實務研討。

徵文主題及子題如下, 但不限於以下所列研究領域。

5. 本國國內及海外中文項目營運策略: 招生策略、文宣廣告、包裝行銷策略、華語文推廣全球願景探討、短期遊學課程設計、長期針對性華語文課程設計等等。

6. 課程設計及華語文教學法, 專業提昇: 形式及

意義兼顧的教學成效、華語文教學語法研究、聽說讀寫教學技巧研究、給初級水平者的創意課程設計、高級學習者語言實踐課程設計；電影、文學、語言“三合一”的課程設計、職前、在職師資訓練、獎勵制度與專業發展研究。

7. 第二語言教學、習得成效研究：學習者在海內、外第二語言習得的各種階段現象之研究、長期遊學之詞彙習得、聽力或閱讀理解、或是口語能力提升的相關研究、學習者在第二語言語境中的語義協商策略之使用。
8. 華語文測驗與評量研究及其他：教材出版未來方向、華裔背景周末班的近況與未來發展，有效分班方法研究、密集強化華語研習課程成效評量，美國口語測驗（OPI, SOPI, COPI），華語文能力測驗（T\_CPT），漢語水平考試（HSK），SAT-II，及 AP 實施的成效研究等等。

#### 論文形式：

小組討論：徵求小組論文，小組成員3-4人，輪流發表。小組主持人需於論文摘要中列出小組主題及成員、論文內容大要，請用電子郵件方式三、四人一組，一併投稿報名。

工作坊：徵求實務教學技巧傳授工作坊，請於論文摘要中列出工作坊名稱、目的並敘明實施方式及預期可達成任務或目標。

個人論文：徵求個人論文，特別鼓勵全球各地探究以華語作為第二外語教學之研究生或華語老師，就其發展計畫、研究成果或實務教學經驗予以發表。

#### 論文格式及提交方式：

3- 摘要：英文或中文皆可。內容不超過 300 字，於 2005 年 1 月 10 日前以電子郵件寄至 [ITCSL@cc.ntnu.edu.tw](mailto:ITCSL@cc.ntnu.edu.tw)

4- 論文全文：摘要錄取通知受到后，請準備論文全文以備出版成冊。頁數：最少 6 頁，最多 12 頁。

格式：A4 Size紙張，上下左右四邊距1.3”（英寸），橫式中文（十二号细明体字体）或英文（Times New Roman font 12號字），[以WORD電子附加檔格式於2005年3月15日前以以電子郵件傳送至ITCSL@cc.ntnu.edu.tw](mailto:ITCSL@cc.ntnu.edu.tw)

#### 研討會重要日期：

摘要截止日期：2005年1月10日

錄取通知日期：2005年2月1日

全文繳交日期：2005年3月15日

大會議程及交通住宿通知日期：2005年4月15日

#### 大會網頁：

研討會之詳細事項，將於網站公布，網址 <http://www.ntnu.edu.tw/tcsl>

#### 論文相關問題答疑請洽：

林秀惠，華語文教學研究所助理教授；師大國語中心教材教法組組長

Email: [HLIN2004@cc.ntnu.edu.tw](mailto:HLIN2004@cc.ntnu.edu.tw) 電話：886-2-2341-9812, ext 15

傳真：886-2-2341-9746

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## Call for Papers International interdisciplinary conference

Hanzi renzhi - How Western Learners Discover the World of Written Chinese

24.-26. August 2005

School of Applied Linguistics and Cultural Studies  
Germersheim, Mainz University  
Germany

#### Introduction

The Chinese Department at the School of Applied Linguistics and Cultural Studies at Johannes Gutenberg University of Mainz / Germersheim (Fachbereich für Angewandte Sprach- und Kulturwissenschaften [FASK]) in cooperation with the Center for Chinese as a Second Language (Duiwai Hanyu yanjiu zhongxin) at Beijing Language University (BLCU) is pleased to announce the international conference "Hànzi rěnzhi - How Western Learners Discover the World of Written Chinese" to be held at the FASK in Germersheim, Germany, from 24.- 26. August 2005.

#### Scientific objectives

The conference is aimed at gaining relevant insights from the perspectives of writing linguistics, intercultural communication, neuropsychology, cognition psychology, sinology, text linguistics, sinographemics (Xiandai Hanzixue) and FLT (Foreign Language Teaching) in order to contribute to the discussion of the impact of different writing systems on language consciousness and language learning and possibly facilitate the development of access methods to the Chinese writing system for alphabetic readers. As not only reading experience, but also the way how the Chinese character system is taught will influence motivation

and the speed with which certain stages of reading ability are reached, Teaching Chinese as a Foreign Language (TCFL) to alphabetic readers is the field objected to profit most from this conference. Based on the fact that Foreign Language Teaching is dominated by phonetically written languages (and not only in the Western world), questions like the following will be discussed by the attendants of the conference:

- What are the global impacts caused by the seclusiveness and "hermeticity" of Hanzi?
- Does early Hanzi acquisition stimulate certain brain regions?
- Can Western learners ever master a reading speed of Chinese texts comparable to that of Chinese readers?
- Can we succeed in making the world of written Chinese more accessible for Western recipients?
- What are the connections and differences between Chinese Language acquisition and Chinese character acquisition?
- How many Hanzi do we need to cross the border from deciphering to reading?
- What are the advantages and disadvantages of using transcription systems (like Hanyu Pinyin) in CFL teaching?
- If there were sufficient teaching materials, how would Western learners master Hanyu Pinyin texts compared to Hanzi texts?
- What is the function of mnemonic helps, linguistic and etymographical knowledge to alphabetic readers in reading Chinese texts?

### **Conference Languages are English and Chinese.**

The presentations will be published as part of the series "Sinolingistica", which is published by the Association for Chinese Language Teaching in German Speaking Countries (Fachverband Chinesisch) at Iudicium publishing house, Munich.

We are planning to start talks with representatives of other European Countries focusing on a possible founding of a European Association of Teachers of Chinese during the Conference.

