Computer Aided Language Learning for Chinese: 
A Survey and Annotated Bibliography*

Dana Scott Bourgerie
Brigham Young University

Computers, for good or bad, have become an integral part of nearly every domain of modern life. Accordingly, computers and the Internet have played an increasingly important role in language teaching. Since the early 1980’s when computer-aided instruction emerged for Chinese, the field has expanded dramatically from a handful of programs to the hundreds available today. While many people embrace such innovations, others are frustrated with them or fail to see great benefits of emerging technologies, seeing them instead as false panaceas. Still others are overwhelmed by the sheer quantity of technology related teaching materials or unimpressed by the uneven quality of the offerings.

This article is meant to be a guide—however temporary—for seasoned users and for relative newcomers to Chinese Computer Aided Language Learning (CALL). This article includes an introduction to Chinese CALL and an extensive annotated bibliography of various sources for teaching and learning Chinese. As with all technology surveys, this one too has a limited shelf life. A dynamic online version of the annotated bibliography is planned for the Chinese Language Teachers Association website in the near future (http://clta.deall.ohio-state.edu/).

1. Introduction

Technology has become so all-pervasive in our lives that it is hard to remember when it was not so. The Apple II Computer was introduced in 1977, the first IBM PC in 1981, and the first Macintosh in 1984 (http://wwwcsif.cs.ucdavis.edu/~cslclub/museum/timeline.html). Not much more than fifteen years ago the Internet was the esoteric tool of industry and government researchers and the domain of hackers. Few knew how to use it let alone program content for on-line access.

* I would like to thank Ted Yao, Xie Tianwei, Zhang Zhengsheng, and Marjorie Chan for their feedback and suggestions. I would especially like to thank Roin Fung for her help in compiling the bibliography. Errors and omissions are, of course, my own.
According to Yao (1996:255-56) the first Chinese CALL package was a character teaching program developed in the 1970’s by Chin-chuan Cheng of the University of Illinois, and was made to run in the PLATO mainframe environment.1 Yao attributes Kim Smith of Brigham Young University for creating the first Chinese program for the personal computer (Apple II+) in 1981, which was also used to teach characters.

Computer-based and Internet-based resources have burgeoned since earlier surveys were published in *JCLTA* (Alber 1989, 1996; Dew 1988, 1989, 1996; and Zhang 1998). Describing what was at the time the leading use of computers for Chinese language teaching, Dew (1988:1) notes three functions of the computer as it served the Inter-University Program in Taipei at the time: “1) text manipulation for vocabulary selection, 2) sorting of vocabulary for index listing, and 3) Limited printing functions.” In his 1996 article, Alber (1996:235) refers to the CD-ROM as the “electronic frontier,” as indeed it was when the article was drafted.2 Yao’s 1996 survey looked at 24 programs and four on-going projects (Yao 1996). Zhang’s 1998 CALL article reviews ten software packages (Zhang 1998).

Much has changed even in the last five years and these days we are sometimes overwhelmed with quantity and the need to sort through what is useful and what is not. Many still are uncomfortable with technology, are frustrated and unconvinced of its usefulness, or are justifiably unclear of its goals and purposes. Technology assisted learning has remained the unfulfilled panacea of technology boosters and the elusive dream of many administrators. Technology has not made learning cheaper. Indeed, often it has raised the price of delivery—especially when one factors in hardware upgrades and support. The burden then is to identify the technology that enhances the specific learning environment of each teacher and learner.

2. The Range of Sources: From CALL to the Web

Beyond the numbers, computer-based materials are increasingly diverse and difficult to categorize. Even the names used to refer to various technologies and environments for language learning can lead to confusion about their purpose.

1 See Cheng (1973), Chen and Cheng (1976), and so forth.

2 Most of Alber’s comments refer to the state of the field in 1993 and before when the article was first drafted.
The literature variously refers to CALL (Computer Aided Language Learning), CAI (Computer Assisted Instruction), TALL (Technology Assisted Language Learning), distance learning, on-line learning, and more. Moreover, traditional technologies and media continue to play an important role in learning, from the humble printed book to the video and audiotape. This survey reviews several types of computer-related materials, including CD-ROM based courseware and tools, Internet-based courses, on-line newspapers, and other text sources. Among the many excellent sites with extensive links dedicated to aspects of the Chinese language, I note some of those that are most dedicated to learning and teaching Chinese.

