

# 加州中文 教師協會

CHINESE LANGUAGE TEACHERS  
ASSOCIATION OF CALIFORNIA



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## 2015 春季研討會於斯坦福大學舉行 Stanford Hosts Spring Conference

### *Thirty Papers in Ten Specialist Panels Presented at Lathrop Library*

Stanford University's newly inaugurated Lathrop Library played host to the Chinese Language Teachers Association of California's (CLTAC) 2015 Spring Conference on Saturday, February 28, with some ten different panels encompassing thirty academic papers on subjects ranging from K-12 instruction, teaching materials, teaching strategies, and assessment technology to new media, grammar instruction, cultural elements, and the use of literature in language teaching. The conference also featured a keynote speech by Professor Jane Kuo of the University of California, San Diego, who called for a renewed emphasis on effective classroom management in K-16 language teaching alongside breakthroughs in materials development, teaching pedagogy, and instructional technology.

Following an opening address by CLTAC Vice President and Conference Chair Le Tang of host institution Stanford University, the morning session kicked off in Bishop Auditorium with a keynote speech by UCSD Chinese Program Director and Thunderbird School of Global Management Professor Emeritus Jane Kuo titled "The Fundamentals of Effective Teaching". In the hour-long talk focused on classroom management, Professor Kuo demonstrated using vivid examples how to find practical applications for theories of language teaching and learning, how to apply new cognitive techniques to tailor materials to the student's proficiency level, and how to introduce linguistic and cultural knowledge in the process of second language instruction.

The keynote speech was followed by two morning sessions each with two separate panels in Bishop Auditorium and Littlefield Room 107. In the early morning panel on Teaching Reading and Listening Comprehension, speakers applied information processing theory to the teaching of listening and reading comprehension and explored factors affecting student

interpretative listening capability. In a concurrent panel on K-12 Chinese Instruction, presenters from local K-12 schools reported on kindergarten and elementary school language immersion, effective materials design, and the promotion of a learner-centered classroom. Subsequently, in the first of two late-morning panels, devoted to the Teaching of Speaking and Writings, college instructors shared their experiences and insights on the teaching of public speaking, oral presentation training, and peer-collaboration in proficiency-oriented writing tasks at the advanced level; in the second session, devoted to Teaching Strategies, instructors from the Defense Language Institute in Monterey spoke on the integration of technology and the use of music in the execution of culturally-oriented and task-based learning activities.

Following a fifty minute lunch break during which participants soaked up the sunny warmth in the Lathrop Library's sunny central quad, the afternoon session began at 1:25 PM with two early afternoon panels. The first, housed in Bishop Auditorium, explored Historical and Contemporary Contexts for the Development of the Discipline, with both local instructors and speakers from afar speaking on Chinese language textbooks, the history of Chinese language instruction in the United States, and common myths about Chinese language instruction. In a concurrent session on Teaching Literature and Culture, speakers presented different perspectives on the use of literature in language teaching and tasked-based activities for the teaching of culture.

Following a ten minute coffee break, the late afternoon sessions began in full force. The panel on Grammar and Translation saw papers on the teaching of complex long noun phrases in Chinese and on the use of communicative activities in grammar instruction, with a concurrent panel on Teaching Materials and New Media exploring the use of Chinese reality



shows, Skype online tutoring, and the creation of singable songs for Chinese language teaching. The final session included a panel on Assessment and Technology, which explored technology-integrated assessment tasks and the use of integrated performance assessments, and a concurrent panel on Teaching Strategy and Case Studies, which tackled more theoretical issues such as the application of the immediate recall protocol in language testing and changes in the use of deictic expressions in the Changchun region of Northeastern China.

Upon the conclusion of all ten panels, the events of the day were wrapped up closing remarks by CLTAC president Liwei Gao of the Defense Language Institute, who commented on the variety and broad scope of the presentation topics and high quality of the research presented. Following the president's address, CLTAC Awards Committee Chair Patrick Lin announced the results of the 2015 Best Presentation Awards

given to select graduate students and K-12 teachers. Student award recipients included Hangping Xu (Stanford University) "Articulating Intellectual and Emotional Complexity: On the Use of Literary Texts in Third-Year Chinese Class" and Xinjia Peng (University of Oregon) "Communicative Activities for Teaching Chinese Grammar". K-12 prizes went out to Hannuo Wu's (Hudson Way Immersion School) "Theme-Based Immersion Instruction in Kindergarten and Lower Elementary Level Chinese Language Teaching" and Xiaoqing Chen & Yinzhu Liu's (Chinese American International School) "Designing Appropriate Technology-Integrated Assessment Tasks in Intermediate L2 Chinese Classrooms".

This year's Spring Conference was attended by over a hundred language professionals and Chinese language enthusiasts from across Northern California.

By Chris Wen-Chao Li

## 2015 春季研討會最佳論文獎

### Spring Conference Best Presentation Awards

#### *Best Papers by K-12 Teachers; Best Papers by Graduate Students*

*Articulating Intellectual and Emotional Complexity: On the Use of Literary Texts in Third-Year Chinese Class*  
HANGPING XU, STANFORD UNIVERSITY