### **Information for the authors**

The Conference will be held at the School for Applied Sciences and Cultural Studies (FASK) in Germersheim from 24.-26.08.2004. Interested authors should submit an abstract of their paper via email to [mpoerner@uni-mainz.de](mailto:mpoerner@uni-mainz.de). Note that only electronic submissions will be considered. The Submission deadline is January 15th, 2004.

Contributors will be notified by the end of February. Authors of papers accepted for presentation will re-

ceive reimbursement for their travel expenses as per guidelines provided later.

### **Initiator and organizer:**

Institute for Intercultural Communication  
Prof. Dr. Andreas Guder  
Juniorprofessor at the Dept. of Chinese  
School of Applied Linguistics and Cultural Studies  
Johannes Gutenberg University Mainz  
An der Hochschule 2  
76726 Germersheim / Germany  
Tel. +49/7274/50835375  
Fax +49/7274/50835474  
Email [guder@uni-mainz.de](mailto:guder@uni-mainz.de)

### **Location:**

The School of Applied Linguistics and Cultural Studies at Johannes Gutenberg University of Mainz in Germersheim (Fachbereich für Angewandte Sprach- und Kulturwissenschaften [FASK]) is Europe's biggest academic institution for translation and interpretation studies. 2500 students from more than 70 countries study in Germersheim, a small town at the famous Rhine river, 100 km south of Mainz and Frankfurt and 40 km from Heidelberg in the vine-growing Southern Palatinate region close to the French border.

Partners asked for support or already supporting the conference:

Center for Studies of Chinese as a Second Language,  
Beijing Language University  
National Office for Teaching Chinese as a Foreign Language, PR China ([NOCFL])  
German Research Foundation (Deutsche Forschungsgemeinschaft [DFG])  
Academia Sinica, Taipei  
Chiang Ching-kuo Foundation, Taipei  
Association for Chinese Language Teaching in German Speaking Countries (Fachverband Chinesisch), Germany

### **For further information please refer to**

<http://www.uni-mainz.de/~guder/hanzirenzhi.html>

### **Contact**

<mailto:mpoerner@uni-mainz.de>

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Prof. Dr. Andreas Guder  
Juniorprofessor fuer Chinesisch  
Johannes-Gutenberg-Universitaet Mainz  
Fachbereich fuer angewandte Sprach- und Kulturwissenschaften (FASK)  
An der Hochschule 2



## POSITIONS

### Carnegie Mellon University

The Department of Modern Languages invites applications for a one-year position as Visiting Lecturer in Chinese beginning in August 2005 (the position may be renewable for a second year, subject to availability of funding). Preference will be given to candidates who have native speaker level proficiency in Chinese, expertise in communicatively-oriented instruction, a doctorate in an appropriate area of Chinese studies and teaching experience. Multimedia experience is also desirable. Salary is commensurate with qualifications, and the position carries benefits. Applicants should send a letter of application (indicating, among other things, whether they plan to attend the ACTFL meeting in Chicago, or the MLA meeting in Philadelphia), resume, statement of teaching and research or curricular interests, and three (3) letters of recommendation (which may be included with the packet or sent directly by referees).

The materials should be sent to: Chair, Chinese Search Committee, Department of Modern Languages, Baker Hall 160, Carnegie Mellon University, Pittsburgh, PA 15213-3890; and should arrive not later than December 15, 2004. Carnegie Mellon University is an Affirmative Action/Equal Opportunity Employer.

### Columbia University

#### Lecturers in Chinese

The Chinese Language Program of the Department of East Asian Languages and Cultures invites applications for two full-time lecturer positions in modern Chinese, beginning Fall 2005. Language Lecturer is a professional track at Columbia University. These positions are renewable. Requirements for applicants: native competency in modern Chinese with standard pronunciation; fluency in English; M.A. in hand by the time of appointment, with specialization in linguistics, applied linguistics, or language pedagogy; demonstrated ability

to teach college level Chinese and to prepare teaching materials independently and collaboratively. Duties will include active participation in team work and program affairs and participation in the department's summer Chinese language programs in China. The application dossier should include: a letter of application in English; a brief statement about language teaching; a self-introduction in Chinese (handwritten in traditional characters); CV and three letters of recommendation (preferably two of which should be from language teaching professionals). A 30-minute video tape demonstrating the applicant's teaching styles and a sample of research work are strongly recommended. The committee will begin considering applications November 15, 2004 and conduct preliminary interviews at the annual meeting of CLTA. Send application packet to Dr. Le-ning Liu, Chinese Lecturer Search Committee, Department of East Asian Languages and Cultures, 407 Kent Hall, Columbia University, New York, NY 10027. Columbia University is an Equal Opportunity / Affirmative Action Employer.

### The Eastwood China Center Academic Consultant/Director

**Summary** – The Eastwood China Center seeks an Academic Consultant/Director to assist and oversee the development of Chinese Language Immersion Program. Position in Consulting capacity with potential to become full-time.

#### Responsibilities

- Design and develop the center's overall Chinese language program
  - Design language and applied language learning activities
  - Creation and management of student and instructor assessment criteria and systems
  - Assist in execution and design of selection process for qualified language instructors
  - Innovation and improvement of curriculum and instructional technique

- Oversee and provide consultation for local academic director on program development between US and China using video conferencing
- Conduct training course in Chinese language pedagogy in China during summer 2004

#### **Qualifications**

- PhD in hand or expected in Chinese, second language acquisition, applied linguistics or relevant field
- Demonstrated excellence in teaching a variety of Chinese language courses at college level
- Capability to use and develop innovative and effective teaching methods
- Desire and capacity to effectively manage and highly effective and innovative language program
- Native or near-native fluency in both Chinese and English

**Contact** – Interested candidates should send vitae to EastwoodChina@hotmail.com. Finalists will be asked to provide a sample teaching video. (Preferably at Elementary and Advanced levels).

## **Georgia Institute of Technology**

The School of Modern Languages in the Ivan Allen College at the Georgia Institute of Technology announces an opening for a tenure-track appointment as Assistant Professor of Chinese, to begin August 2005. The appointment is contingent upon final budget approval. We seek candidates with a PhD in Chinese language, literature, or cultural studies, with native or near-native Chinese fluency, with outstanding scholarly potential and excellent teaching skills, and with strong interest in developing a summer abroad program in Chinese. Experience with the application of technology to language learning plus a strong interest in cross-cultural education and content-based or applied-language learning are highly desired; experience in creating computer-assisted instructional materials is a plus.

