

# NEWSLETTER

OF THE

## CHINESE LANGUAGE TEACHERS ASSOCIATION

Volume 28

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中文  
教師  
學會

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Calligraphy Education Group (CEG) of CLTA website: <http://www.unc.edu/~wli/CEG/>

# CHINESE LANGUAGE TEACHERS ASSOCIATION

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# CLTA Annual Conference Program

**11/19-21, 2004, Hilton, Chicago, IL**  
**Program Chair: Honggang Jin, Hamilton College**

**Thursday, 6:00-10:00**

**CLTA Board of Directors Meeting**  
**Chair: Jianhua Bai, CLTA President**

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**Friday, 9:30-10:45am, 11/19/04**

**Room 4A**  
**Panel Title: The Discourse Aspect of Chinese Language Teaching**  
**Chair: Wendan Li**

- (1) Instruction and Acquisition of Discourse Structures, Janet Zhiqun Xing, Western Washington University
- (2) Delaying and Repair Strategies in Conversation and Spoken Language Teaching, Hongyin Tao, UC Los Angeles
- (3) L2 Acquisition of Chinese Topic Chains: Developmental Sequence and Contributing Factors, Yun Xiao, University of Massachusetts at Amherst
- (4) Teaching Topic Chains to Reflect the Coding Strategy of the Chinese Language, Wendan Li, UNC at Chapel Hill

**Friday, 9:30-10:45am, 11/19/04**

**Room 4C**  
**Panel Title: On-line Chinese Placement Test: Assessing All Four Skills**  
**Chair: Meng Yeh**

- (1) The Development of the Rice Online Chinese Placement Test, Meng Yeh, Rice University
- (2) The Implementation of the Rice Online Chinese Placement Test, Chaomei Shen, Rice University
- (3) Online Proficiency Test in ExTemplate, Claire Bartlett, Rice University
- (4) Towards Collaborative Learning: The Implementation of Peer Response in Online Courses, Haidan Wang, University of Hawaii

**Friday, 1:30-2:45pm, 11/19/2004**

**Room 4A**  
**Panel Title: Empirical Studies on CFL Acquisition: Orthography and Syntax**  
**Chair: Helen H. Shen**

- (1) The Development of Radical Knowledge and Its Impact on Character Acquisition among Beginning CFL Learners, Helen H. Shen, University of Iowa
- (2) Orthography and Reading Competence Development Among Intermediate Learners of Chinese as a Foreign Language, Chuanren Ke, University of Iowa
- (3) Acquisition of *le* in Mandarin Chinese at the Discourse Level, Lixia Ma, University of Iowa
- (4) A New Research Perspective on Traditional vs. Simplified Character Learning for CFL Students, Chia-hui Ch'iu, University of Iowa

**Friday, 1:30-2:45pm, 11/19/2004**

**Room 4B**  
**Panel Title: How to Integrate Classical and Modern Chinese in Instruction**  
**Chair: Chih-Ping Chou**

- (1) An Analysis of the Current Status of Classical Chinese Instruction in the USA, Chih-Ping Chou, Princeton University
- (2) Teaching Grammar in Traditional Chinese Literature Reading, Xia Liang, Washington University at St. Louis
- (3) Understanding and Teaching Classical Chinese Function Words, Yongping Zhu, University of Wisconsin-Madison
- (4) The Combination of Classical and Modern Chinese in Language Teaching, Wei Wang, Princeton University

**Friday, 1:30-2:45pm, 11/19/2004**

**Room 4C**

**Panel Title: Standards-Based Teaching  
Units for K-12 Chinese Classes**

**Chair: Lucy Lee**

- (1) Performance-based Activities for Elementary School Students, April Song, George Jackson Elementary School, Jericho, NY
- (2) Learning Chinese Through TPR Storytelling – A Model Lesson for Middle-school Students, Yuancho Meng, Oak Hill Middle School, Newton, MA
- (3) Standards-based Module Lesson for High School Students, Jeannie Subisak, Columbus Academy, Gahanna, OH
- (4) Discussant: Chih-Wen Su, Amherst Regional High School, Amherst, MA

**Friday, 4:30-5:45pm, 11/19/2004**

**Room 4A**

**Panel Title: Integrating technology into  
Chinese Material Design**

**Chair: Fang-yi Chao**

- (1) Activity Types for Learning Chinese on the Web, Tao-chung Yao, University of Hawaii
- (2) Creating Web-based Activities for Chinese Language Instruction: Principles and Applications, Fang-yi Chao, University of Colorado
- (3) Zhuyin Right in MS-Word: Introducing the Design and Functions of a Zhuyin Software Program, Cheng-zhi Chu, Stanford University
- (4) Building Chinese Vocabulary on the Flash, Song Jiang, University of Hawaii

**Friday, 4:30-5:45pm, 11/19/2004**

**Room 4B**

**Panel Title: Field Building and Creative Language Teaching:**

**Chair: Claudia Ross**

- (1). The Chinese Language Field Initiative: A Summary Report, Scott McGinnis, Defense Language Institute-Washington Office
- (2) Chinese Language Studies: The State of the Field, Claudia Ross, College of the Holy Cross
- (3) Establishing a “Global Chinese Language and Culture Center ” with Standards of SCORM

and LOM, Fengzhu Luo, Taiwan Yuanzhi University

- (4) Teaching Chinese in Context - Balancing Power and Politeness. Huey H. Lin, University of California, Los Angeles

**Friday, 4:30-5:45pm, 11/19/2004**

**Room 4C**

**Panel title: Studies on Classroom Input and  
Second Language Acquisition**

**Chair: Xiao Hong Wen**

- (1) Instructors’ and Learners’ Beliefs about Target Language Use, First Language Use, and Learner Anxiety in Chinese Language Classes: A Questionnaire Study. Li-Chun Lee-Thompson, Butler University
- (2) Learner Data and Validity in Studies of Chinese as a Second Language. Jun Yang, University of Chicago
- (3) An Application of “Structured Input” into Listening Comprehension Practice for Japanese-speaking Learners of Chinese: A Case of *Bu and Mei*, Aiqun Liu, Graduate School of International Media & Communication, Hokkaido University
- (4) Instructional Effects on the Acquisition of Chinese as a Foreign Language. Xiaohong Wen, University of Houston

**Friday, 6:00-7:15pm, 11/19/2004**

**Room 4A**

**Panel Title: Newly Available Teaching Materials with Distinctive Features**

**Chair: Rongrong Liao**

- (1) Wit and Humor: An Easy Chinese Reading Series to Be Published, Biao Wang, Beijing Language and Culture University Press
- (2) NCC—An Innovative Chinese Primer Series for American College and High School, Xiaozhou Wu, Santa Monica College
- (3) A Digitized Task-based Intermediate Chinese Course, Patrick Lin, Defense Language Institute
- (4) Features and Practicality of 100+ Online Interactive Reading Lessons, Rongrong Liao, Defense Language Institute