This paper explores the productive use of literary texts in enhancing the proficiency level of Chinese learners of intermediate/advanced levels. The case study investigates a classroom of 10-15 third-year students, who more or less have the abilities to produce paragraph-length discourses of narration and description, albeit with breakdowns. The paper takes a theoretical cue from Elizabeth Bernhardt, who argues for the cognitive place of literature in enabling students to "speak intellectual complexity." Bernhardt contends that intellectual complexity, managed by teaching strategies, entails both background knowledge and linguistic capacity. She defines knowledge in terms of "sociocultural traditions...cultural practice of literary analysis...and comprehension of individual literary texts that are inherently ambiguous" (45). The paper examines the teaching and learning that takes place around a short story, which dramatizes the inter-generational tension between a senior woman and her daughter regarding her love affair in wake of her husband's death. Pedagogically, the paper will present a lesson plan in which students acquire knowledge about cultural nuances and literary terms, and in which they produce classroom language at the levels of narration, description, and

even analysis. I argue that the ambiguous nature of a literary text inherently invites multiple interpretations each depending on narrative perspectives and levels of analytical complexity and that this ambiguity can facilitate teaching strategies that accommodate students struggling between intermediate and advanced levels. Questions that require description like "what scene did you like the best," for example, are posed for less proficient students, whereas more analytical questions that need greater synthesizing are experimented in the case of more advanced students. In blending discourses of various difficulties all stimulated by the shared experience with a single story, students are not only pushed cognitively to produce language but also exposed to a richer archive of linguistic input. This strategy thus creates a learning community in which students are empowered to speak intellectual complexity. The paper, however, argues for the use of literary texts beyond Bernhardt's frame of intellectual complexity suggesting that it also breeds emotional complexity—due to the affective character of narrative—which then enacts learning predicted upon feelings, experiences, and sensations.

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*Communicative Activities for Teaching Chinese Grammar*  
XINJIA PENG, UNIVERSITY OF OREGON

Since its inception in the 1960s, the Communicative Language

Teaching (CLT) has thrived mostly in the teaching of English and Spanish as a second language in the US, and rarely receives much attention among the less-commonly-taught languages, such as Chinese, despite its acclaim in helping language learners to achieve the 5C goals in the era of globalization. The biggest discordance between Chinese and the CLT approach seems to lie in the ‘irresolvable’ conflict over the attention given to teaching grammar. The purpose of this presentation is to offer concrete resolution to such a conflict, to demonstrate how CLT can be used in teaching grammar, and thus advocate the adoption of CLT among Chinese language teachers.

In this presentation, I will briefly introduce major teaching methods under the umbrella of CLT framework, giving special emphasis to Task-based Language Teaching (TBLT) and Form-Focus Instruction (FFI). I will tap into the mechanism of CLT so as to understand why CLT can help language learners to better achieve the 5C goals. For the most part of presentation, I hope to cover some of sixteen CLT activities modules that are easily adaptable to teaching different Chinese grammar points, highlighting on activities that I call ‘The Orange Finds the White’, ‘Interview’ and ‘Two Truths and A Lie’. I will introduce my methods for categorization of the grammar points based on its usage and function, for easy location of appropriate activity module. In the end, I will share some feedbacks from my students of their experience using CLT in Chinese classes, to help Chinese teachers who are hoping to adopt this framework to strike a balance between CLT and more traditional teaching methods for students to achieve the most effective learning outcome.

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*Designing Appropriate Technology-integrated Assessment Tasks in Intermediate L2 Chinese Classrooms*  
XIAOQING CHEN & YINZHU LIU  
CHINESE AMERICAN INTERNATIONAL SCHOOL

Instruction, content standards and assessment are three key elements in monitoring students’ progress. The content and format of an assessment need to match the content standards and format of instruction. How can instructors design appropriate technology-integrated assessment tasks that incorporate three modes of communication (interpersonal, interpretive and presentational) and 21st century skills?

This session will showcase four actual classroom projects in a K-8 immersion program where the assessment tasks not only measure students’ learning goals under ACTFL World-Readiness Standards for Learning Languages, but also inform the teacher’s instructional decisions. Furthermore, these assessments enable students to become more reflective of what they are learning.

The assessment tasks take the form of multimedia video creations. Students used different technology tools such as iMovie, Movenote, GoAnimate, Google presentations to

design their projects, which include recordings, pictures, photos, music and texts. Instructors can design the assignments in the ways that increase students’ learning motivation, maximize students’ language output and enhance their self-corrective skills.

The presenter will then demonstrate the step-by-step designing process of technology-integrated assessment tasks. Technology integration pedagogy such as the SMAR model and TPCK diagram will be applied to the designing process. Participants will gain the insight of the continuum of technology integration model (Substitution, Augmentation, Modification and Redefinition), which can be used to evaluate the effectiveness of technology integration into assessment tasks.

Towards the end, the presenter will discuss how to adapt assessment tasks for learners at different proficiency levels in various learning contexts, such as immersion programs or EFL classes.

小学低年级及幼儿园汉语教学之沉浸式主题教学法  
HANNUO WU, HUDSON WAY IMMERSION SCHOOL

此次我的探讨话题为如何成功有效的教授低龄汉语非母语的学生中文。对于这类学生，他们需要培养对汉语的兴趣并且能将汉语用于自己的现实生活，最重要的是，也需要将汉语作为母语一样的语言工具用来去学习知识。对于这样一个目标的实现，我采用的是主题式沉浸课堂教学法。即不采用任何课本，而是用一个主题的教学来贯穿所有汉语的听说读写的学习。并且，在这个主题教学中，各种知识（content）的教授是主要目标，汉语则是作为一个传达知识教授知识的工具。用这种方法，既可以让学习自然的学到实用的汉语和使用练习汉语，也可以让学生习惯用中文去学习知识和思考问题。

这次我将选用“农场动物”为主题展示如何进行沉浸式主题教学。这个主题将是三周的课时，包含中文文学，数学，科学和社会科学以及舞台剧几方面的教学。中文文学方面，讲农场故事融合在里面，借着故事讲这个主题的主要词汇，句型以及简单汉字的学习。同时，写作如何写简单故事的框架（开头，中间，结尾）也将给学生介绍。数学方面，学生将学习十以内的加法，科学方面学生将学习哺乳动物以及卵生动物。在社会科学方面，将讲授农场动物和我们食物的关系。在这个课题的最后，学生将分组做农场，然后用他们自己所学过的所有知识来编写并且表演玩偶戏剧。

这次的展示，我将选择“农场动物”这个环节中的数学环节来展示如何用中文去教授数学知识，以及让学生运用中文去解决数学问题。这样中文才真的能被作为一个工具去运用而不仅仅是一门课或者一本课本。



# 第四十屆中文演講比賽隆重舉行

## Hundreds Attend Annual Speech Gala *Lowell Hosts 40th CLTAC Mandarin Speech Contest*

April 26 -- The Mandarin Speech Contest of the Chinese Language Teachers Association of California (CLTAC) was held at Lowell High School Sunday, drawing a crowd of over five hundred as the contest headed into its milestone fortieth year. Some 510 contestants -- with 157 at the elementary school level, 70 from middle school, 93 from high school, and 190 from the college/university level -- gathered at the Lowell's Lakeshore campus together with their friends, family and supporters, many decked in formalwear or traditional Chinese qipao or magua, ready to showcase their abilities in the Chinese language.