The School of Modern Languages emphasizes interactive learning and an interdisciplinary approach to language, literature, and intercultural studies. We offer two joint majors: in International Affairs and Modern Languages and in Global Economics and Modern Languages. The new position in Chinese will enable us to add Chinese to the two joint major tracks. Opportunities for interdisciplinary collaboration with faculty in the other language groups in Modern Languages as well as faculty from other Schools in the Ivan Allen College are strongly encouraged.

Georgia Tech consistently ranks in the top 10 best national public universities by U.S. News and World

Reports. Located in Atlanta, Georgia, one of the most international-oriented metropolitan areas in the United States, Georgia Tech attracts students and faculty of the highest caliber.

Applicants should forward a letter of interest, a dossier including a curriculum vitae, and (3) letters of recommendation to Dr. Phil McKnight, Chair, School of Modern Languages, Georgia Institute of Technology, 151 Sixth Street, Rm 225 O'Keefe, Atlanta, GA 30332-0375. Deadline is January 15, 2005. Georgia Tech is an Equal Employment Opportunity, Affirmative Action Employer.

## **Kenyon College**

The Modern Languages and Literatures Department at Kenyon College seeks to fill a one-year position in Chinese at the assistant professor or instructor level for 2005-06. Excellent teaching and native or near-native fluency required. Field of specialization is open. A PhD is preferred, but ABDs are welcome to apply. Kenyon offers competitive salaries and an excellent benefits package, including provisions for a spouse or domestic partner.

To apply, please send a letter of application, cv, a graduate school transcript and three letters of recommendation and evidence of teaching quality to: Prof. Jianhua Bai, Chinese Search, Department of Modern Languages and Literatures, Kenyon College, Gambier, Ohio 43022-9623. Review of applications will begin in December and continue until the position is filled; however to ensure full consideration please submit application materials by December 15 2004.

An EOE, Kenyon welcomes diversity and encourages the applications of women and minority candidates.

## **Middlebury College**

The Middlebury College Chinese Department invites applications for a full time, two- year position at the rank of Assistant Professor or Lecturer, in Chinese language, literature, and culture beginning September 2005. Qualifications: Ph.D. in hand or expected by August 2005 in Chinese language, literature, or related field; native or near-native fluency in Mandarin and English. Teaching responsibilities will include a course or courses in Mandarin (ranging from 1<sup>st</sup> through 4<sup>th</sup> year levels, possibly including Classical Chinese) every semester plus one or more of the following in some semesters: Mandarin for heritage learners; a Chinese literature course taught in English translation, a course in English that contributes to the



college-wide curriculum (e.g., first-year seminars and interdisciplinary courses on language and culture). Evidence of commitment to dynamic, effective undergraduate teaching is crucial. Send letter of application with statement of research and teaching interests, curriculum vitae, graduate transcript, and three letters of recommendation, at least two of which must speak to teaching ability, to: Carrie E. Reed, Chair, Chinese Department, Hillcrest, Middlebury College, Middlebury VT 05753. Review of complete applications will begin immediately and continue until the position has been filled. Middlebury College is an Equal Opportunity Employer, and it encourages applications from women and members of minority groups.

## Princeton University

Dept. of East Asian Studies. Lecturer-level vacancy in the Chinese Language Program may become available beginning September 1, 2005. Requirements include native or near-native fluency in Chinese (M.A. in Chinese linguistics, literature, history, or relevant discipline), teaching experience. Salary competitive. AA/EOE. Send letter of application, resume, three names of reference (include phone and fax numbers) by February 28, 2005 to: Director of Chinese Lang. Program, 241 Frist Campus Center, Princeton University, Princeton, NJ 08544-1008. Preliminary interviews will be held at the CLTA and AAS conferences.

## University of Calgary

The Department of Germanic, Slavic and East Asian Studies, invites applications for a tenure-track assistant professorial position in Chinese, beginning July 1, 2005. This position is being created as part of the major commitment to second language learning in the province of Alberta. The successful candidate will have a PhD and native or near-native command of Chinese. The desired qualifications include expertise in the fields of second language acquisition, applied linguistics, second language pedagogy or other related fields. Knowledge of a second East Asian language will be considered a major asset.

Consideration of applications will begin on January 1, 2005, and continue until the position is filled. Applications should include a cover letter, updated curriculum vitae, an example of scholarly publication (no more than twenty five pages), information concerning teaching effectiveness and transcripts relating to the candidate's graduate studies. Applicants should also arrange for three confidential letters of reference or their placement dossier to be forwarded. All materials should be

should be addressed to: Dr. X. Jie (Jay) Yang, Head, Department of Germanic, Slavic and East Asian Studies, University of Calgary, 2500 University Drive NW, Calgary, Alberta, Canada T2N 1N4.

In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity.

## University of California, Davis

The Department of East Asian Languages and Cultures at University of California, Davis, invites applications for **two full-time positions of Lecturer in Chinese** beginning July 1, 2005. These are one-year appointments with the possibility of renewal. Primary duties are modern Chinese (Mandarin) courses at various levels as assigned. Possibilities of teaching classical Chinese and Chinese literature and culture courses also exist. The current teaching load is 11-12 class meeting hours per week or 7-9 courses for the academic year. Requirements include an MA in either Chinese linguistics, literature, second-language acquisition, or other relevant fields, native or near-native proficiency in Mandarin and English, excellence in teaching all levels of Mandarin, and ability to teach in close coordination with teaching assistants. The department prefers candidates with college teaching experience in the U.S., long-term commitment to program development, ability to apply modern technology in classroom teaching, and education beyond the M.A. level.

Salary is commensurate with qualifications and experience. The current salary range is approximately \$35,868 - \$41,712.