**Friday, 6:00-7:15pm, 11/19/2004**

**Room 4B**

**Panel Title: Modified Input/Interaction in the  
Chinese Classroom: An Examination on**

**Repetition, Teacher Questions, and Topic Chains**

**Chair: Yixiu Chen**

- (1) A Study of the Relationship between Pedagogical Repetition and Student Feedback, Xiaoyun Liang, National Taiwan Normal University
- (2) A Study of the Relationship between Teacher Questions and Student Response: A Comparison between the Cases of Beginner and Intermediate CFL Classes, Yixiu Chen, National Taiwan Normal University.
- (3) A Study of the Relationship between Side Sequence and Student Interaction: The Function of Triggers and Indicators, Alice Lee, National Taiwan Normal University.
- (4) Metacognition and Chinese L2 Reading, Cecilia Chang, Williams College.

**Friday, 6:00-7:15pm, 11/19/2004**

**Room 4C**

**Panel Title: Form-focused Instruction and Communicative Task Design and Implementation**

**Chair: Maiheng Dietrich**

- (1) Task Design and Implementation in Business Chinese Teaching, Fangyuan Yuan, University of Pennsylvania
- (2) Form-focused Communicative Tasks in Beginning Level Chinese Class, Maiheng Dietrich, University of Pennsylvania
- (3) Developing a Task-based Language Course for MBA Students, Grace Wu, University of Pennsylvania
- (4) Discussant: Chuanren Ke, University of Iowa

**Friday, 11/19/04**

**5:30-7:00**

**CLASS Board of Directors Meeting**

**7:15-8:30**

**CLTA General Membership Meeting**

**8:00-10:30pm**

**CLTA Workshop: Orientation to CFL Research**

**Workshop Presenter: Michael Everson**

**8:00-10:00pm.**

**CLASS Chinese Language Teaching Materials Swap Shop**

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**Saturday, 8:15-9:30am, 11/20/04**

**Room 4A**

**Panel Title: Beyond the Textbook: Using Digitized Texts in the Chinese Language Classroom**

**Chair: Frances Yufen Lee Mehta**

- (1) Printed Vs. Digitized Texts in Advanced Chinese Language Courses, Li-ling Hsiao, UNC-Chapel Hill
- (2) Can Technology Reshape Pedagogy? Using Clavis Sinica with Digitized Texts, Lo Sun Perry, University of Puget Sound
- (3) Have Fun Doing Homework: The Application and Integration of a Chinese Reading Tool, Frances Yufen Lee Mehta, Cornell University
- (4) Computer Assisted Chinese Learning: Building a Mental Representation of the Tones, Liang Tao, Ohio University

**Saturday, 8:15-9:30am, 11/20/04**

**Room 4B**

**Panel Title: The SAT Subject Test in Chinese**

**Chair: Kim Kaye**

- (1) An Overview of the SAT Chinese Test, Kim Kaye, Educational Testing Service
- (2) Student Voices from the Field, Min Zhang, Indiana Academy & Ball State University
- (3) The Role of Colleges in the SAT Chinese Test, Neil Kubler, Williams College

**Saturday, 8:15-9:30am, 11/20/04**

**Room 4C**

**Panel Title: On Designing a Comprehensive Curriculum of Chinese as a Foreign Language**

**Chair: Shengli Feng**

- (1) The Vocabulary in a Comprehensive Curriculum of Chinese as a Foreign Language, Lening Liu, Columbia University
- (2) The Speech Act in a Comprehensive Curriculum of Chinese as a Foreign Language, Jenny Wang, United States Naval Academy
- (3) Using the Principles of a Comprehensive Curriculum of Chinese to Teach Heritage Students, Emily Huang, Harvard University

- (4) The Syntax in a Comprehensive Curriculum of Chinese as a Foreign Language, Shengli Feng, Harvard University

**Saturday, 10:00-11:15am, 11/20/04**

**Room 4A**

**Panel Title: Teaching Chinese as a Foreign Language Based on Network Techniques**

**Chair: Jianfei Ma**

- (1) Teaching Design and Technical Analysis of the “Great Wall Chinese” Pedagogical Model, Jianfei Ma, Beijing Language and Culture University
- (2) A New Model for Chinese Pedagogy – “Great Wall Chinese” and its Design, Xuemei Zhao, Beijing Language and Culture University
- (3) The Sino-American Network Language Pedagogy Program and its “CHENGO” Textbook, Songhao Liu, Beijing University
- (4) An Analysis of the Factors which Influence Language Pedagogy in the Network Environment, Fati Wu, Beijing Normal University

**Saturday, 10:00-11:15am, 11/20/04**

**Room 4B**

**Panel Title: Pedagogy and Pedagogical Grammar**

**Chair: Wenzhe Hu**

- (1) Iconicity in the Teaching of Chinese, Zhengsheng Zhang, San Diego State University
- (2) Pedagogical Grammar and Content-based Instruction for Teaching Chinese, Sue-mei Wu, Carnegie Mellon University
- (3) Conception, Grammar and Teaching, Wenzhe Hu, Harvard University
- (4) Discussant: Mien-hwa Chiang, University of Pennsylvania

**Saturday, 10:00-11:15am, 11/20/04**

**Room 4C**

**Panel Title: Same or Different—Comparative Studies of Programs Home and Abroad: Curriculum, Textbook, Language Pledge and Post-Study Abroad Placement**

**Chair: Judy Zhijun Mu**

- (1) Learning and Teaching Chinese in the Zone of Proximal Development (ZPD): a Study on a Curriculum Design of Intermediate Chinese in

an Overseas Program and a Program on a U.S. Campus, Carolyn Kunshan Lee, Duke University

- (2) “Success with Chinese” — Evaluating a New Beginner’s Textbook for Overseas Programs, De An Wu, Swihart, University of Memphis
- (3) Enforcing the Language Pledge: A Mission Possible?, Judy Zhijun Mu, Washington University in St. Louis
- (4) Placement after Studying Abroad - A Closer Look at Returned Students, Lunghua Hu, Brown University

**Saturday, 11:00-1:00, 11/20/04**

**CLASS General Membership Meeting**

**Saturday, 1:30-2:45pm, 11/20/04**

**Room 4A**

**Panel Title: On-line Assessment and Teaching Tools: The STAMP (Standards-based Measurement of Proficiency) Project for Chinese**

