

Foreword

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When Dr. Huiwen Li and Professor Xiongyi Liu asked that I write a foreword to the first issue of the journal *Chinese Language Teaching Methodology and Technology (CLTMT)*, I was very honored and delighted to play a role in the inaugural issue of this peer-reviewed, bilingual, international journal that will bring high quality empirical research at no cost to researchers, current and future practitioners, as well as students interested in Chinese language worldwide.

As excited as we are with *CLTMT's* inception, it should come as no surprise to anyone who is familiar with Cleveland State University's (CSU) mission to encourage excellence, diversity and engaged learning in providing quality accessible education and conducting scholarly research. Since 2008, CSU has been a proud host of a Confucius Institute as a collaborative project with the Capital University in Economics and Business in China and consistently supported its year-round Chinese language education and cultural enrichment programs and activities, which are fully accessible to the local communities and the general public. The creation of the *CLTMT* is also in keeping with CSU's position as a leader in Chinese language education. Besides regular offering of Chinese language courses, CSU also has a successful Master's program in Foreign Language Education – Chinese with a teaching licensure option, as well as a new doctoral program in Chinese Language Teaching that will welcome its first cohort in Fall 2018.

From the perspective of higher education, the creation of *CLTMT* is one more step in our global education journey committed to connecting classrooms worldwide while supporting cultural awareness and recognition of diversity and ensuring equal access to educational resources. As the former Dean of Graduate Studies and current Provost and Senior Vice President for Academic Affairs of CSU, I have been fortunate to have the opportunity to participate in collaborative endeavors of CSU and its Confucius Institute to build connections and partnerships with an increasing number of universities in China, which include a student exchange program with Jilin University, an L.L.M. exchange program with Southwest University of Political Science and Law in Chongqing, the afore-mentioned Chinese Language Teaching doctoral program with Capital Normal University in Beijing, and a student culture exploration program with Chinese University of Petroleum (East China). In addition, a CSU-affiliated K-12 school, the Campus International School, has made the learning of foreign language one of its trademarks as an International Baccalaureate® (IB) school. The support from the CSU Confucius Institute has enabled this school to be one of the front runners among northeastern Ohio public schools in preparing post-millennials for living and working in a rapidly globalizing world.

The *CLTMT* owes its creation and existence to the hard work of Dr. Huiwen Li, Professor Xiongyi Liu, as well as the current Director of CSU-Confucius Institute, Professor Yan Xu. Together they have brought to life the vision of providing global access to empirically supported best practices, often with the facilitation of innovative cutting-edge technology, in Chinese language teaching and learning. It was through their hard work and commitment that *CLTMT* has taken shape and become a reality. I am grateful to them for devoting many extra hours beyond their regular responsibilities to creating, staffing, and managing this journal. I would also like to

thank CSU library staff, especially project coordinator Barbara Loomis and digital initiatives librarian Marsha Miles, and our library director Glenda Thornton for her leadership. Their support is crucial for *CLTMT* to come into existence. It was through their coordination that the editors were able to build *CLTMT* from the ground up on a cutting-edge web-based publishing platform and receive the necessary training from the publisher to familiarize themselves with the online submission, reviewing, and publishing process. The web-based platform allows *CLTMT* to be accessible anytime, anywhere. In a digital age, such an omnipresent format will greatly enhance the readership and impact of this journal in the long term. I am indebted to each of them for their contribution on behalf of the university.

The first issue of *CLTMT* includes a selection of research articles on topics ranging from the instructional model of organic world language, the application of Twitter in Chinese language learning, problems and coping measures among beginning learners of Chinese calligraphy, to cultural shocks experienced by Chinese language teachers in American classrooms. These empirical studies utilize vigorous quantitative or qualitative research approaches and the authorship represents researchers from U.S. and Chinese universities as well as classroom teachers at various grade levels. I would like to thank the authors for submitting their manuscripts to *CLTMT* and for their timely responses to the comments and suggestions made by the reviewers. I also would like to thank all reviewers for their time and efforts to ensure the quality of papers accepted for publication in *CLTMT*. The findings reported in these papers are not only interesting but also directly applicable to Chinese language education.

I am very pleased with the high quality of the research presented in the inaugural issue of *CLTMT* and I wish *CLTMT* continued success in the future.