Application materials should include a cover letter describing your qualifications (including a brief description of teaching methods found to be successful), curriculum vitae, samples of student evaluations, and names and addresses of three references. A video demonstration on tape or CD of classroom teaching is highly welcome. Send complete application to: Prof. Chia-ning Chang, Chair, East Asian Languages and Cultures, University of California, One Shields Avenue, Davis, CA 95616-8601 by **December 15, 2004**. Positions will remain open until filled. Preliminary interviews may be conducted at the ACTFL conference in Chicago in November. The University of California is an affirmative action/equal opportunity employer. This position is covered by a Collective Bargaining Agreement.

## University of Colorado at Boulder

The University of Colorado at Boulder invites applications for a full-time Instructor position in Modern Chinese language beginning August 2005. This is a three-year appointment. Responsibilities normally include teaching six courses over two semesters each academic year and working with other faculty in the Chinese program to ensure instructional continuity in the Chinese language courses. Summer teaching may be available for additional compensation under separate contract. Applicants should have native or near-native proficiency in standard Chinese and complete fluency in English; college teaching experience is required. Masters degree in Chinese or related field is required. Salary is competitive. Send curriculum vitae, cover letter, teaching evaluations, videotape of classroom teaching, information on work eligibility, and three letters of recommendation to:

Chair, Chinese Instructor Search Committee  
EALC, Campus Box 279  
University of Colorado, Boulder  
Boulder, CO 80309 – 0279  
Fax: 303-492-7272  
Email: [EALCSRCH@colorado.edu](mailto:EALCSRCH@colorado.edu)

The search committee will begin reviewing applications Dec. 1 and continue until the position is filled. The University of Colorado at Boulder is committed to diversity and equality in education and employment.

## University of Hawaii at Manoa

The Department of East Asian Languages and Literatures of the University of Hawaii at Manoa seeks to make a tenure-track appointment at the Assistant Professor level in either Contemporary Chinese Literature/Media Studies or Chinese Linguistics/Phonology, beginning Fall 2005. A Ph.D. in hand by the time of appointment, demonstrated excellence in research, and teaching experience are required. The successful candidate is expected to teach graduate courses in his/her area of specialization as well as undergraduate survey courses in linguistics or literature/media studies, depending on the research focus. All candidates must also be able to teach advanced Chinese language courses, and preferably also Classical Chinese. Desirable disciplinary subfields include a focus on Taiwan and Hong Kong culture if the candidate's main field is literature/media studies, and historical phonology if it

is linguistics. Applicants should submit a cover letter, a current CV and three letters of recommendation to: Chair, Chinese Search Committee, Department of East Asian Languages and Literatures, University of Hawaii 拔 at Manoa, Moore Hall 382, 1890 East West Road, Honolulu, HI 96822. Applicants who progress to the second round of consideration will be asked to submit evidence of scholarly publication. Application deadline is January 20, 2005. Position subject to availability and funding. The University of Hawaii is an AA/EEO Employer.

## University of Kansas

The University of Kansas invites applications for an Assistant Professor in Chinese Language for the 2005-2006 academic year, tenure track. The position begins August 18, 2005, and is contingent on final budgetary approval. Tenure-track faculty teach two courses per semester. Requirements: Ph.D. in Linguistics or related field, native or near-native fluency in Chinese and English, experience and commitment to all levels of Chinese language teaching, especially the elementary level, research potential. Preferred qualifications include expertise in classical Chinese and texts of traditional Chinese culture. Send letter of application, CV, three current letters of recommendation, and summary of recent teaching evaluations directly to Chinese Search Committee, Department of East Asian Languages and Cultures, 1445 Jayhawk Blvd., 2118 Wescoe Hall, University of Kansas, Lawrence, KS., 66045. Review of applications will begin December 1, 2004, and will continue until the position is filled. EO/AA

## University of Maryland

The School of Languages, Literatures, and Cultures at the University of Maryland, College Park, seeks to make a tenure-track appointment in Chinese at the Assistant or Associate Professor level. The appointee will be actively involved in coordinating and planning an undergraduate Chinese language program. Ideally, the applicant should also have expertise in another academic specialization, such as descriptive or applied Chinese linguistics or the literature or culture of some major period or genre. He or she will be expected to teach undergraduate (and eventually, graduate) courses in Chinese language and related subjects, and Chinese language acquisition and teaching.

Minimum requirements: (a) For Assistant: Ph.D. in Chinese, SLA, applied linguistics, or comparable field;

fluency in (Mandarin) Chinese and English; experience managing a Chinese program for U.S. undergraduates; scholarly publications; college teaching experience with positive teaching evaluations. (b) For Associate: As for Assistant, but with a minimum of five years college experience at the Assistant level, plus a record of scholarly publications and administrative experience appropriate for an Associate Professor.

Salary: Assistant: \$50-55,000, Associate: \$55-65,000, both depending on qualifications and experience.

Applications: Send a letter explaining how you meet the qualifications, a curriculum vitae, and contact information for three referees (all in hard copy, only), by 30 November, 2004, to Chair, Chinese Search Committee, School of Languages, Literatures, and Cultures, Jimenez Hall, University of Maryland, College Park, MD 20742 USA.

## University of Oklahoma

Department of Modern Languages, Literatures and Linguistics, Five-Year Renewable Term Appointment

The University of Oklahoma announces a five-year renewable term appointment in Chinese at the rank of instructor. MA in Chinese linguistics, language instruction or relevant disciplines. Candidates should have native or near native fluency in Chinese and should be able to teach Chinese at the elementary and intermediate levels; university level teaching experience preferred. Teaching load is three courses per

semester. Salary is competitive. Appointment starts August 16, 2005.

Initial interviews will be conducted by telephone. Send letter of application and dossier to Chair of the Chinese Search Committee, Modern Languages, Literatures and Linguistics, University of Oklahoma, Norman, Oklahoma 73019-0250 by January 31, 2005.

Women and minorities are encouraged to apply. The University of Oklahoma is an Affirmative Action/Equal Opportunity employer.

## University of Southern California

The University of Southern California invites applications for a position at the rank of Full or Associate Professor in the department of East Asian Languages and Cultures. Period and specialization are open, but areas of priority include Japanese and Chinese literature (modern and premodern) with interests in interdisciplinary and comparative approaches to East Asian literatures. Superior record of scholarship and teaching is expected.