**Chair: Madeline K. Spring**

- (1) An Overview of the Project, Madeline K. Spring, University of Colorado Boulder
- (2) How Does STAMP Differ from Other Assessment Tools for Chinese, Richard Chi, University of Utah
- (3) Why is STAMP Critical for Students and Teachers on the Secondary Level, Yu-lan Lin, Boston Public Schools
- (4) Responding to External Mandates for Standards-based Foreign Language Teaching, Hongming Zhang, University of Wisconsin Madison

**Saturday, 1:30-2:45pm, 11/20/04**

**Room 4B**

**Panel Title: From Pedagogical Grammar to Grammar Pedagogy**

**Chair: Jianhua Bai**

- (1) Innovative Approach to Beginning Chinese Grammar Pedagogy, Meiqing Zhang, Brown University
- (2) Sentence Patterns, “Scenarios” and Grammar Pedagogy, Fang Liu, Oberlin College
- (3) Grammar Pedagogy Beyond the Beginning Level, Li Zhu, Beijing CET
- (4) Discussant: Jianhua Bai, Kenyon College

**Saturday, 1:30-2:45pm, 11/20/04**

**Room 4C**

**Panel Title: The Interface of Notion and Discourse: Grammatical Patterns and Strategies in Spontaneous Spoken Chinese and their Pedagogical Applications**

**Chair: Jianqi Wang**

- (1) The Coherency and Incoherency of Spontaneous Spoken Discourse of Mandarin Chinese, Jianqi Wang, Ohio State University
- (2) Using Chengyu the “Wrong” Way: Structure, Strategy and Context in Spontaneous Spoken Discourse, Xiaobin Jian, College of William and Mary
- (3) Performative Grammar: Authentic Discourse as Pedagogical Unit, Matthew B. Christensen, Brigham Young University
- (4) Bridging Research and Teaching on Discourse Grammar of Chinese (Discussant), Ying-che Li, University of Hawaii

**Saturday, 4:30-5:45pm, 11/20/04**

**Room 4A**

**Panel Title: Jump-start CALL with Pedagogical Enhancement**

**Chair: Jennifer Liu**

- (1) Pinyin Input Error Analysis, Tianwei Xie, California State University
- (2) Is It Enough to Provide Students Website Addresses ? Hsin-hsin Liang, The University of Virginia
- (3) Cognitive Network for Chinese Character Learning, Jennifer Liu, Indiana University
- (4) Gateway to Chinese Language and Culture: a Computer Template, Dr. Xueying Wang and Prof. Li-Chuang Chi, Johns Hopkins University

**Saturday, 4:30-5:45pm, 11/20/04**

**Room 4B**

**Panel title: Study of Chinese Syntactic Structures and Their Acquisition**

**Chair: Miaofen Tseng**

- (1) Verb-Copying Constructions and Double-Object Constructions in Chinese: Perspective in Cognitive Constraints on information Processing. Jyun-gwang Fred Chen, Graduate Institute of TCSL, National Taiwan Normal University

- (2) A Comparative Study on the Production of Conditional Sentences in Chinese and English, Miao-Fen Tseng, University of Virginia
- (3) Semantic Analysis of *Ye* and Its Pedagogical Grammar, Xiu-fen Jian, National Taiwan Normal University.
- (4) Modality Adverbs and Chinese Pedagogy. Shuhui Su, University of Hawaii

**Saturday, 4:30-5:45pm, 11/20/04**

**Room 4C**

**Panel Title: Teaching Business Chinese**

**Chair: Jane Kuo**

- (1) Designing of Business Chinese Curriculum, Qian He, University of California San Diego
- (2) Teaching Strategies for Elementary Level of Business Chinese, Tian Yuan, CIEE
- (3) Using Internet to Facilitate a Business Chinese Course, Peng Wang, Georgetown University
- (4) When Professors Listen: Using Presentation to Evaluate Students' True Comprehension, Jane Kuo, Thunderbird, the American Graduate School of International Management

**Saturday, 6:00-9:00**

**CLTA Annual Dinner**

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**Sunday, 9:00-10:15am, 11/21/04**

**Room 4A**

**Panel Title: A New Approach in Chinese Language Teaching - Computerized Chinese**

**Chair: Wen Chao He**

- (1) Computerized Chinese: A Completely New Approach in Teaching Chinese, Wen Chao He, New York University
- (2) Get Twice the Result with Half the Effort--- Issues on Teaching the Computerized Course, Dela X. Jiao, New York University
- (3) Brand New Chinese--A Fundamental Reform of Chinese Language Curriculum, Qiuxia Shao & Jianna Zhang, New York University

**Sunday, 9:00-10:15am, 11/21/04**

**Room 4C**

**Panel Title: Technology and Language Teaching**

**Chair: Yeafen Chen**

- (1) A web-based Concordancer for Chinese Language Teaching and Research. Jun Da, Middle Tennessee State University
- (2) Reading News Articles with Wenlin: To Use it or not to Use it? Limin Zheng, Foreign Service Institute, State Department

- (3) Killing Two Birds with One Stone: A Chinese Film Course Which Attracts Potential Students and Helps Advanced Students. Yea-Fen Chen, University of Wisconsin-Milwaukee
- (4) On Designing Online Chinese Learning Material, Kuei-Lan H. Chen, Defense Language Institute

## Calligraphy Education Group Chinese Calligraphy Exhibition-Demonstration

Date & Time: Friday, November 19, 2004 from 11:30-4:30 p.m.  
Saturday, November 20, 2004 from 12:00-3:00p.m.

Demonstrator: Bertrand Mao--Baltimore, MD, Mr. Hay-Sau Chen--Chicago, IL  
Organizer & Exhibition Director: Jasmine Tang, SUNY Geneseo, NY  
CEG Executive Director: Li-Hua Ying, Bard University, NY

## REPORTS AND ANNOUNCEMENTS

### 2004 CLTA Election Result

#### A Message from the CLTA 2004 Nominating Committee

Dear Members,

We write to report to you the result of this year's election. By the submission deadline of July 20, a total of 126 ballot envelopes were received, representing about 34% of the 373 ballots mailed to current members. Among 126 ballot envelopes, 52 (41%) were invalid: ten lacked the voter's name and address on the front of the larger envelopes, and 42 were invalid due to the lack of a signature at the back of the larger envelopes. Thus a total of 74 envelopes were opened for the election. On July 21, in accordance with CLTA by-laws, the Committee Chair, Jennifer Liu, and Hui He, a current CLTA member opened the envelopes and counted the ballots.

The results are as follows: Mien-hwa Chiang was elected Vice President, and Charles Miracle, Hsin-hsin Liang, Audrey Li, and Songren Cui were elected Directors. *Because of the unusual circumstances of this election, we made a count of the invalid votes as well, and are happy to report that the same candidates would have been elected.*

The Committee extends our thanks to Mark Hansell, Sherry Mou, Madeline Spring, Margaret Wong, and Tim Wong for agreeing to stand for election. We thank CLTA members for sending in your ballots.