The opening ceremony began at 12:15 PM in the auditorium of Lowell High School. CLTAC President Liwei Gao greeted the crowd and congratulated them on their achievements in learning Chinese language, as well as explaining the status of the contest as the largest of its kind in the world, and long history of the Chinese Language Teachers Association. Gao also stressed the importance of friendship between China and the United States, and the benefits of increased contact and understanding between the people of the two nations. Gao's address, delivered in Mandarin, was translated into English by San Francisco State University professor Chris Wen-chao Li. Following Gao's opening remarks, Lowell High School Assistant Principal Michael Yi welcomed the crowd to the Lowell campus, and shared with contestants his own experiences as an immigrant and language learner.

The competition began at 1 PM, with contestants of different proficiency levels competing separately in different

classrooms throughout the Lowell campus. Results started trickling in after 2 PM, and while CLTAC committee members kept busy calculating scores in the school cafeteria, student and faculty-led entertainment celebrating Chinese dance, music and culture was provided in the auditorium. The program included songs, skits and dances performed by students of all levels as well as ethnic instruments performed by virtuoso high school and college students.

The results of the contest were promptly announced at 3:45 PM, and prominent figures of the Chinese community were invited to present the awards. These include Chief Education Consul Jun Yang of the Chinese Consulate in San Francisco, Education Division Director Pauline Chen of the Taipei Economic and Cultural Office in San Francisco, President Fabian Banga of the Foreign Language Association of Northern California (FLANC), Director Jack Xie of the Confucius Institute at San Francisco State University, and President Liwei Gao of the Chinese Language Teachers Association of California.

Results were announced in the order of Honorable Mention, Third Place, Second Place and First Place. A total of two hundred and twenty three awards were given out, including forty-six first place trophies, forty-four second place trophies, twenty-two third place trophies, and one hundred eleven honorable mention certificates.

*By Chris Wen-Chao Li*

# 第四十屆中文演講比賽得獎名單

## Mandarin Speech Contest Winners List

Prize	Name	Category	School
1	Wu, Avalna	I-A-1	Collage Park Elementary School
1	Gibbs, Gretta	I-A-2	Yew Chung International School of Silicon Valley
1	Newman, Chloe	I-A-5	Yew Chung International School of Silicon Valley
1	Payne, Lia	I-B-1	Yew Chung International School of Silicon Valley
1	Maciuca, Adrian	I-B-2	Yew Chung International School of Silicon Valley

1	Kwan, Justin	I-B-3	Yew Chung International School of Silicon Valley
1	Fiore, Max	I-B-4	Yew Chung International School of Silicon Valley
1	Yuan, Owen	I-C-4	Yew Chung International School of Silicon Valley
1	Lo, Darren	I-D-1	Chinese American International School
1	Zhang, Nathan	I-D-2	Meyerholz Elementary School
1	Halevy, Kasper	I-D-3	International School of the Peninsula
1	Lamb, Malia	I-D-3	International School of the Peninsula
1	Fong, Mckenna	I-D-4	Chinese American International School
1	Fisch, Charlotte	I-D-5	International School of the Peninsula
1	Phan, Chloe	II-A-1	Chinese Christian Schools
1	Steele, Olivia	II-A-2	Katherine Delmar Burke School
1	Duncan, Michael	II-A-3	Marin Country Day School
1	Mei, Jacqueline	II-B-1	Cornerstone Academy
1	Thai, Naomi	II-B-2	Chinese Christian Schools
1	Wu, Vivian	II-B-3	Cornerstone Academy
1	Halevy, Karina	II-C-2	Egan Middle School
1	Long, Roy	II-D-6	Miller Middle School
1	Ibsen, Charles	III-A-1	Archbishop Mitty High
1	Sriram, Sindura	III-A-2	Monta Vista High School
1	Noh, Joseph	III-A-3	Hillsdale High School
1	Smith, Bakari	III-A-4	French American International School
1	Lam, Stanley	III-AP	Chinese Christian High School
1	Shen, Jiawei	III-AP	Hillsdale High School
1	Ling, Charis	III-B-2	Chinese Christian High School
1	Chen, Keren	III-B-3	Chinese Christian High School
1	Guo, Rachel	III-C-4	Irvington High School
1	Cronkite-Ratcliff, Collin	IV-A-1-1	City College of San Francisco
1	Rojas, Michael	IV-A-1-1	City College of San Francisco
1	Chou, Michael	IV-A-1-2	Diablo Valley College
1	Marshall, Katelyn	IV-A-1-2	Defense Language Institute
1	Woods, Naomi	IV-A-1-2	Defense Language Institute
1	Seaman, Andrew	IV-A-2-1	Defense Language Institute
1	Uemura, Hisho	IV-A-2-1	California State University, East Bay
1	Bolz, Zechariah	IV-A-2-2	University of California, Berkeley
1	Gold, Marvin	IV-A-2-2	Defense Language Institute
1	Puetzer, Justin	IV-A-2-2	Defense Language Institute
1	Kamau-Devers, Njeri	IV-A-4	University of California, Berkeley