Please send a letter of application, a C.V., and a list of at least three potential referees whom we may contact to:

Search Committee  
Department of East Asian Languages and Cultures  
University of Southern California  
Los Angeles, CA 90089-0357

Review of applications will begin January 10th, 2005. USC is an AA/EOE institution.

## MEWS OF THE FIELD

## Calligraphy Education Group News

Birth of CEG In the 03 CLTA Walton Award to a CLTA member it says he “has over the years, been a dedicated promoter of calligraphy as an important component of the teaching of the Chinese language, the outcome of which is the founding of the

Calligraphy Education Group (CEG), composed of educators with special interest in promoting Chinese calligraphy.”

International Conferences The 4<sup>th</sup> International Conference on East Asian Calligraphy Education was just successfully held at the University of South Carolina in October this year. It was organized by the past CEG president Tan Ye. The 5<sup>th</sup> will be jointly held with Yasuda Women’s University in Hi-

roshima, Japan, in 2006. It will be co-chaired by the current CEG president Wendan Li from the University of North Carolina at Chapel Hill.

Summer Calligraphy Workshops The first CEG summer calligraphy workshop will take place in China next summer in 2005. It is being planned by Harrison Tu from Naropa University and Carl Robertson with Southwestern University. Details will be announced in time.

At CLTA Annual Meetings The CEG Advisory Board meets once a year at the CLTA annual meeting. It is currently chaired by Lihua Ying of Bard College. CEG has a calligraphy demonstration and exhibition booth at the CLTA annual meeting, the program is directed by Jasmine Tang at SUNY Geneseo. In addition, a CEG officer will give a brief report on CEG business at the CLTA general membership meeting each year.

Publications *Eight Hundred Characters in the Standard Script for Beginning Chinese Brush Writing* by Tsung Chin and *East Asian Calligraphy Education* edited by Tsung Chin and Wendan Li. The first is specifically designed for teaching Chinese calligraphy in the West, and the second is a reference book on calligraphy education primarily for library collections. For more information, contact Tsung Chin at the University of Maryland at College Park.

CEG Newsletter The CEG newsletter is called *Calligraphy Education*. It is published electronically once a year. For details, please see the CEG website at the address shown at the bottom of the front cover of the CLTA newsletter.

**The 3rd International Conference and  
Workshops on Technology and Chinese  
Language Teaching (TCLT3)  
Was held at Columbia University  
May 28-30, 2004**

(by De Bao Xu)

<http://www.hamilton.edu/academics/eal/con/c3/TCLT3.html>

Co-sponsored by Hamilton College and Columbia University, TCLT3, the 3rd International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century was successfully held at Columbia University in May 28-30, 2004.

TCLT3 was a three-day event equally divided into panel discussions and workshops. Vice President and Dean of Faculty of Hamilton College David Paris delivered the Opening Remarks followed by Professor Shang Wei from Columbia University to give another Welcome Speech. Two keynote speeches were arranged before the conference. Peter Patrikis, Executive Director of the Consortium for Language Teaching and Learning at Yale University, gave one and Audrey Li, Chair and Professor of East Asian Languages and Linguistics, University of Southern California delivered the other.

There were 112 registered participants from nine countries attended TCLT3, which were far beyond the anticipated number of 80. There were 46 selected papers/presentations (60% from submitted proposals) and 4 hands-on workshops repeated in two days (totally 8 workshop sessions). The 46 selected papers/presentations solely focused on multimedia and computer-based language teaching. Their topics covered all areas in the field ranging from theoretical issues and researches to results and reports of implementing and incorporating technology in Chinese language teaching and introductions and applications of newly developed programs and software in CALL. The 8 hand-on workshop sessions lasted for two days particularly teaching up-to-date new technologies and software in Chinese language instruction with a focus on multimedia presentation and web course design.

One new feature of TCLT3 was its Proceedings published with the conference. Participants actually could read the full-sized papers/presentations before they attended each session. As a result, all the panel presentations inspired warm discussions and positive feedback. The available Proceedings at the conference had played an important role in the success of TCLT3. The new ideas, new techs, and new methodologies and approaches collected in the Proceedings will have a prolonged impact on technology and Chinese language teaching after the conference.

TCLT1 was initiated and held at Hamilton College in 2000. TCLT2 was co-sponsored by Hamilton College and Yale University and held at Yale University in 2002. With respect to size, TCLT3 was two times larger than TCLT1 and almost doubled the size of TCLT2. Compared with similar conferences (TTLC and ICICE, see below), TCLT3 was comparable to TTLC and ICICE in participants, having become one of the three most well-participated international conferences on Technology and Chinese Language Teaching. In terms of focus, inspiration, and influence, TCLT3 was highly specialized in Technology and Chinese Language Teaching and had inspired a greater deal of wave in CALL study and Technology-based Chinese Language Instruction. There are two

similar biennial conferences in this field. One is TTLC in Beijing (4th conference held in July, 2004); the other is ICICE in Taipei (3rd conference held in Oct. 2003).

TCLT4 will be co-sponsored by Hamilton College and University of Southern California and hosted by USC and several other UC institutions including UC Long Beach and UC San Diego in June 2006.

The Organizing Committee of TCLT3 is listed below for reference:

De Bao Xu, Hamilton College (Chair and Conference Co-chair)

Phyllis Zhang, Columbia University (Conference Co-chair)

Jianhua Bai, Kenyon College

Hong Gang Jin, Hamilton College

Le-ning Liu, Columbia University

Scott McGinnis, DLI-Washington Office

Ling Mu, Yale University

Robert Smitheram, Middlebury College

Tianwei Xie, University of California, Long Beach

Tao-chung Yao, University of Hawaii



## **New Ways of Teaching Chinese: A Chinese Teacher Training Workshop**

(by Hongyin Tao, UCLA)

The Workshop, attended by 48 Chinese language teachers from institutions ranging from K-12 to college across the nation, was successfully held at the University of California, Los Angeles on October 30, 2004. The workshop featured three sessions. 1) Technology. Chengzhi Chu of UC Davis introduced the ChineseTA software program, and participants were given an opportunity to practice the software for their

own use. 2) Heritage language instruction. Huey Lin, UCLA, demonstrated ways to integrate language acquisition theories into the teaching of Chinese as a heritage language. Participants were then directed to form groups to discuss a set of lessons and conduct teaching demonstrations. 3) Authentic material and grammar teaching. With a case study of 'le', Hongyin Tao of UCLA showed how authentic language material can be used to reveal patterns of grammar that are missing in textbooks. A demonstration of the application of concordance tools for advanced grammar teaching was also provided. This workshop was made possible with funding from CALPER, Penn State University and the UC Consortium for Language Learning and Teaching.