Congratulations to Mien-hwa, Charles, Hsin-hsin, Audrey, and Songren. We look forward to working with Mien-hwa as vice president, and welcome the others to the Board.

Sincerely,

Jennifer Liu, Gloria Bien and Hong Gang Jin



# Report on the JNCL/NCLIS

## Message from Honggang Jin

Dear colleagues:

I am writing to report on the JNCL/NCLIS conference I attended in Washington DC during May 6-9, 2004 as a CLTA delegate.

This year, there were about 114 representatives from over 50 educational and professional associations participating in the conference.

### I. Conference themes:

The conference centered on four major issues:

1. Seeking adequate and continued federal support for language and international studies: The Foreign Language Program (FLAP) must not be eliminated and should receive an increase in funding in order to address our pressing national need for improved communications and international knowledge.
2. Reauthorization of the Higher Education Act (HEA). As the Senate takes up the reauthorization of the Higher Education Act, specifically Title VI-International Education Programs, there is a concern about the creation of an International Higher Education Advisory Board. The purpose and function of the Advisory Board are seen as quite intrusive and invasive regarding Title VI's actual programs. As such a board appears more "supervisory" than "advisory", all representatives perceive it to be unnecessary.
3. National security and foreign language education
4. The impact of "No Child Left Behind" policy on arts and foreign language education.

### II. Congressional Visits:

On the first day of the conference, special sessions were offered to train delegates to make congressional visits. The purpose of such a visit is to meet with the US senators and congressional representatives from the delegate's own state about pressing issues pertaining to foreign language education.

Three congressional appointments were made for me with the following New York State representatives: Senator Hillary Rodham Clinton, Senator Charles Schumer, and Congressman Sherwood Boehlert. There were four delegates from New York State and we made our visits together. The officers we met were mostly legislative representatives or assistants who were incredibly young but very energetic and attentive to our questions. While they promised to pass on our concerns and requests to the senators and state representatives, almost all of the office representatives asked for "hard data" when they heard about the issues that concerned us. It took us about three and half hours to finish our congressional visits.

### III. Conference presentations:

1. Year of Languages (YOL) by Bret Lovejoy: ACTFL, in conjunction with MLA, has designated 2005 as The Year of Languages to promote multilingualism and cultural understanding in the US. During the YOL, ACTFL will work on three objectives: celebrating the history and use of all languages in the USA; sponsoring workshops, conferences, competitions, and internships; and creating an atmosphere in the American business community that recognizes the importance of learning other languages. (CLTA, as one of the organizations aligned with ACTFL, should also do something along the same lines, to promote Chinese)
2. Report from National Standards in Foreign Language Education Collaborative Project by Helene Zimmer-Loew. The report focused on the accomplishment by the National Council for Accreditation of Teacher Education (NCATE) in terms of its objectives, standards, and implication of standards for program development.
3. Briefings on changes in federal agencies' approaches to languages since 9/11 by 3 presenters from the DLI, FSI, and FBI.

### IV. Conference breakout sessions

The participants were broken into three groups to discuss and strategize on three issues:

1. National security and foreign language policy;
2. The impact of the "No Child Left Behind" policy on foreign language education; and
3. Professional unity.

Finally let me finish my report by quoting what I

jotted down from a speech by Mike Lemmon, Dean of the Foreign Service Institute:

“Language is the most complex of human behaviors, and learning is the least understood of human endeavors. Language learning is an educational process that slowly but inexorably reveals the limitations of any monolingual view of the world.”

## *A Message from the Jiede Committee*

Dear CLTA members:

The Jiede Committee announces that we have awarded this year’s Jiede Grant to Dr. Meng Yeh of Rice University for the proposal “Exploring Chinatown: Integrating Language, Culture and Community.” Dr. Yeh's research is an innovative look at how students learn Chinese through personal interactions with Chinese speakers in culturally authentic community settings, and is a study that has great potential for pedagogical applications. We thank all the applicants this year for sending us their fine ideas and proposals, and extend our congratulations to Dr. Yeh.

The meaning of “Jiede”—“all-attain”—led the Committee members to broaden our goals. We inferred that if the award was established to promote empirical research, selecting a winner for the grant each year is only a part of the Committee's job. We should also provide opportunities for CLTA members to become familiar with the concepts and values associated with CFL empirical research. The long-term goal of the Jiede Grant should be to encourage more CLTA members to engage in empirical research and to apply findings of CFL research to daily classroom teaching.

To reach this goal, the Committee has planned a workshop at this year's CLTA annual meeting in Chicago. The workshop will introduce concepts and methods of CFL empirical research to interested teachers. It will be held on November 19, and we invite members of CLTA, CLTA-Special Interest Groups, and CLASS to join us. Details

about the workshop are given in our workshop announcement on this page.

On behalf of all CLTA members, the Committee thanks our anonymous donor for giving CLTA the funds to foster research among our junior members. The Jiede Committee invites every CFL teacher, from K-16, to take part in our "all-attain" efforts--through conducting empirical research, attending the research workshop, and promoting the application of CFL research findings to improving teaching.

Sincerely,

The Jiede Committee

Mien-hwa Chiang (University of Pennsylvania)

Gloria Bien (Colgate University)

Michael Everson (University of Iowa)

Hong Gang Jin (Hamilton College)

Richard VanNess Simmons (Rutgers University)

## *A Workshop for CLTA Members*

As CLTA members seek to learn about the latest innovations in Chinese language teaching and learning, many may view the empirical research process as being exclusionary and intimidating. The Jiede Committee proposes to demystify that impression through a workshop entitled “An Orientation to Research” at the next CLTA meeting in Chicago. The workshop will be open to twenty individuals and will be held from 8:00 pm to 10:30 pm on November 19, 2004.

The workshop will be conducted by Professor Michael Everson, and is designed for individuals with little or no knowledge of the research process. Professor Everson's new compilation of a complete bibliography of empirical studies in our field will be distributed to workshop attendees.

Topics will include:

- The Research Process: The How's and Why's of Constructing Knowledge

- Qualitative and Quantitative Research Traditions: How They Differ
- Terminology Frequently Encountered in Research
- How to Read a Research Study: A Step by Step Guide
- Examples of How Research Becomes Practice/Pedagogy

If you would like to attend this workshop, please contact Professor Everson (michael-everson@uiowa.edu). There are currently twelve CLTA members already signed up. The charge is \$50 per person to cover organizational expenses.