2.1. The CD-ROM

The CD-ROM is, of course, a delivery medium, not a description of the content, although CD-ROM based materials tend to be associated with more fully featured courseware. Because of its relatively large storage capacity (approximately 700 megabytes), it can more readily deliver sound and video content along with text and graphics. Many CD-ROM based programs require or allow the user to install core files on the local computer or network with larger files such as sound and video accessed via the CD-ROM (e.g., Wenlin). Now that learners generally have at least some access to personal computers, the CD-ROM’s limitation to the personal computer is no longer a major issue. Moreover, duplication is inexpensive and convenient.

2.2. Internet-Based Courses, Tools, Distances Learning and Other Sources

Among computer-aided sources, those found on the Internet are probably the most diverse and varied in quality—as is the case with almost anything found on the Internet, where quality control is typically not present. These Internet sources can be as simple as supplements for established texts (e.g., Yao’s (1997) Integrated Chinese) or comprehensive courses such as Beijing Language and Culture University’s on-line degree program for Chinese. Other on-line sources consist of independent modules to address a particular aspect of learning such as pronunciation and romanization (Hu 1997). Most on-line sources are free of charge.

---

3 Wenlin, for example, allows for full installation or basic installation with using sound files off of the CD. A CD-ROM based Chinese Pronunciation and Romanization Diagnostics program under development at Brigham Young University allows for the users to do the diagnostic with their CD-ROM but with test results automatically posted to the server via the Internet (Asay and Bourgerie 1988).
but some—especially the credit-granting distance courses at such institutions as Beijing Language and Culture University — have fees associated with use.

Other less conventional on-line sources for language learning include “Chat Rooms” and “Usenet newsgroups.” Chat Rooms are increasingly popular Internet environments where participants type messages back and forth in real-time, in contrast to email. There are nearly endless numbers of these “rooms,” each of which typically has its own theme (see http://tw.ezchat.yahoo.com, http://cn.chat.yahoo.com, http://hk.chat.yahoo.com). Usenet newsgroups are interactive bulletin boards where one can post and read messages on topics on almost any conceivable topic. News- groups can be found at a variety of locations on the net, including on the Chinese language versions of yahoo.com, google.com, and MSN.com. Some Chat Rooms and Usenet groups are moderated (edited by the owner), but many are not, and so one needs to consider appropriateness of content to the target group.

Because these newsgroups and chat room sources constitute unsheltered content, they are most appropriate for more advanced learners. However, some teachers have reported success using these innovative sources for teaching vernacular language. (Jian 2002) reports his experience with upper-level students at William and Mary College and their participation in news groups. Under the guidance of the teacher, students posted to a group of their choice throughout the course. These kind of direct, authentic interactions were not possible before the proliferation of the Internet worldwide.

2.3. On-line Texts and Media

Another rich source for Chinese language learning are on-line news media and other electronic texts. There are scores of news portal sites on the Internet and nearly every Chinese newspaper, magazine, radio station, and television station now has its own web site. Moreover, one can use the search function of these sites to find multiple stories on a certain thread. Additionally, Chinese versions of popular search sites such as Google can be used to access Chinese news and just about anything else of interest.

Although not interactive or intended for teaching purposes, on-line news sources provide a wealth of learning material, especially for advanced learners. The on-line sources become especially powerful when combined with text aids such as Wenlin, Clavis Sinica, and KEY (see annotated bibliography). Learners or teachers can copy and paste any on-line text to a file in these programs and have
every character linked to dictionaries and sound files, thus saving countless hours of preparation work and allowing them to focus more readily on content. Teachers may also reasonably assign more extensive and more current materials without the burden of preparing glossaries for each piece.

Beyond the news media sites, many Chinese literary texts are now easily obtained on-line as well. Academia Sinica in Taiwan provides on-line access to hundreds of Chinese texts (Academia Sinica Classics Database). Like the news texts, electronic-based literary texts can be readily prepared for pedagogical use with the software tools that are now available (e.g., Linguistic Data Consortium).