For updated information about the workshop (including downloadable documents), visit:

<http://www.bol.ucla.edu/~ht37/workshop>.

## **又学中文，又学文化 北大中文班深受欢迎**

位于密尔布瑞市的加州中国语言教学研究中心与中国最著名的北京大学合作举办暑期中文班，已历十年，目前它已成为最受美国大学生欢迎的暑期班之一。学生们在北大经过六周学习，中文水平有飞速的提高，对中华文化又增加了许多感性知识，最后的实习旅游更让他们对中国壮丽山川、风土人情和经济建设的发展感触很深，大开眼界，许多学生都说：这个暑假真叫人终身难忘。

2004年中文班的72名学生中华裔学生占了百分之九十，他们中不少人中文说得相当好，但阅读和写作的水平较低，根据这一特点，北大决定让他们按自己的程度自由选课，同一个学生可以上高班的口语和低班的阅读课，72名学生分到六个不同水平的12个班级上课，使大家各得其所。学生们学习都很认真，最后都顺利通过了结业考试，获得了北大的证书，90%学生的口语课和60%学生的阅读课成绩被评为A等。不少学生第一次用中文给家里打电话报喜，有的学生甚至写了上千字的中文信，让收信的父母惊喜不已。除了每周20小时的中文课外，还为大家免费安排了太极拳班、书法班和中国画班，学生们对此都表现出极大的热情，不少学生学会了二十四式的简易



太极拳。书法班和国画班的学生，结业时把他们的作品装裱好，开了一个展览，琳琅满目，美不胜收。许多学生都不相信自己竟能画作出如此佳作，笑谓将来可以在美国唐人街办展览卖画了。

除了校内丰富多彩的学习生活外，北大留学生办公室还为学生安排了周全的校外活动。学生们欣赏了京剧、杂技，参观了故宫、天坛、鼓楼、恭王府，还在古北口农村住了一夜，并登上了莽莽苍苍的古北口司马台长城，一个个都成了“好汉”。学生们还参加了中国海外交流协会举办的2004年海外青少年寻团的开幕式，七十多个国家的近四千名华侨青少年在人民大会堂聚会，友情和亲情交融，欢声和笑语共鸣，那盛大的场面，热烈的气氛，令大家深受感动。中国语言教学研究中心还为每位学生介绍了一个中国大学生作为语言互助伙伴，让他们有机会与中国人深入交谈，有机会访问中国家庭，吃家常便饭。

这丰富多彩的文化生活，让学生们充分感受到古老辉煌的中华文化的无比魅力，不少华裔学生觉得真的寻到了自己的“根”，并为自己的中国血统感到十分自豪。

学习结束后，中国语言教学研究中心还为学生安排了十二天的旅游参观。他们去了西安、南京、合肥、黄山、杭州，最后来到上海，并登上浦东金茂大厦，鸟瞰大上海全景。大家对中国建设的飞速发展印象很深，说：“上海相当于纽约加巴黎。”在上海的告别宴会上，学生们都依依话别，说以后还要继续学习中文，争取再来中国。回美后，加州中国语言教学研究中心将哈佛大学王丁丁、麻省理工学院樊天玉、杜克大学王文昊、宾州大学鲍学毅和加州大学伯克莱分校刘仰昭、洛杉矶分校赵崇达六位学生在北大上课时的作文在美国侨报上刊出，让更多的人分享了他们在中国的经历和感受。

现在，中国语言教学研究中心和北大合作的2005年暑期中文班已开始接受报名，计划6月26日到达北京，27日至8月5日强化学习中文6周，学生住北大校园内新盖的留学生宿舍，两人一间，房内有空调、电视、国际直拨电话和洗澡间，星期一至五，上午上课4小时，下午个别辅导。课程采取小班分科制，学生可根据自己的情况选上不同

程度的口语课和阅读课，另有免费的太极拳班、书法、国画等课程可供选修，周六更有集体参观名胜古迹等活动，如去故宫、天坛、恭王府及古北口长城等。学生在北大的成绩单可在美国各大学转换学分。8月5日至16日，将由教师带领去西安、合肥、黄山、杭州、苏州、上海等地实习旅行12天，8月16日返美。

2005年计划招生80人，因北大住房紧缺，前50名住留学生宿舍，后30名将安排住入条件更好的北大宾馆，但房费也将增加一些。以招收大学生、研究生和应届高中毕业生为主。欲知详情，请询问加州中国语言教学研究中心：

510 Broadway Suit 300, Millbrae CA 94030

电话：(650) 259-2100 传真：(650) 259-2108 Web: [www.nanhai.com](http://www.nanhai.com) E-mail: [clerc@nanhai.com](mailto:clerc@nanhai.com) (供稿人: Jack Xie)

***CLTA conference participants walk through Chicago's Millenium Park to work off food consumed at the sumptuous 2004 annual banquet.***



L-R: WHO IS THIS PERSON?, Bai Jianhua, Claudia Ross, Jin Honggang, Yufen Lee Mehta, Richard Chi, Cynthia Ning, Gloria Bien, Charles Miracle, Su Weiqing, and Ted Yao.



## BOOK NEWS

***Advanced Chinese: Intention, Strategy, and Communication*** (Yale University Press, 2004). By Yanfang Tang and Qinghai Chen. 461 pages. CD included with the book.