## Chinese Language Teachers Association

### The Jiede Empirical Research Grant for Chinese Pedagogy/Chinese Applied Linguistics 皆得學術研究基金

#### Call for Proposals

The Chinese Language Teachers Association invites proposals for the Jiede (all-attain) Empirical Research Grant, established in 2003 by an anonymous member. The grant will support empirical research in Chinese pedagogy and applied linguistics that contributes to building a sound understanding of teaching and learning Chinese as a Foreign Language (CFL). The recipient will be expected to present a paper at the annual meeting of the CLTA or to submit a progress report at the end of the grant term.

**Awards:** The Jiede Research Grant awards up to \$ 1500 to a CLTA member whose research project exhibits innovation and long-term pedagogical benefit to the field of CFL. Grant funds may be used for fieldwork, data analysis, or travel.

**Eligibility:** All junior faculty in academic institutions (assistant professors, instructors, and lecturers), all independent researchers, and all graduate students in registered M.A. or Ph.D. programs who conduct empirical research in the Chinese language are eligible to apply. The recipient should have no other grant support.

**Application:** Submit electronically a two to four-page proposal to include a description of the research project, its objectives, methods, expected completion date, and a brief statement of how the grant funds are to be used. Please do not identify yourself in the proposal. Send with the proposal in a separate attachment a brief (maximum one-page) curriculum vitae, indicating your current status, institutional affiliation (if any), educational background and contact information. Identifying information will be removed prior to forwarding to the committee for anonymous review.

**Address:** To: [cyndy@hawaii.edu](mailto:cyndy@hawaii.edu)

**Subject:** Jiede Application

**Deadline:** Proposals must be received by **March 31, 2005** at CLTA Headquarters.

**Notification:** Applicants will be notified of results by **April 30, 2005**

## The 4<sup>th</sup> International Conference on Chinese Language Pedagogy Held on July 2-4, 2004 in Kunming, China

The 4<sup>th</sup> International Conference on Chinese Language Pedagogy, jointly organized by Yunnan Normal University and the University of Vermont with other supporting universities, was held on July 2-4, 2004 in Kunming, China. The Conference was originally to be held in July 2003; however, due to the unexpected outbreak of SARS in China in early 2003, the Conference had to be postponed to July 2004. Despite of all the challenges imposed by this unusual event, thanks to the efforts of all the leading members of the 4<sup>th</sup> International Conference Committee and all the paper contributors as well as the understandings of all the conference attendees, the 4<sup>th</sup> International Conference held on July 2-4, 2004 was a great success. More than 100 teachers of Chinese as a foreign language from 12 countries and regions all over the world attended the conference.

President Luo Xiaosuo of Yunnan Normal University delivered a welcome speech at the opening ceremony, which was chaired by Professor Yuan Yan, the Interim Dean of the Institute of Chinese and International Studies at Yunnan Normal University. The congratulatory statement from President Daniel Fogal of the University of Vermont was also read out. At the general session of the conference right after the opening ceremony, Professor Teng Shou-hsin, Professor Richard Chi, and Professor Zhang Jianmin made enlightening presentations based on their academic research respectively. In three days during the conference, 139 papers were presented in four different meeting rooms. These papers were concerned about the following five areas:

1. Research on effective teaching methods and techniques used in developing communicative competence in Chinese as a second/foreign language
2. Studies of the Chinese language (including phonetics, phonology, characterology, semantics, syntax and discourse grammar) in relation to teaching Chinese as a second/foreign language
3. Issues in Chinese as a second/foreign language testing

4. Effects of using computer technologies in teaching Chinese as a second/foreign language
5. National and regional current status and future prospect of teaching Chinese as a second/foreign language

The Conference Proceedings have included 115 of the conference papers that had been evaluated and approved anonymously by the Editorial Board of the 4<sup>th</sup> International Conference on Chinese Language Pedagogy. The Conference Proceedings have been published as an additional issue of Teaching and Research on Chinese as a Foreign Language Edition of the Journal of Yunnan Normal University for the year of 2004. Copies of the Conference Proceedings are available from the Institute of Chinese and International Studies at Yunnan Normal University at the cost of the publication and the postage. If interested, please contact with Ms. Chen Chunyan of Yunnan Normal University at [chenchunyan2003@yahoo.com.cn](mailto:chenchunyan2003@yahoo.com.cn)

During the conference break, all conference attendees visited Yunnan Minority Nationality Village. After the conference was over, many conference attendees also visited the Stone Forest, Jiuxiang, Dali, Lijiang and other places of interest in Yunnan. The 4<sup>th</sup> International Conference proved to be not only academically stimulating and professionally rewarding, but also culturally enlightening. (Reporter: Yin Jinghua)

## 《汉字文本改进国际研讨会》 在南昌举行

由南昌大学文学院、客赣方言与语言应用研究中心和中国语文现代化学会联合召开的《汉字文本改进国际研讨会》六月12-14日在南昌赣江宾馆举行。这是首次全面讨论汉字文本形式的国际学术会议。

来自大陆、台湾、香港、美国等地的三十余名学者出席了这次会议。与会者认为：历史上每次文字载体的改变，都伴随著汉字文本形式的演变。在信息时代，数字化多媒体作为汉字的载体，在我们生活中越来越重要。并且，电脑

的普及，也使衡量文字的优劣标准更加偏重于阅读效率而不是书写、学习的难易。信息技术既为汉字文本的改进提出了严峻的挑战，也为汉字文本改进和丰富提供了先进的工具。如何应对这个挑战，如何充分利用当代的高科技资源，使汉字适应信息技术，成为有效、方便的工具，是摆在汉语语言学家面前的一项重要任务。

会议讨论了各种改进汉字文本的具体方式，其中主要的议题包括：继标点之后，如何利用作为分词间隔或意群间隔的空格以及汉语拼音字母进一步丰富汉字文本的表达形式、增加其语法信息量并提高其阅读效率；外来语和字母词的规范问题；各种区别性符号（专名号、底线、波浪底线、分隔号、标示号、缩写号）的进一步精确分工和扩大使用；阿拉伯数字的规范使用；如何使两岸的简繁两体逐渐靠近，以及如何建立方便的简繁互转问题；如何解决笔划过多而在电脑屏幕的点阵显示不清楚的问题，等等。会议报告中也有不同文本阅读效率区分的试验报告。会议最后讨论了如何在实践中探索完善的步骤设想等问题。

会议决定在会议论文的基础上，出版《汉字文本改进研究》一书，向汉语语言学各界人士征求稿件。来稿格式可以电子邮件附件形式询问，同时寄给 [lubingfu@yahoo.com](mailto:lubingfu@yahoo.com) 和 [zerun@public.cs.hn.cn](mailto:zerun@public.cs.hn.cn)。（本稿件由“汉字文本改进国际研讨会会务组”提供）