1	Susanto, Sebastian	IV-B-1-2	Diablo Valley College
1	Gao, Qiying	IV-B-2-2	Diablo Valley College
1	Chen, Betty	IV-B-4	University of California, Berkeley
1	Cao, Zhi Jun	IV-C-2-1	University of California, Davis
2	Tom, Duke	I-A-1	Yew Chung International School of Silicon Valley
2	Chen-Forral, Gavin	I-A-2	Yew Chung International School of Silicon Valley
2	Blaydes-Greenberg, Jonah	I-A-5	Bullis Charter School
2	Forslin, Linnea	I-B-1	Bullis Charter School
2	Scott, Maggie	I-B-2	Yew Chung International School of Silicon Valley
2	Leonard, Michelle	I-B-3	Yew Chung International School of Silicon Valley
2	Lo, Douglas	I-B-5	Yew Chung International School of Silicon Valley
2	Zhu, Kevin	I-C-1	Yew Chung International School of Silicon Valley
2	Yang, Kelly	I-C-4	Bullis Charter School
2	Lin, Rachel	I-D-1	Chinese American International School
2	McKinney, Isabella	I-D-2	International School of the Peninsula
2	Burkhardt, Elizabeth	I-D-3	Chinese American International School
2	Yang, Kevin	I-D-3	International School of the Peninsula
2	Kurtz, Lowell	I-D-4	International School of the Peninsula
2	Chun, Jeslyn	I-D-5	College Park Elementary School
2	Won, Alyson	II-A-1	Katherine Delmar Burke School
2	Cheng, Connor	II-A-3	Chinese Christian Schools
2	Mar, Alyssa	II-B-1	Chinese Christian Schools
2	Wong, Leela	II-B-2	Cornerstone Academy
2	Mok, Kelly	II-B-3	Chinese Christian Schools
2	Wakelee, Azalea	II-D-6	International School of the Peninsula
2	Campbell, Miles	III-A-1	Chinese Christian High School
2	Koontz, Mitchell	III-A-3	Archbishop Mitty High
2	Adimulam, Kishora	III-A-4	Monta Vista High School
2	Koury, Joey	III-AP	French American International School
2	Leachman, Robert	III-AP	Lowell High School
2	McLaughlin, Mitchell	III-B-2	Californian State University, Chico
2	Wong, Tiffany	III-B-4	Monta Vista High School
2	Wang, Mingming	III-C-1	Hillsdale High School
2	Lim, Li	IV-A-1-1	University of California, Davis
2	Yule, Adrien	IV-A-1-1	City College of San Francisco
2	Butts, Michael	IV-A-1-2	University of California, Davis

2	Ladia, Robert	IV-A-1-2	Defense Language Institute
2	Rodgers, Justin	IV-A-1-2	Defense Language Institute
2	Ding, Qiao	IV-A-2-1	Diablo Valley College
2	Herron, Darrell	IV-A-2-1	Defense Language Institute
2	Calvery, Christopher	IV-A-2-2	Defense Language Institute
2	Mcgilvrey, Chryssiana	IV-A-2-2	Defense Language Institute
2	Warden, Ivy	IV-A-2-2	Defense Language Institute
2	Johnson, Michael	IV-A-3	Defense Language Institute
2	Foo, Jasmyne	IV-B-1-1	San Francisco State University
2	Ha, Vanessa	IV-B-2-1	Diablo Valley College
2	Poon, Bridget	IV-B-3	Diablo Valley College
2	Wong, Khiang Seng	IV-C-2-1	Diablo Valley College
3	Chan, Adelaide	I-A-1	Yew Chung International School of Silicon Valley
3	Polosky, Max	I-B-3	Yew Chung International School of Silicon Valley
3	Shih, Nathan	I-B-4	Yew Chung International School of Silicon Valley
3	Zhang, Vienna	I-C-3	Yew Chung International School of Silicon Valley
3	Tse-Fong, Rylan	I-D-1	Chinese American International School
3	Cheng, Chloe	I-D-2	International School of the Peninsula
3	De Silva, Darwin	I-D-3	Chinese American International School
3	English, Ella	I-D-4	Chinese American International School
3	Taylor, Rory	I-D-5	College Park Elementary School
3	Abkenari, Shaheen	III-A-1	Menlo School
3	Chin, Tiffany	III-AP	Lowell High School
3	Li, Henry	III-AP	Chinese Christian High School
3	Beer, Dewi	III-C-1	Sacred Heart Cathedral Preparatory
3	Cutler, Thane	IV-A-1-2	Defense Language Institute
3	Lee, ChungHyun	IV-A-1-2	University of California, Berkeley
3	Lin, Rico	IV-A-1-2	University of California, Davis
3	Yang, Sung Hoon	IV-A-1-2	University of California, Berkeley
3	Lee, Chanhyeok	IV-A-2-1	San Francisco State University
3	Finn, Edward Wurtz	IV-A-2-2	University of California, Berkeley
3	Kelter, Christian	IV-A-2-2	Defense Language Institute
3	Bin-bilal, Fatima	IV-A-3	San Francisco State University
3	Kawaharada, Yuri	IV-A-3	University of California, Berkeley
H	Deninger, Michelle	I-A-1	College Park Elementary School
H	Gitler, Lexin	I-A-1	College Park Elementary School
H	Newman, Dacari	I-A-1	Yew Chung International School of Silicon Valley