Though using literary and philosophical materials, this advanced textbook differs from its peers in that it is not a “reader.” Equipped with a large quantity of exercises, hitherto unseen in a Chinese language textbook at the advanced level, it aims to advance the language abilities of the “advanced students” by training them in cognitive and productive skills in a systematic and down-to-earth manner. For the first time the attention in studying master works of literature is not focused on the great messages they deliver, but on the linguistic or rhetorical techniques that the authors adopt to describe, argue and advance their opinions. Students are guided away from mere “reading comprehension” to focus on the mastery of the higher-level communicative skills so that they can express their own thoughts and feelings properly and effectively. Unlike with a “reader,” the instructor no longer needs to worry about preparing their own grammar explanations, because there are plenty in this textbook conducted from the lexical, syntactical and rhetorical levels. In addition to the aforementioned substantial amount of exercises developed with clear goals in mind, another “teacher-friendly” feature is the inclusion of extra reading materials on topics of similar social and philosophical concerns. Attached at the back of the textbook, this design adds further convenience and flexibility to the teaching of Chinese at the advanced level.

### ***Chinese Fiction of the Nineteenth and Early Twentieth Centuries***

Essays by Patrick Hanan

December 2004, 300 pages

0-231-13324-3 cloth \$34.50 / £22.50

**Patrick Hanan** is Victor S. Thomas Professor of Chinese Literature emeritus at Harvard University. He is the author of *The Chinese Vernacular Story* and

*The Invention of Li Yu*, and the translator of *The Carnal Prayer Mat*, *The Sea of Regret*, and *A Tower for the Summer Heat* (Columbia) among other works.

It has often been said that the nineteenth century was a relatively stagnant period for Chinese fiction, but preeminent scholar Patrick Hanan shows that the opposite is true: the finest novels of the nineteenth century show a constant experimentation and evolution. In this collection of detailed and insightful essays, Hanan examines Chinese fiction before and during the period in which Chinese writers first came into contact with western fiction.

Hanan explores the uses made of fiction by westerners in China; the adaptation and integration of western methods in Chinese fiction; and the continued vitality of the Chinese fictional tradition. Some western missionaries, for example, wrote religious novels in Chinese, almost always with the aid of native assistants who tended to change aspects of the work to “fit” Chinese taste. Later, such works as Washington Irving’s “Rip Van Winkle,” Jonathan Swift’s “A Voyage to Lilliput,” the novels of Jules Verne, and French detective stories were translated into Chinese. These interventions and their effects are explored here for virtually the first time.

### ***East Asian Calligraphy Education***

書法教育

Edited by Tsung Chin and Wendan Li

Published by University Press of Maryland, 2004

ISBN 1-883053-82-X

This is a reference book on East Asian calligraphy education, focusing on teaching Chinese calligraphy in the West. It is a collection of articles based primarily on selected papers submitted to an international conference on East Asian calligraphy education held at the University of Maryland in 1998. It is not for sale to the public because of the limited number of copies printed. Anybody who is interested in purchasing the book can contact Dr. Tsung Chin, School of Languages, University of Maryland, College Park, MD 20742. Phone: 301-405-4246. Email:

## SOFTWARE AND WORLD WIDE WEB NEWS

### *ChineseNet 1.0*

ChineseNet 1.0, the Chinese language searchable database housed at the National Foreign Language Center, is now available for access at <http://www.langnet.umd.edu/chinese.aspx>. ChineseNet 1.0 consists of brief reviews of a variety of resources available in the Chinese language-learning field. It has been developed by members of the Chinese Language Task Force, a working subgroup of the Chinese Language Field Initiative (CLFI).

Your feedback and comments regarding both the usability and usefulness of ChineseNet 1.0 will be VERY much appreciated. As you will note, as it currently exists, there is still a quite limited number of topic areas and learning resources available through the database. But the long term goal remains, ever since the inception of CLFI in 2001, to develop an ongoing national collaborative mechanism for field and program development through resource sharing. Contact: Scott McGinnis

[Scott.McGinnis@monterey.army.mil](mailto:Scott.McGinnis@monterey.army.mil)

### 華文字句搜尋網

華文字句搜尋網是一個書籍資料庫，你可迅速找到某一字句所出現的文章原文。該資料庫搜集人物傳記、中外古典名著等十四類作品。用戶將某詞語作為搜尋條件輸入，該資料庫立即給出該字句所出現的文章原文。對於教師備課相當有幫助。網址是：

<http://www.cbooks.org/main.asp>

### 華語共時語料庫

LIVAC (Linguistic Variation in Chinese Speech Communities) 共時語料庫」是一個包括字、詞條、文句、全文等不同層次的語料庫，語料來自香港、台灣、北京、上海、澳門及新加坡六地有代表性的中文報紙，以及電子媒介上的新聞報道，選取同日語料，可供各種共時比較研究。時間自1995年7月開始，

每四天收集一次，初步計劃收集至2005年6月，囊括新舊世紀交接點前後各五年各地華語社區有代表性的重要語言資料。至2003年2月為止，語料庫已收集了1億1千多萬字、超過55萬個詞條，並在不斷擴充中。網址為：

<http://www.rcl.cityu.edu.hk/chinese/livac/>

### 华语桥

这是一个由香港中文语文学会主办的网站，由十一位语言学者发起的一项工程、旨在促进华语教学和传播。该工程为编写全球华语词典作准备，在网上建立“华语桥”网站，希望全球华人集思广益共同努力。目前该网站内已有原典原文、网上词典、华语调查、桥友新书、桥友文集、语文建设通讯等栏目。对华语研和教学有兴趣的学者教师相当有价值。网址：<http://www.huayuqiao.org/>

## Chinese language associations in

### Europe: UK & France

by Cyndy Ning, with thanks to Michelle Hsu-McWilliam (U. of Edinburgh) and George Zhang (U. of London—SOAS).

## UNITED KINGDOM

**The British Chinese Language Teaching Seminar (BCLTS)** is an organization of Chinese language teachers in universities and other language teaching institutions in the UK. It is also a sub-group of the British Association for Chinese Studies (BACS). Its objective is to improve the teaching of Chinese language in the UK by means of exchanging teaching experience and teaching materials. At present, two workshops are held annually to achieve this goal.