## 第四届中文电化教学 国际研讨会召开

7月21日至7月24日，第四届中文电化教学国际研讨会在北京语言大学召开。7月22日举行了开幕式，北京语言大学校长助理、继续教育网络教育学院院长高彦德主持大会。开幕式上，北京语言大学校长曲德林，国务院侨务办公室副主任刘泽彭，国

家对外汉语教学领导小组办公室副主任张国庆，教育部语言文字信息管理司司长、教育部语言文字应用研究所所长李宇明等讲话致辞。

本届会议的主题是“数字化对外汉语教学”。国内外专家学者在会上共同研讨信息时代对外汉语教学的教学模式、资源建设、标准与规范研究、师资培训等，并展示数字化对外汉语教学的最新成果。会议论文集《数字化对外汉语教学理论与方法研究》已由清华大学出版社出版。论文集共收录来自8个国家和地区的79篇学术论文，其中特邀学术报告7篇，中国境内论文58篇（包括港澳台4篇），境外论文14篇，主要来自美国、日本、韩国、德国、泰国、澳大利亚等国家。

德国美因兹大学柯比德教授主持了开幕式后的数字化对外汉语教学理论研究分组报告会，北京语言大学教育技术培训中心主任张普教授、美国长堤加州州立大学谢天蔚教授等就现代科学技术在对外汉语教学中的应用等问题作了大会发言。

与会学者认为：21世纪，中国在复杂多变的国际生活中，在政治、经济、科技、文化诸方面的发展中，都表现出大国风范或走向大国地位，但是遗憾的是我们在语言方面还是一个小国，还是一个弱国。虽然近年来汉语的国际地位在不断上升，虽然汉语开始列入美国的AP考试，取得了和其他语种一样的应有地位，但是与学习英语的中国人数相比，学习汉语的外国人数还是相形见绌。我们国家的官方语言、我们各民族所通行的语言——汉语，在国际政治、经济、科技、文化生活中，还与她在这些领域中的大国风范或大国地位极不相配，汉语的国际地位还与国家的国际地位极不相称。

随着多边化、全球化、地缘化、一体化、融合化等趋势的走强，语言的重要作用无论在对话亦或对抗中都不可或缺或者说举足轻重。学者们认为，要实现对外汉语教学的跨越式发展，就必须大力推进数字化对外汉语教学。必须在国家信息化、教育信息化、语言信息化的大背景下，大力推进对外汉语教学的信息化，积极倡导对外汉语教学的新观念、新模式、新资源、新平台，培养掌握现代教育技术的对外汉语教学新师资队伍、新管理队伍、新技术队伍，才能满足国内外形势发展的新需求。

会议还就如下问题分组进行交流：

- 一、数字化对外汉语教学理论研究；
- 二、数字化的语音教学及口语课、听力课、视听说课；

- 三、数字化的汉字教学、词汇教学；
- 四、数字化对外汉语教学模式；
- 五、数字化资源及平台建设、技术支持、管理服务；
- 六、语料库与电子词典研究。

本届会议的单位主办是：北京大学、北京语言大学、北京新亚研修学院、美国加州中国语言教学研究中心、广西师范大学、南京师范大学、教育部语言文字应用研究所；由北京语言大学承办。（原载中国语言文字网 <http://www.china-language.gov.cn>）

## **New Ways of Teaching Chinese**

### **A Chinese Teacher Training Workshop**

**October 30, 2004, UCLA**

This one day workshop aims to provide a hands-on experience for college Chinese instructors, TAs, and community teachers with new ideas and new techniques in the field of Chinese pedagogy. Three themes will be covered at the workshop:

*1) Technology. Dr. Chengzhi Chu, UC Davis, Using ChineseTA to Prepare Teaching Materials.* ChineseTA is an easy to use computer software program which is capable of automatically and accurately completing many tasks involved in the preparation of instructional materials. Sample tasks may include: adding pinyin to characters, generating character/word lists, indexing word/character distribution, supplying simplified and traditional character contrast, reporting frequency of word/character usage. Participants will have an opportunity to practice the software for their own use.

*2) Heritage language instruction. Huey Lin, UCLA, How to Bridge the Gap between Theories and Practice – Integrated Methods on Teaching Literacy to Chinese Heritage Students.* After a general introduction to the do's and don'ts in teaching Chinese heritage students, this talk will focus on teaching literacy, i.e. reading, to the heritage students. Topics include: a) Material development: material design; balance between pedagogical and authentic materials; b) Tools and techniques: Sentence parsing techniques; text-to-speech software (both on-line and stand-alone); c) Reading comprehension: Using both 'Intensive' and 'Extensive' reading activities in in-class teaching and homework assigning.

Participants will be given time to practice in each of the three areas.

*3) Advanced grammar. Dr. Hongyin Tao, UCLA, Using Authentic Material for Grammar Teaching.* This talk addresses the issue of teaching difficult grammar points in Chinese. It will be shown that notoriously difficult grammatical phenomena such as the *ba*-construction, *le*, *guo*, and passive constructions can be effectively explained with the assistance of authentic spoken and written materials, and that this natural text-based method can be applied to other areas of Chinese grammar. Methods of text collection and computer processing of information for teaching grammar will be demonstrated, and participants will be given practice time to solve actual problems commonly encountered in Chinese grammar teaching.

Time: Saturday, October 30, 2004, 10:00-5:30  
Location: University of California at Los Angeles (UCLA) campus

Registration: Registration is free but is limited to 40 participants. Email the following information to Hongyin Tao ([tao@humnet.ucla.edu](mailto:tao@humnet.ucla.edu)) as soon as possible and no later than October 15, 2004. Registration for New Ways of Teaching Chinese Workshop

Name:  
Institution:  
Academic title:  
Email:  
Telephone:  
Chinese courses taught at own institution:

This workshop is jointly sponsored by The Center for Advanced Language Proficiency Education and Research (CALPER), Pennsylvania State University and the University of California Consortium for Language Learning and Teaching.

## **The National Conference for Business Chinese Language and Culture**

**Oct. 29 and Oct. 30, West Lafayette, Indiana**

Purdue University's Center for International Business and Education and Research (CIBER), Purdue China Center and the CIBE of University of

Michigan are co-hosting the National Conference for Business Chinese Language and Culture on Oct. 29 and Oct. 30 in West Lafayette, Indiana.

The conference provides a forum for both Business Chinese instructors or instructors-to-be and business executives of leading multinational companies to discuss the needs for language and cultures in doing business with/in China. Invited speakers include Drs. Jane Kuo, Qinghai Chen and Lening Liu who have been actively engaged in the teaching of Business Chinese, and executives from UPS, Biomed and Cummings who have extensive and successful experiences in doing business with China. We would like to have your presence to share your ideas and to promote the teaching of Business Chinese. No paper submission is needed.