In addition to texts, learners now also have at their fingertips streaming video from Chinese language television and radio stations, often neatly categorized and even organized by thread to provide repetition and recycling of vocabulary and topic. Moreover, there are numerous corpora intended mostly for linguistic analysis, but with potential for language teaching use as well, such as obtaining frequency lists, collocations, and so forth (Chan 2002).

2.4 Resource Sites

Once a rare find, sites linking learners to information on the Chinese language and culture are now too numerous to list. In the spirit of Internet tradition, these sites are typically maintained with great effort by professionals and other aficionados of Chinese, without cost to the user. The problem is not in the finding but in filtering through those sites of varying quality. In the accompanying annotated bibliography I have listed a few of the most extensive and widely used link sites that relate most specifically to the learning and teaching of Chinese.

2.5. Testing Software

Standardized language testing can be expensive and time-consuming. In the past five years, we have seen efforts to address both of these issues with technology. Yao (1993) and Ke and Zhang (2002) have developed reading and listening proficiency tests respectfully. Both of these exams are based on ACTFL proficiency guidelines. In addition, Brigham Young University’s Chinese program in conjunction with the Humanities Technology and Research Support Center has recently begun work on a Computer-aided Oral Proficiency Interview (COPI) for Chinese based on those done in Spanish and other languages.
In addition to these more involved computer-aided testing efforts, many CD-ROM and Internet-based software provide more modest learner evaluation such as listening comprehension, reading comprehension, and grammatical feedback.

3. Technologies and the User

Computer-aided instruction has come a long way in a very short time, but it is still in its early stages. It is likely that ten years from now the picture will look very different than today. The laser videodisk at one time seemed to be poised to replace videotape, only to be supplanted by the CD-ROM. More recently DVD’s are beginning to take up the space occupied by CD-ROM, audiotapes, and videotapes. DVD burners (or recorders) and accompanying software now come standard with high-end Macintosh computers and are being increasingly used with the Wintel platform. DVD’s have nearly seven times the capacity of CD’s and blanks are now inexpensive. With the price of production coming down to consumer levels, many smaller developers can enter the fray. More and more language faculties are able to take on sophisticated development projects for teaching Chinese.

Perhaps the most popular domain for development is the Internet. Using common web development software such as Macromedia Dreamweaver or Adobe GoLive, even amateur developers can put up functional web sites. The accompanying bibliography lists many such sites and much of what is found therein is useful. Although Internet access now seems ubiquitous in education and most students appear comfortable with the interface, there is some evidence of resistance to web-based learning among students of Chinese. Ihde and Jian (2003:39) report reluctance of some students to web materials. Many of the students they surveyed reported basic problems such as not being able to properly enter and display Chinese characters, others complained about limited lab access (38-39). Ihde and Jian attribute some of the students’ negative attitudes to unenthusiastic teacher support and failure to integrate the materials into a larger learning environment (38). Their findings suggest that teachers and developers need to do more to prepare students for technology use, particularly with languages like Chinese, which have special technical challenges. Furthermore, teachers must first get comfortable themselves with the technology they want to employ.

---

4 At this time writable DVD’s can be readily purchased at less than U.S. 75 cents, just about three times the price of a blank CD. Rewritable DVD’s are available for just over a dollar depending on quantities bought.
If the web’s strengths are ease of development and ease of use, its weakness is speed, especially with respect to delivering video and audio. Video can now be “streamed” over the Internet using downloadable software such as RealPlayer, QuickTime, and Windows MediaPlayer. For those with high-speed Internet connections such as T1, cable Internet, or DSL, streaming video is viable, but for most with dial-up connections the video can be choppy and of low quality. Furthermore, not all institutions have the adequate lab facilities needed to properly make use of the whole range of CALL offerings. Any technology plan needs to realistically take into account available technology resources.