H	Abbasi, Sierra	I-A-2	Yew Chung International School of Silicon Valley
H	Hsieh, Charis	I-A-2	College Park Elementary School
H	Grzeszkiewicz-O'Neill, Nadia	I-A-5	Yew Chung International School of Silicon Valley
H	Hanson, Logan	I-A-5	Yew Chung International School of Silicon Valley
H	Chin, Colin	I-B-1	Bullis Charter School
H	Kwan, Jayden	I-B-1	Yew Chung International School of Silicon Valley
H	Cruden, Elizabeth	I-B-2	Bullis Charter School
H	Lee, Sunnie	I-B-2	Namkue School
H	Chan, Anthea	I-B-3	Yew Chung International School of Silicon Valley
H	Chuang, Jacqueline	I-B-3	Yew Chung International School of Silicon Valley
H	Cruden, Jennifer	I-B-3	Bullis Charter School
H	Tom, Makena	I-B-3	Yew Chung International School of Silicon Valley
H	Chau, Aren	I-B-4	Yew Chung International School of Silicon Valley
H	Gibbs, Alexandra	I-B-4	Yew Chung International School of Silicon Valley
H	Slocum, Zoe	I-B-4	Yew Chung International School of Silicon Valley
H	Yan, Alicia	I-C-1	Yew Chung International School of Silicon Valley
H	Li, Ava	I-C-2	Yew Chung International School of Silicon Valley
H	Ding, Tevin	I-C-3	Yew Chung International School of Silicon Valley
H	Ding, Daisy	I-C-5	Yew Chung International School of Silicon Valley
H	Darling, Douglas	I-D-1	Chinese American International School
H	Morell, Cesare	I-D-1	Chinese American International School
H	Tarm, Saya	I-D-1	Chinese American International School
H	Chua, Jared	I-D-2	International School of the Peninsula
H	Grewal, Sarina	I-D-2	International School of the Peninsula
H	Loghmani, Lilly	I-D-2	Collage Park Elementary School
H	Baba, Naoka	I-D-3	Meyerholz Elementary School
H	Clubs, Emily	I-D-3	International School of the Peninsula
H	Ho, Derrick	I-D-3	International School of the Peninsula
H	Jensen, Garrett	I-D-3	Chinese American International School
H	Shen, Isabella	I-D-3	Chinese American International School
H	Dodson, Alessandra	I-D-4	International School of the Peninsula
H	Lee, Ella	I-D-4	Chinese American International School
H	Zhou, Evelyn	I-D-4	International School of the Peninsula
H	Corricello, Mei	I-D-5	Meyerholz Elementary School
H	Herbst, Christine	I-D-5	International School of the Peninsula
H	Lai, Paige	I-D-5	International School of the Peninsula



H	Mekuanint, Helena	II-A-1	Chinese Christian Schools
H	Ng, Craig	II-A-1	Chinese Christian Schools
H	Kim, Natali	II-A-2	Crocker Middle School
H	Sheppard, Isabel	II-A-2	Katherine Delmar Burke School
H	Chan, Angelica	II-A-3	Chinese Christian Schools
H	Waldrep, Wesley	II-A-3	Chinese Christian Schools
H	Chan, Tobey	II-B-1	Chinese Christian Schools
H	Kwong, Edwin	II-B-1	Chinese Christian Schools
H	Chang, Siu Ching	II-B-2	Chinese Christian Schools
H	Wong, Kerry	II-B-2	Cornerstone Academy
H	Tan, Su-Ting	II-B-3	Chinese Christian Schools
H	Tat, Matthew	II-B-3	Chinese Christian Schools
H	Chen, Keven	II-C-1	Chinese Christian Schools
H	Kurtz, Lloyd	II-D-6	International School of the Peninsula
H	O'Brien, Skylar	II-D-6	International School of the Peninsula
H	Cheng, Robert	III-A-1	Monta Vista High School
H	Goyal, Jatin	III-A-2	Monta Vista High School
H	Camper, James	III-A-3	Chinese Christian High School
H	Harris, Luke	III-A-3	Christian Brothers High School
H	Trivedi, Puja	III-A-4	Monta Vista High School
H	Wilson, Joseph	III-A-4	Monta Vista High School
H	Chang, Erinn	III-AP	Monta Vista High School
H	Fan, Cecilia	III-AP	Sacred Heart Cathedral Preparatory
H	Koury, Hannah	III-AP	Aragon High School
H	Lewis, Halle	III-AP	International High School
H	Tam, Wesley	III-AP	French American International School
H	Wang, Xinzhi	III-AP	French American International School
H	Fong, Alexis	III-B-1	Chinese Christian High School
H	Li, HongChao	III-B-2	Chinese Christian High School
H	Rao, Joyce	III-B-3	Chinese Christian High School
H	Yee, Briana	III-B-3	Sacred Heart Cathedral Preparatory
H	Bogdan, William	III-C-2	Sacred Heart Cathedral Preparatory
H	Zhang, James	III-C-3	Chinese Christian High School
H	Luo, Grace	III-C-4	Monta Vista High School
H	Gumaru, Lea	IV-A-1-1	University of San Francisco
H	Oliver, Karissa	IV-A-1-1	University of California, Davis
H	Sohn, Anne	IV-A-1-1	City College of San Francisco



H	Zablotny, David	IV-A-1-1	University of San Francisco
H	Bloomfield, Noel	IV-A-1-2	Defense Language Institute
H	Chea, Vanthaline	IV-A-1-2	Diablo Valley College
H	Haskin, Theron	IV-A-1-2	Defense Language Institute
H	Kleinman, Liana	IV-A-1-2	University of California, Berkeley
H	Moskovich, Aaron	IV-A-1-2	Defense Language Institute
H	Reece, James	IV-A-1-2	Defense Language Institute
H	Reynebeau, Anna	IV-A-1-2	Defense Language Institute
H	Wachob, Scott	IV-A-1-2	Defense Language Institute
H	Wands, Kayla	IV-A-1-2	Defense Language Institute
H	Balasbas, Avery	IV-A-2-1	University of San Francisco
H	Gruver, Cynthia	IV-A-2-1	University of San Francisco
H	Kaluau, Izaiah	IV-A-2-1	Defense Language Institute
H	Pichardo, Gabriella	IV-A-2-1	Defense Language Institute
H	Torres, Joanne	IV-A-2-1	University of California, Davis
H	Becerra, Karoll	IV-A-2-2	San Francisco State University
H	Bergenholtz, Seth	IV-A-2-2	University of California, Berkeley
H	Cakmak, Kurt	IV-A-2-2	University of California, Berkeley
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H	Kwak, Jonathan	IV-A-2-2	Defense Language Institute
H	Paige, Cierra	IV-A-2-2	Defense Language Institute
H	Sturken, Chris	IV-A-2-2	San Francisco State University
H	Ferris, Elizabeth	IV-A-3	Defense Language Institute
H	Webster, Taylor	IV-A-3	Defense Language Institute
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H	Ganbat, Sodbileg	IV-B-1-2	Diablo Valley College
H	Chan, Kiana	IV-B-2-2	Diablo Valley College
H	Li, Alisha	IV-B-2-2	University of California, Davis
H	Yu, Zhonghao Angelo	IV-B-3	Diablo Valley College
H	Trang, Nhu	IV-B-4	San Francisco State University
H	Lee, Ryan	IV-C-1-2	Diablo Valley College
H	Liu, Alice	IV-C-2-1	University of California, Davis