For more information on registration and logistics, please go to our web site at

<http://www.mgmt.purdue.edu/centers/ciber/events/BCLCC2004.htm>

Purdue University is able to send formal invitation letters if needed. We hope to see you at Purdue! If you have more questions, please do not hesitate to contact Wei Hong at [hongwei@purdue.edu](mailto:hongwei@purdue.edu).

## **UNTELE 2005**

### **Call for Papers**

The principal theme of the up-coming 6th UNTELE (Usages des Nouvelles Technologies

dans l'Enseignement des Langues Etrang è res) 2005 conference, 24-26 March 2005: Input, Interaction, Feedback, Evaluation  
Second Language Acquisition and Multimedia Environments

The sixth UNTELE conference has as its main theme: Do computer environments provide a rich context for foreign/second language acquisition?

Papers reporting on:

- 1- studies in second language acquisition in computer environments,
- 2- second language acquisition theories with potential applications to computer environments for pedagogical purposes, are particularly encouraged.

Plenary speakers:

Jean-Marc DEWAEL: Birkbeck College, University of London, G.B

Nick ELLIS: University of Michigan, Ann Arbor, MI, USA

Michael H. LONG: University of Maryland, College Park, MD, USA

Florence MYLES: University of Newcastle, G.B

Deadline for submissions: 30 September 2004

For full details please consult the conference web site at: <http://www.utc.fr/~untele> (Abdi Kazeroni, on behalf of the conference committees)

## Positions

### **Wellesley College Full -Time Open Rank Position in Chinese Language**

The Department of East Asian Languages and Literatures invites applications for a full-time position at the level of Assistant Professor (tenure-track), tenured Associate Professor or tenured Full Professor in Chinese language, beginning August 2005. Required: Ph.D. Preference will be given to candidates with specialization in Chinese language and applied linguistics and with extensive experience in teaching Chinese language essential; training/research in language pedagogy desirable. Candidates must have proven ability in the use of standard Chinese, written and spoken at the native or near-native level, as well as extensive experience teaching modern Chinese at the college-level in the United States. We seek excel-

lence in teaching, scholarship, and leadership. The application deadline is October 15, 2004, however, the search will continue until the position is filled. Interested candidates should send a letter of application, CV, one sample of published research, a videotaped of classroom teaching, and three letters of recommendation to: Chair, Search Committee, Department of East Asian Languages and Literatures, Wellesley College, Wellesley, MA 02481-8203, USA.

Wellesley College is an Equal Opportunity/Affirmative Action educational institution and employer; successful candidates must be able to work effectively in a culturally diverse environment. Applications from women and Minorities, veterans, and candidates with disabilities are encouraged.

SMITH COLLEGE



## Smith College

### **CLASSICAL CHINESE LITERATURE OR CULTURAL STUDIES**

The Department of East Asian Languages and Literatures at Smith College invites applications for a full-time, tenure-track Assistant Professorship in classical Chinese literature or cultural studies with a preference for a specialist in classical poetry, to begin Fall semester 2005. Our new colleague will teach two courses/semester and help direct the Chinese language section of the department. Ph.D. required. Dedication to undergraduate teaching, native or near-native fluency in Mandarin, and commitment to scholarship and the liberal arts required. Secondary interest in comparative literature, women's studies, or cross-cultural interdisciplinary studies desirable. Send letter of application, vita, transcripts, writing sample (15-30 pages) and three letters of recommendation to: **Classical Chinese Search, Department of East Asian Languages and Literatures, Wright Hall, Smith College, Northampton, MA 01063.** Review of applications to begin November 1, 2004 and continue until the position is filled. Smith College is a member of the Five College consortium with Amherst, Hampshire, and Mount Holyoke Colleges, and the University of Massachusetts. Smith College is an equal opportunity employer encouraging excellence through diversity.



## BOOK NEWS

### ***Chinese Link: 中文天地 (Elementary Chinese)***

By Sue-mei Wu, Yueming Yu, Yanhui Zhang and Weizhong Tian Will be published by Prentice Hall Publishing ([www.prenticehall.com](http://www.prenticehall.com)), in Spring 2005.

Custom edition available in summer 2004 for 2004-2005 academic year:

- Textbook: ISBN 053684027X 594 pages
- Workbook (character & homework): ISBN 0536840288
- Package with the Textbook and Workbook (character & homework) together: ISBN 0536840245

This Chinese textbook is not only entertaining and up-to-date, but also makes it easier for instructors to teach and students to learn Chinese. The textbook aims to provide a practical, learner-centered and enjoyable language and culture learning experience for beginning students of Chinese, as well as an efficient and comprehensive teaching resource for instructors. The text provides interesting and practical topics for students with systematic introduction of grammar items, along with culture notes and eye-catching photos from China, Taiwan and Hongkong. Dynamic and interactive exercises with visual aids are also provided for classroom use.

### ***Advanced Reader of Contemporary Chinese Short Stories: Reflections on Humanity***

(University of Washington Press, 2004) compiled by Ying Wang and Carrie E. Reed. 304 pages. Paperback \$27.50

This reader for advanced students of Chinese presents ten post-1990 short stories by prominent writers such as Su Tong and Yu Hua. With its captivating content dealing with current social issues, it fills a gap in the literature for advanced language students who are eager to read extensively in "real" literature. Vocabulary lists free the student from the

chore of constantly consulting a dictionary while reading, grammar and usage examples highlight new patterns, and questions for discussion explore the literary content. This all-fiction collection of contemporary works can be used as a text in language or literature courses or can be read independently.

Instructors who wish to consider this book for course adoption may request an examination copy on school letterhead, or via their university e-mail to the address below, noting course name, when it will be taught, and expected enrollment. Please direct your requests to:

Textbook Promotions Manager  
University of Washington Press  
PO Box 50096  
Seattle, WA 98145-5096  
[edeweese@u.washington.edu](mailto:edeweese@u.washington.edu)

Further information and ordering instructions are available on our web site at:

<http://www.washington.edu/uwpress/search/books/WANADV.html>

***The New Multimedia Course for Learning Chinese Characters*** by Professor Derlin Chao of Hunter College, City University of New York is now available for order online at [www.chineseliteracy.net](http://www.chineseliteracy.net) (lower case "c" for Chinese, and no space between 'Chinese' and 'literacy'.)

This course package includes a textbook, a workbook, and a one-year subscription to the instructional chapters and exercises on the website. The course material is designed to help all our high school and college-level students, both heritage and non-heritage, to overcome difficulties in learning characters without adding to the teacher's instructional burden.