4. Final Remarks

Despite the frustration it causes many users, technology plays an ever-increasing role in learning Chinese as it does in other areas of our lives. Many seek appropriate ways of integrating it into curriculums. As many have argued (Yao 1996; Bai this issue) the most successful technology projects arise from specific pedagogical need. A still too common problem is the reversing of that principle, where technologically or ascetically interesting software is delivered to the teacher or learner with inadequate consideration for pedagogical need. If it is thought that students use an inordinate amount of time looking up words in a dictionary, then can the process be expedited by technology (e.g., with Wenlin or Clavis Sinica)? If students are using too much time rewinding tapes, can a more efficient way be found (e.g., a menu of digital recordings on a CD or DVD)?

Technology has so far provided us with quick and convenient navigation of resources, easily managed video and audio, the ability to access and manipulate texts for pedagogical purposes, and increasingly sophisticated efficient testing. Much more will come but there already exists an impressive body of material from which to choose. The accompanying bibliography provides an annotated list of computer-aided instruction materials with the hope of giving teachers and learners an update on the range of sources available and a starting point for locating resources useful to them.

References

Dana Scott Bourgerie

24


As always is the case with any bibliographic attempt, there are the inevitable gaps in this one. The problem of omissions is especially acute with technology delivered in myriad ways and with more or less publicity. A version of this list will be put on to the Chinese Language Teachers Association web site (the most fitting place for fluid information) and updated periodically. I invite readers to help fill in the gaps by contacting me at <bourgerie@byu.edu>.

For the sake of space and focus, there are many types of sources that I do not include in this annotated bibliography: dedicated audio CDs, word-processing programs, non-interactive video sources, natural spoken corpora, character sets, and word processing programs, among others. Some of these sources are examined elsewhere in this issue (Jianhua Bai, Marjorie K.M. Chan, Thomas A. Chan, and Sherry J. Mou). Data consortiums now provide rich resources for spoken language. See, for example, the extensive holdings and resources of Linguistic Data Consortium (http://www.ldc.upenn.edu/). Several scholars working on Chinese corpus linguistics (see Marjorie Chan <http://deall.ohio-state.edu/chan.9/c889.htm>, and Tao Hongyin <http://www.bol.ucla.edu/~ht37/teach/222/222_info.html>) maintain excellent course sites with many useful links on using texts for linguistic study and also with reference to language teaching.

1. CD-ROM Based and Other Courseware


ABC Interactive Chinese is a self-study course intended for use by children of overseas Chinese. Lessons are based on Huayu Keben published by the Overseas Education Bureau of Taiwan (book 1 through book 9), but with Pinyin and simplified characters added. Features include games, karaoke read along, and animated display of speech production and character demonstration, recording, and printing and English-Chinese dictionary. Voice-over explanations, pronunciation and dictation exercises, along with student performance monitoring.

*Chinese Level I, Personal Edition* provides up to 250 hours of instruction in listening comprehension, reading, *Pinyin* romanization, and speaking. Previews, exercises and tests accompany every lesson with automated tutorials throughout the program. *Level I, Personal Edition* provides instruction in such categories as: professions, family relationships, people, and directions.


Components of this program include bilingual, cultural, and business information about China, a list of words and phrases, dialogs on travel-related topics, and a mini English-Chinese Talking Dictionary. Chinese Express also provides a recording option, digitized images, and QuickTime movie clips.


*Chinese LearnWare* includes a 1000 character database and lessons intended as the equivalent of a year of college-level instruction. The program displays waveforms and animations of the mouth to aid pronunciation as well as animations for character writing. Other features include: exercises, games, grammar notes, flash cards, vocabulary builder, and an electronic English to Chinese dictionary.


*Chinese Now!* is aimed at non-native business professionals and individuals wanting to learn to speak practical, conversational Mandarin (Putonghua). This interactive program includes basic, intermediate, and native-level learning. It contains four large learning sections covering a range of practical topics, with over 7,500 words (e.g., “The Most Common Words in Chinese”), and hundreds of everyday phrases and sentences.


*CyberChinese* includes 12 lessons that teach tones, sounds, Chinese characters, and grammatical structures, and idioms. Each lesson has five tutorials
and exercise drills. At the end of each lesson, the learner receives a grade, based on responses to drills.