# 演講比賽首獎獲獎者訪談：柯心藍

*Interview with First Prize Winner Njeri Kamau-Devers (U.C. Berkeley)*

*CLTAC: What's your name? Do you have a Chinese name? What's the meaning of your Chinese name?*

My name is Njeri Kamau-Devers. It is a Kenyan name. My Chinese name is 柯心藍。It literally means "blue heart." The 心 is in there because I am passionate. 藍 is there because my favorite color is blue.

*CLTAC: When did you start to learn Chinese? Why did you choose Chinese as your second (or third...) language? What of Chinese is attractive to you?*

I started learning Chinese 6 years ago during high school. I chose it as my third language because the sounds are beautiful to my ears and the characters are visually exciting. I find Chinese language attractive because it sounds different from my mother tongue English. Most of all though, I have been able to travel to China and make friends from China in the Bay Area and China.

*CLTAC: Why did you register for the Speech Contest?*

I've always dreamed of having the most proper, authentic-sounding, Northern Mandarin accent like on the

Chinese radio stations. To me, the speech contest was the perfect way to practice speaking proper Mandarin.

*CLTAC: How did you prepare for the Speech Contest?*  
I spent hours talking to walls and trees around campus and going to 黎老师's office hours.

*CLTAC: What did you think of winning the first prize in the Contest?*

It was very rewarding! After having won 2nd and 3rd place at other Chinese speech competitions, this time I finally nailed my presentation skills in terms of content and oral delivery. This was my first time winning first place.

*CLTAC: For future participants in the Contest, do you have any words or advice for them?*

Start writing and memorizing your speech early so you have more time to change things and memorize 越早越好! Also, pick a topic you are passionate about. It is a chance to share something about you that is close to your heart.

*Interviewed by Xianghua Wu*

# 美國家長眼中的中文演講比賽

*A Parent's View of the CLTAC Mandarin Speech Contest*

The CLTAC Mandarin Speech Contest is a tradition in our family. Having attended Chinese American International School (CAIS), my son Joey has competed in the speech contest at Lowell since 1st grade (9-years in a row!). Even though many of his classmates no longer participate, Joey looks forward to this annual tradition and delights especially in those lucky years where he came home with a hard earned trophy or certificate. Three years ago at the prompting of Wu lao shi (and now qualifying because she was taking Mandarin at Aragon), my daughter Hannah began participating. That was

2013 when Hannah was in 9th grade -- the 38th annual CLTAC Mandarin Speech Contest. Our entire family was so delighted that year as Hannah won first prize in her category! That helped her confidence and growth in Chinese. Again in 2014, Hannah won first prize in her category. This past year, 2015, at the 40th annual CLTAC Mandarin Speech Contest, Hannah was in the AP (Advanced Placement) category competing with students who had learned Chinese in an immersion program. She was competing with students from CAIS -- including her own brother Joey! Joey placed Second



and Hannah placed Honorable Mention! It was a happy and proud day for my wife and me to see both of our children competing in the same competition. Joey has made the most of his wonderful experience at CAIS and is continuing to learn Mandarin at International High School. Hannah, while not having the benefit of an immersion school, has been blessed with wonderful teachers along the way and has Chinese instilled as part of her as a person. Now in 12th grade and applying for college, she is only considering colleges that have a Mandarin language program for her to continue.

While I would have loved for my children to learn Arabic -- the language of my ancestors -- I am absolutely delighted that they have learned Chinese. Not only is it a huge gift for them,

but also as Americans in particular, it's so important that we teach our children other languages and cultures. I believe this leads to better understanding and peace in the world. My wife and I are so thankful that CLTAC continues to host the Mandarin Speech Contest each year. This sort of opportunity gives confidence to our children and allows them to see hundreds of other students doing the same thing they are -- putting the time and effort to learn the Chinese language. And, as more Americans like our children learn Chinese, it will bring our countries, cultures, and peoples closer together for years to come.

Written by Steven M Koury

## 得奖演说：中国的家庭教育

Zachariah J. Bolz (博泽瑞) U.C. Berkeley (1ST PRIZE WINNER)

2011 我在中国一所中学学习中文。在那里，我认识了很多中国的中学生。这些同学给我留下了特别好的印象，因为他们都是很认真的学生。

有一个学生似乎比其他的学生更厉害。他每天晚上很早回家做功课和准备考 SAT。我问他：“你将来想做什么？”他回答说：“我没有什么计划。我的父母希望我做什么我就做什么。我是一个很听话的孩子。”所以到了中国之后，我才发现，很多中国学生不是自己想学习，只是因为尊重父母而在努力。

由父母来为孩子选择人生，有好处也有坏处。父母的建议可能会让他们在未来的生活中少走些弯路。可是如果一个人不能自己决定上什么大学从事什么职业，他们也会觉得很辛苦，因为他们任何时候都要依赖别人为自己做决定。

一个听话的人，一个按部就班的人，不一定是一个成功的人。比如说，休学在很多人看来，可能是一件不太光彩的事。但有很多人休学是因为他们自己有

的理想。比尔盖茨在上哈佛的时候，梦想是开公司做电脑。在跟父母商量了以后，他决定休学开一个自己的电脑公司。比尔盖茨成功了。他做出了自己的选择，而且他的选择也得到了父母的支持。