The material can be easily adapted for use with any beginning-level language textbook. This package is also ideally suited for use as self-instructional material to learn and review characters. Samples of the material can be found on the website.

The Website Open House will run in September, 2004. Instructors of beginning Chinese and intermediate Chinese courses can obtain a username and password to browse the web material for free during designated time. To get your username and password for the Website Open House, or to ask for examination copies of the textbook, please email [DChao@hunter.cuny.edu](mailto:DChao@hunter.cuny.edu) or [info@chineseliteracy.net](mailto:info@chineseliteracy.net).

文革受難者——關於迫害、監禁與殺戮的尋訪實錄 *Victims of the Cultural Revolution--An Investigative Account of Persecution, Imprisonment and Murder*

Author: Youqin Wang, Ph.D., Senior Lecturer of the University of Chicago. Publisher: Kaifang magazine Press, Hong Kong 香港開放雜誌出版社 ISBN : 962793412-7 Page: 570

Foreword: Roderick MacFarquhar, Professor of History and Political Science of Harvard University, and Yu Ying-shih, Emeritus History Professor of Princeton University

This book, based on interviews conducted by the author with over one thousand people who experienced the Chinese Cultural Revolution (1966-1976), provides details of over seven hundred victims of the revolution, including when, where and how they were persecuted, imprisoned and killed. The victims include teachers, writers, doctors, farmers, factory workers and house wives. This is the first account of the victims of the revolution based on first-hand investigation, and the first to provide detailed information about victims from such a broad range of social backgrounds.

Order: Send a check or money order to CELELUCK CO., LTD, P.O.BOX 31429, Causeway Bay, Hong Kong. Price: 110 HK\$ (15 US\$), plus 15 US\$ for shipping and handling for international order (air mail).

## SOFTWARE AND WORLD WIDE WEB NEWS

### **ChineseTA: An Integrated Software Program for Teaching Chinese**

*ChineseTA* is an integrated computer software program. It enables Chinese teachers to create, adjust, and evaluate their teaching materials more efficiently to adapt to the needs of their students. Main features of the software include: 1. Adds pinyin to characters, 2. Identifies new words and characters, 3. Generates word and character lists with annotations, 4. Translates between simplified and traditional Chinese characters, 5. Indexes word and character distribution, 6. Calculates frequency of word and character usage, 7. Demonstrates new word density and recycling rate, 8. Marks HSK ranks and “usefulness index” for words and characters, 9. Builds new word and known word

connections for efficient learning, and 10. Adds word annotation in texts.

*ChineseTA* not only saves a lot of time for Chinese teachers but also helps improve the quality of their teaching materials. The software was developed by Dr. Chengzhi Chu at Stanford University. For more information of the software, email to [info@svlanguage.com](mailto:info@svlanguage.com).

### **New Release of NJStar Chinese WP 5.0**

Registered users can now get upgrade at <http://www.njstar.com/go.php?mbx=out&path=/support/regiuser.htm>

\* NJStar Chinese WP 5.0 -

<http://www.njstar.com/go.php?mbx=out&path=/njstar/chinese/>

- Popup Dictionary: allows instant lookup of Chinese word under mouse cursor.
- New Language Study Functions: "study list" for vocabulary study. "Word Annotation" searches dictionary and annotates with English meanings
- "Pinyin teaching Mode": allows teacher to 1) force student to type Pinyin with tone number; 2) restrict the range of characters for selection.
- Input-bar Dictionary Lookup: Very helpful in assisting user to input/select Chinese words.
- Mandarin Text-to-Speech (Pro versions only): It reads back a highlighted block of Chinese text in Mandarin male or female voices.
- Handwriting Recognition (Pro versions only): Instead of typing Chinese with the keyboard, a user can just draw the character stroke by stroke by using the mouse pointer on the screen.
- English Spelling Check: Checks spelling while type. American/British spelling. Very useful for checking document with Chinese and English mixed.
- Send Mail: comes with its own SMTP email server in case you do not have one, allows user to send the current document in either simplified or traditional Chinese. it can email the document as picture format.

## ***GoChinese***

by Gowell Software Ltd

will be launched September 2004.

Combining linguistic expertise with the latest in software development, GoChinese offers features never available before – all on a comprehensive web-based multimedia platform.

Students can listen to spoken Chinese as well as look-up word definitions and phonetics. In addition to our teaching modules, GoChinese also supports instructors' own lessons and text copied/pasted by students themselves. Flexible, engine-driven and easy-to-use, GoChinese supports students at all levels.

### **For students**

- **AURAL Skills.** With an unprecedented level of interactivity, students can listen to precise spoken Putonghua Chinese. GoChinese's text-to-speech engine adjusts for any tone or sound changes and recites with clarity and natural smoothness.
- **ORAL Skills.** Offers a wide variety of learning formats, with Hanyu Pinyin automatically generated (Traditional or Simplified text, with or without Hanyu Pinyin).
- **COMPREHENSION Skills.** Students can instantly view English definitions from GoChinese's 250,000-word segmentation engine and dictionary by placing the cursor over a particular character.

### **For teachers**

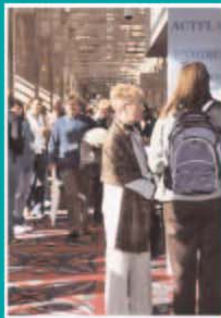
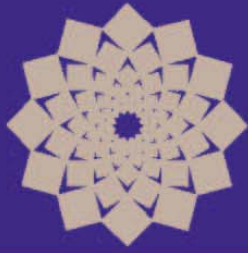
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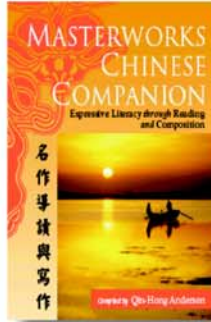
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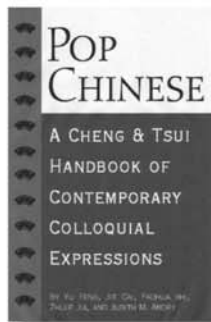
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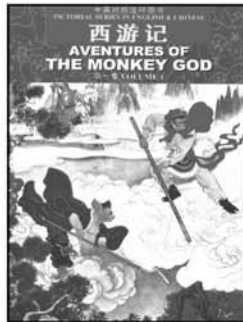
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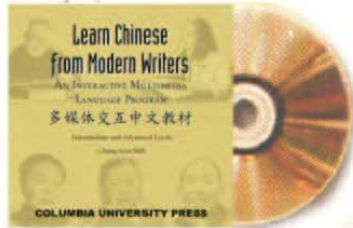
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