*DrDo* features built-in display of more than 7000 Chinese characters and supports for UNICODE and Microsoft’s Global Input Method Editor IME. This software assists with the four skills of speaking, listening, reading, and writing for Chinese. The program allows users to define their own vocabulary lists, along with included pre-defined lists. The program includes elements of traditional language instruction (drill, flash cards, and listening comprehension) with multimedia activities (games). *DrDo* keeps track of the learners’ performance to restrict their exercises to words that need further training.


*EZ Language Vocabulary/Pronunciation Tutor* includes 25,000 Words & 2,250 phrases. *EZ* has a record/playback/compare along with on-line multimedia dictionary.


The publishers claim *Follow Me Chinese* can be used for children, adults, students, native speakers and non-native speakers. The program is a trilingual, multidirectional, interactive, learning software that teaches Chinese, English and Spanish. The program contains 500 basic characters and 1,200 phrases. It has activities for teaching how to count strokes in Chinese characters and how to use Chinese radicals and stroke orders. In addition, the program has a search function that allows the user to input English, Spanish, or Chinese (*Pinyin* or *Unicode*) for translation purposes.

**Hanzi Conversational.** US $110.00.

*Hanzi Conversational* includes 2,500 Chinese characters, both traditional and simplified characters. The program displays the stroke order and English translation of each character, but without compounds. *Hanzi* also allows learners to hear the pronunciation of each character recorded a male and a
female native speaker. Other features include character search and on-line help functions. Students can use this program as “electronic flash cards” by hiding the English equivalent(s).


Instant Immersion Mandarin Chinese allows users to hear and practice everyday speech through a recording feature that allows users to compare their pronunciation with that of a native speaker. The program also features quizzes, games, and stories.


*Beginner and Everyday Chinese* consists of two programs beginning from basic and including everyday conversations in Mandarin. The beginner program is designed to cover the fundamentals, including sounds and tones, phonics, and basic vocabularies used in basic conversations. The *Everyday CD-ROM* program is designed to mimic a naturalistic, immersion type approach, while exposing to everyday vocabularies reflecting a variety of different situations. These programs are equipped with a record/playback technology.


Mandarin Chinese CD-ROMs for parents and children.


*Talk Now!* is intended for beginners and covers such topics as phrases, first words, food, shopping, countries, colors, telling time, numbers, and body parts. The program also allows users to compare their pronunciation with that of a native speaker using the record function. It provides quizzes with varying levels of difficulty and also allows users to monitor their progress by keeping track of your total score. An on-line help feature is provided in over 75 different languages. *Talk Now!* includes a printable picture dictionary along with printable award for high quiz scores.
Ni Hao 1 A supplement to the CD-ROM supplement. US $195.00 (2 sets).

Software to teach stroke order to supplement Ni Hao series.


Standard Chinese Course consists of a Level 1 and Level 2. Volume includes a Chinese phonetics system (all initials, finals, more than 300 common syllables) and 130 important grammatical items about 700 commonly used Chinese characters. Volume 2 features 100 grammatical items and 2000 word vocabulary. In addition to language, Standard Chinese Course teaches about current Chinese society (including family, marriage, population, health, geography, history, culture, science and technology). Main features of the program include: Multilanguage support, media integration, HSK sample tests, a large number of supplementary exercises, a quick check glossary, a phonetic and Romanized teaching component, animated stroke order for characters, and traditional Chinese characters attached to vocabulary lists. Users can also record and compare their voices with a native voice on the computer.


Step into China is a self-study course targeting those planning to travel to China. The course includes simulated conversations on travel-related topics, as well as guides to pronunciation and character writing. Features of the program include matching games, tests, voice recording, animated character writing, an on-line dictionary, printing, audio/video effects and a choice between simplified and original characters.

Sungate Chinese Level 1 & 2. Queensland: Sungate Technology Pty. Ltd.

This program uses games to help English speaking children learn Mandarin and Cantonese. Features include character recognition, simple listening and reading skills, Pinyin, and sentence patterns and structures.

Tell Me More is designed to help learners with character recognition, simple listening and reading skills, Pinyin, and sentence patterns and structures. Includes interactive dialogues, 3,000 word glossary, over 1,000 exercises, lesson reports, advanced speech recognition, and spoken error tracking.