其实，中国的父母跟美国的父母一样。他们对他们的孩子有很多希望。这些希望是为孩子们好，但是孩子们在成长过程中，需要追寻他们自己的爱好和目标。很多孩子有自己的看法和对未来的打算。父母最好能坐下来，跟孩子们一起讨论一下他们想法，然后给出一些建议。如果父母好好培养孩子为自己的目标而努力，孩子们也会尊重父母的建议。我觉得这样的关系和决定问题的方法对孩子的成长有好处。因为如果能够让孩子自己来决定上什么大学或者做什么工作，他们会更加尽心，生活也会更加幸福。谢谢大家！

博泽瑞

Zachariah J. Bolz

# 得奖演说：我的初吻

罗百川, *Defense Language Institute* (1st PRIZE WINNER)

大家好！我叫罗比。我的中文名字叫罗百川。今年我二十岁了。我是从夏威夷来的。今天我会给你们讲一讲我的初吻。

小的时候我父母送我上私立学校。在生活上他们对我抓得可紧了。特别是妈妈和奶奶。以前奶奶常常跟我说，如果吻一个女孩儿，我的嘴唇就会脱落。我去问妈妈，妈妈的回答是：奶奶说什么就是什么。所以那时候我不喜欢女生。我觉得没有一个男孩儿小的时候会喜欢女孩儿。

高中一年级的時候我继父告诉我，我可以去弗吉尼亚州参加 FBI 在那儿举办的为期八天的夏令营。报名者来自美国各地，报名者得先申请，然后进行面试。面试通过的人才可以参加夏令营。来自夏威夷的八个人中，我是唯一入选的人。

刚到营地的时候，我谁也不认识。可是，第二天我就认识了三个朋友，两个女孩儿，凯拉和艾米莉，一个男孩儿，丹尼尔。每天营地的活动结束后，我都和他们在一起玩儿。我们在一起玩儿得特愉快。我

特别喜欢 KAYLA。不知道为什么我那么喜欢她，可能是她淡绿色的眼睛，棕色的长发，或是她对我笑的样子。我只知道我希望八天的夏令营不要结束。我们一起吃饭，一起散步，一起拍照。我们不能交谈的时候，我们就彼此交换小纸条儿。我知道分手以后我一定会十分想念她。她承诺会联系我。

分别的那天，她敲开了我的房门，递给我一封信。“这是不是她写给我的情书？她写没写她爱我？”我在心里不停地问自己，而且迫不及待地想打开信看看。可是她却说：“我走以后你再看看吧！”然后她走近我，在我的嘴唇上轻轻地一吻。我顿时觉得小鹿乱撞。满脑子里都是我们两个人未来的画面：婚礼，雪中的房子，三个活泼可爱的孩子，还有我们的爱犬“雨果”。可是当我听到：“我和你在一起过了愉快的八天，可是我已经有了男朋友了，”我的心情一下子跌入了谷底。

这就是我的初吻。

罗百川

## JOIN CLTAC

CLTAC has regular, annually renewable membership and life-time membership. CLTAC originally maintained memberships from mostly college level since 1960s, and later on, CLTAC extended the involvement of K-12 professionals. We are now in the 21st century, and we realize that teaching of Chinese has become a collaborative effort needing professionals from all kind of

### Membership fee

Lifetime membership \$150; Annual membership \$20.00  
To Join CLTAC, please fill out the membership application or renewal form, and send it with a check to:  
*CLTAC, P.O.Box 5661, Monterey, CA 93944*  
(Please allow 2-4 weeks for processing. Note that the current CLTAC policy is not to disclose any personal info.)

### Membership benefits

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

- Attending, presenting papers at, and organizing

schools and educational organizations. CLTAC welcomes Chinese teachers with the status of educators, prospective new teachers across levels and spectrum: they may be from mainstream public or independent schools, registered or accredited schools, independent educational organizations, or colleges and universities.

panels for CLTAC's Annual Spring Conference and Fall Workshop;

- Signig up students for CLTAC's annual Speech Contest;
- Receiving CLTAC's E-Newsletter two times a year;
- Publishing personal and institutional news in CLTAC's
- E-Newsletter;
- Receiving information on professional development and job announcement;
- Voting for CLTAC's President and Vice Presidents;
- Being nominated and elected as CLTAC's President and Vice President; and much more...

# 加州中文教師協會

## Chinese Language Teachers Association of California

### Membership Application / Renewal Form

\*PLEASE PRINT

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ M.I. \_\_\_\_\_

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

Gender: Male / Female

Work Place / School: \_\_\_\_\_

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

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

E-mail: \_\_\_\_\_

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

Website (if any): \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_) \_\_\_\_\_

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

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

Total Enclosed: \$ \_\_\_\_\_ (check **payable to CLTAC**)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Please print out this form, fill it out and mail

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

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

# 教简体字还是教繁体字:一位美国家长的思考

## *SIMPLIFIED OR TRADITIONAL? WHERE IS THE RESEARCH COMPARING THE TWO SCRIPTS?*

One of the surest ways to spark heated debate in the field of Chinese education is to question which character script – traditional or simplified – students should learn in school.

This conversation is occurring at my daughter’s K-8 Mandarin immersion school, which is in the process of deciding whether to switch from its current model, which uses traditional script in the early grades and introduces simplified script in grade 2, to one in which a single, primary script is used. The introduction of the second script would not happen until students reach middle school.

Peer institutions in this country appear to have made a clear choice in favor of simplified. According to August 2015 data from the Mandarin Immersion Parents Council, there are now 198 Mandarin immersion programs in the United States. Of those, more than 80 percent use simplified script.

Not surprisingly, a number of parents in the community have weighed in, and their arguments will sound familiar to Chinese educators. There is the inevitable reference, with all its geopolitical and cultural implications, to the greater percentage of Chinese speakers in the world using simplified.

But there has been one angle to this comparison that, in my mind, I’ve yet to see adequately answered, and that is whether there is an academic

or educational advantage to learning one script over the other.