The activities of the BCLTS are currently funded by the Oxford Centre for Teaching Chinese as a

Foreign Language. Under current policy, all Chinese language teachers at universities and other language teaching institutions in the UK are welcome to join by paying an annual membership fee of 20 pounds. Members of the BCLTS automatically become members of the BACS. Members also receive BCLTS newsletters and the BACS bulletin, and are eligible to attend BCLTS workshops.

The BCLTS roster currently lists 56 participants. A handful of members are concurrently active in CLTA, and attend US-based conferences (such as the CLTA annual conference).

Advisory Panel:

Dudbridge, Glen (University of Oxford); T'UNG, Ping-cheng (University of London); YIP, Po-Ching (University of Leeds); Starr, Don (University of Durham); DING, Stephen (FCO Services)

Committee: Chairman: ZHANG, Xiaoling (Nottingham University); Treasurer: FANG, Jing (University of Oxford); Newsletter Editors: CAO, Qing (Liverpool John Moores University) & CHEN, Lili (University of Sheffield); Coordinator: ZHANG, Xinsheng (University of London)

**WEBSITE:**

<[WWW.CTCFL.OX.AC.UK/CLTS/NOTICE.HTM](http://WWW.CTCFL.OX.AC.UK/CLTS/NOTICE.HTM)>

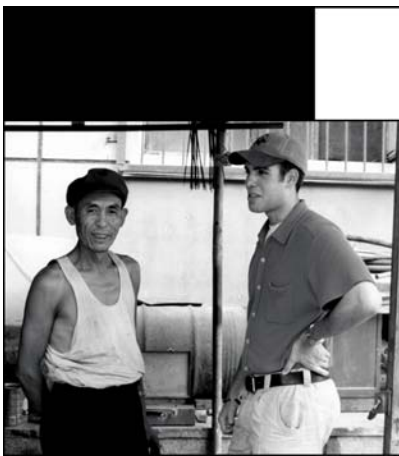
**FRANCE**

**Association Française des Professeurs de Chinois**  
C.R.L.A.O. 54, bd Raspail 75006, PARIS FRANCE ;  
Fax : (33) 1 45 65 09 65

The AFPC was founded in 1984, and is the only association representing Chinese language instruction in France, with the goal of promoting the teaching of Chinese language and civilization. Its membership includes 248 professionals teaching Chinese in primary, secondary, and post-secondary institutions. It is supported by annual membership (20€ per year), a subvention by the Ministry of Foreign Affairs, and private donations. It is in regular contact with the National Ministry of Education, the Ministry of Foreign Affairs, the Embassy of the People's Republic of China, and the Office of the Representative of Taiwan in France.

The Association holds an annual meeting to exchange pedagogical information; it arranges for the annual administration, in May, of three levels of the *Hanyu Shuiping Kaoshi (HSK)*; and it publishes four-five issues of the bulletin "La Lettre de l'AFPC" per year. In some years (1996, 1997, 1998, 2004), the Association organized national and international colloquia on the teaching of Chinese, with support from the National Ministry of Education. In 1986, it published a "White Paper on Secondary Level Chinese Instruction in France," which was published in a Chinese edition in 1989.

**WEBSITE:** <[WWW.AFPC.ASSO.FR/](http://WWW.AFPC.ASSO.FR/)>



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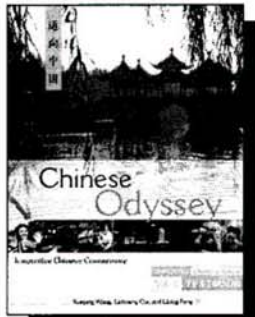
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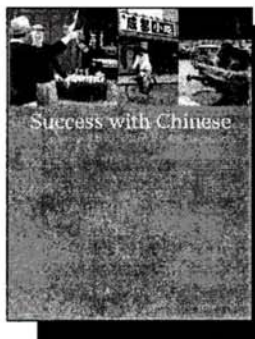
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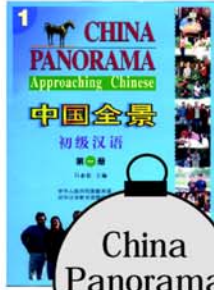


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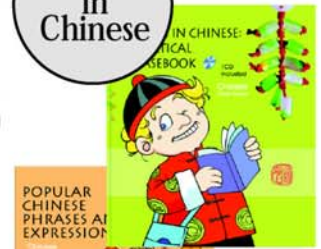
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Berkeley, CA 94720-2318  
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- Lecture and drill classes
- Conversation sessions and individual sessions
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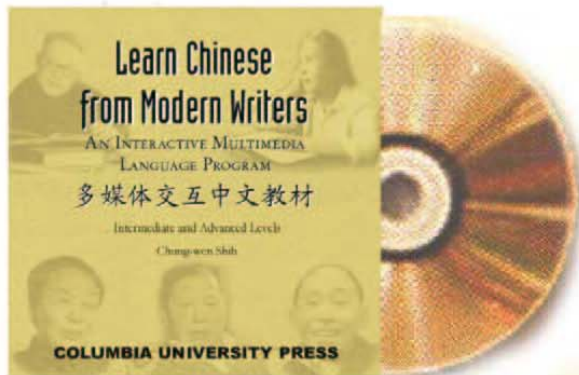
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-- Dr. Scott McGinnis, formerly, President, Chinese Language Teachers Association.

*The interactive CD Dr. Shih developed is one of the best tools for teaching Chinese. It allows students to do various exercises, including speaking, testing themselves, playing game-exercises, listening to dialects and different pronunciations and then going back to standard Mandarin voice-overs. Sound-image coordination is first rate. Our students find its interactive features and unique content greatly helpful in learning the language.*

-- Dr. Jonathan Chaves, Department of East Asian Languages and Literatures,  
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-- Dr. Lening Liu, Director of Columbia University Beijing Chinese Program.

*The CD's dual tracks, one with standard Mandarin and one with the writers' regional accents, are especially helpful in introducing students to different dialects. *A Reader in Modern Chinese Literature*, a supplementary reader, fills a special need of our students who wish to learn more of the writers' works.*

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