For instance, do students learn Mandarin any better or easier using traditional over simplified? And if the goal is for a student to recognize both scripts, does it matter which one is learned first?

As someone whose job involves working with scientists and researchers on a regular basis, I naturally reached out to Chinese language experts. I had hoped that they could steer me toward peer-reviewed research relevant to students in U.S. immersion schools, particularly to students who do not speak Mandarin at home.

No such luck. Instead, I was told that very little data exists in this arena. If true, this would appear to be a research question worth exploring, if for no other reason than to put some scientific data behind people’s preferences for one script over the other.

And maybe, just maybe, the research will show what I’ve heard many people say anecdotally. The scripts are different, but when it comes to measurable outcomes, neither is better than the other. In the end, that could become a more important a message to send.

*Written by a parent*

## CONFUCIUS INSTITUTE AT SAN FRANCISCO STATE UNIVERSITY

# Fall 2015 Workshop on Chinese Language Teaching and Learning

## 二零一五秋季中文教学工作坊

为庆祝旧金山州立大学孔子学院建院十周年，我院隆重推出 2015 秋季中文教学工作坊，免费服务广大中文教师及对中文教学感兴趣的各界人士。工作坊时间为 2015 年 9 月 12 日（星期六）上午九点至中午十二点，特邀全球中文教学领域两位著名专家与大家分享中文教学的核心问题：

北京师范大学 张和生教授：“如何做一名合格的中文教师”

哥伦比亚大学 刘乐宁教授：“语法知识与语法教学”  
欢迎感兴趣的中文教师、研究生和关注中文教学的各界人士踊跃报名参加！

请登录旧金山州立大学孔子学院网站下载报名表 (<http://www.sfsu.edu/~ci/events/2015/2015fallworkshop.html>)，并通过电子邮件、信件或传真等方式，提交表格至旧金山州立大学孔子学院。

To celebrate the 10th anniversary, Confucius Institute at San Francisco State University is going to host Fall 2015 Workshop on Chinese Language Teaching and Learning for all Chinese language teachers, graduate students and educators. Welcome to join us at SF State on

Saturday, September 12th, 2015, 9:00am – 12:00 pm.

The Workshop will feature two sections by two distinguished experts, each covering a most welcome topic in the TCSL field:

- **“How to Become a Qualified Chinese Language Teacher”** (Professor Hesheng Zhang, Beijing Normal University)
- **“Knowledge about Grammar & Grammar Teaching”** (Professor Lening Liu, Columbia University)

Please download a Registration Form from Confucius Institute at San Francisco State University website (<http://www.sfsu.edu/~ci/events/2015/2015fallworkshop.html>), and fill out and return the completed form to us by email, or mail, or fax to Confucius Institute at SF State. Thank you!

CONTACT INFORMATION: (报名联络方式)

Confucius Institute at SF State, 1600 Holloway Avenue, Burk Hall 325, San Francisco, CA 94132

Tel: 415-338-7631 / 415-405-2867; Fax: 415-405-2866;

Email: [teachci@sfsu.edu](mailto:teachci@sfsu.edu)

## CALL FOR PROPOSALS

# Chinese Language Education and Research Center (CLEF)

Chinese Language Education and Research Center (CLEF) is an annual event dedicated to bringing together PreK-16 teachers, scholars, educational administrators and other professionals in the field of Chinese language education worldwide to share best practices, new research findings and inspiring ideas. Building upon its successes of the previous 19 years since its inception in 1997, CLEF 2016 will continue to serve as a primary conference for Chinese language education in the United States and the world.

Co-hosted by the Chinese Language Education and Research Center (CLERC) and the Chinese Language Association of Secondary-Elementary Schools (CLASS), CLEF 2016 will take place in San Francisco Bay on April 15-16.



This year’s conference theme is “Literacy: The Core of Global Competency”. CLEF 2016 welcomes proposals for independent 30-minute presentations in the following topics and the topic of your choice. Please click the “Submit Now” button on the bottom of this page to submit your proposals.

**Literacy**

- Best practices in promoting Chinese literacy in foreign language programs
- Best practices in promoting Chinese literacy in immersion programs
- Best practices in promoting Chinese literacy in programs for heritage learners
- Evolution and developmental trend of Chinese characters
- Communicative function and new approaches in teaching characters
- Chinese writing and reading in digital age
- Incorporating culture into Chinese reading materials

**Curriculum and Instruction**

- Strategies to create effective and engaging learner-centered classrooms
- Strategies to promote proficiency in three modes of communication
- Strategies for effective assessments
- Differentiation Strategies for mixed leveled classroom
- Comparative reviews of available Chinese textbook series
- Copyright issues in Chinese course development
- Best use of open Chinese language learning resources

**Research**

- Latest findings on the Chinese linguistic research
- Latest research and findings on teaching/learning Chinese as a foreign language
- Research on effective instruction of character, grammar, or phonetic
- Research on effective Chinese learning strategies associated with learner variables
- Comparative studies on Chinese language with other languages
- Research and case analysis on K-12 classroom

management

**Technology**

- Integration of technology into Chinese teaching
- Best practices of blended or online teaching
- Bring-your-own-device (BYOD)/1:1 instructional program
- Exploration and new application of mobile learning
- Games and simulations
- Open Educational Resources (OER) for teaching and learning Chinese language and culture
- New technology tools for teaching/course management
- Use of technology in assessment

**Global Competence**

- Skills needed in 21st Century and world readiness
- Cross-cultural competence in today’s international context
- International partnership projects/programs for students/teachers
- Study abroad immersion program and international resources
- International program management, development and expansion
- Professional development in a global learning context

The maximum length of a proposal is 350 words (in English or Chinese). We recommend you save a copy of your proposal for your own record/usage before you submit online. Any proposal that is thought to be a sales pitch for a specific commercial product will not be considered for review. The default type for all proposals is for a 30-minute independent presentation with a max of two presenters. Call for proposal will be closed on December 4, 2015.

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