Type & Learn Chinese is a step-by-step, self-paced training course. Users can choose either the simplified or traditional characters, while the “Text-to-Talk” technology allows the users to learn to speak while typing. The program has two modes. In “Learning Mode,” the user learns Chinese by listening to the pronunciation of words and syllables while typing. In “Typing Mode,” the program serves as a Unicode text editor and basic word processor that allows users to copy and paste Chinese text into MS Office 2000 and Office 97 applications.


This course includes 20 lessons with text, videos, audio hyperlinks extensive footnotes, and exercises. Activities such as fill-in-the-blank, multiple choice and flashcards are featured in this program. Each lesson also includes grammar rules, culture notes, and self-checks.


Easy Chinese Tutor is designed to help the user learn the basics of Mandarin and then build upon them. The course offers 10 lessons plus a course dictionary, listening exercises, and more. Easy Chinese Tutor allows you to learn both Pinyin and Zhuyin Fuhao for each character learn how to read and write both simplified and traditional characters as well as view the correct way to write Chinese characters with animated brush strokes.

This CD-ROM includes fifty video segments from footage shot on location in and around Beijing, including an interview with a girl about her favorite toys, self-introductions by college students, and off-the-cuff introductions to taxis and buses. Filmed on location in Beijing, mostly at Beijing University, these naturalistic video clips, ranging from less than one minute to eight minutes in length and consisting chiefly of unrehearsed interviews of ordinary folk, offer valuable source material for Chinese language teachers at all levels. Six topic areas are represented: personal information, commercial transactions, travel and leisure, health and sports, food, and school.


This CD-ROM expands on material from the “Colloquial Series,” incorporating multimedia learning. *Colloquial Chinese* is intended for beginners, but can also be used as a refresher course for those with a basic knowledge of the language. Topics such as travel, business and leisure are covered in 14 lessons. Each lesson includes dialogues from native speakers, interactive exercises, reference material on grammar and pronunciation, transcripts of new words and dialogues, vocabulary lists in both *Pinyin* and characters, and a recording feature to test pronunciation.


*Hanzi Assistant (HA)* on CD ROM, a tool for learning Chinese, is a database of the 2500 Chinese characters, which make up the Chinese basic literacy set and which constitute the focus of the first two years of instruction in the Chinese language. Features include character animation, sound links with *Pinyin*, and the ability to write on screen with an animated brush or pencil.
HA is an product of Dartmouth faculty and staff, with funding from the Consortium for Language Teaching and Learning.


*A Multimedia Chinese Reader For Advanced Students,* Part One is an integrated set of HyperCard stacks designed as a self-study, multimedia text for use on a Macintosh computer by advanced students learning Chinese. Using both traditional, non-simplified characters and simplified characters, the reader provides facsimile, authentic, everyday Chinese reading materials of the kinds that literate Chinese in China, Taiwan, Hong Kong, and Chinese communities in the USA might see daily.


*A Pinyin and pronunciation tutor with recording, testing, score-keeping and error-logging functions. The program is intended for beginners as well as dialectal speakers. Features include a complete syllable chart, movie clips of lip movements, on-line audio/visual help, inclusion of characters and user-selection of sounds for practice.*


*HyperChinese* is a multi-media language learning tool, which utilizes graphics, animation, guided interaction and digitized audio to teach and practice basic Chinese grammar covered in a first-year, university level course. Each of its 14 modules represents a different topic. The program is not designed to be an exhaustive account of Chinese grammar, but rather to emphasize fundamental concepts and patterns in order to improve basic skills. Each module is prefaced by an introductory unit and is followed by additional sections, each dealing with a specific aspect of the main topic; there are 96 units in total. The material is intended for any student of basic Chinese, including the intermediate learner who would like a review. The CD permits the students to work at their own pace, select specific sections to review, and record and compare voice patterns.
Bamboo Helper is a shareware program that helps make the Chinese language more accessible to students and others. It helps students read Chinese text files on their PC-compatible computers by showing the correct pronunciation, the location of word breaks, and other useful information. The program can remember a student’s reading level and uses this knowledge to generate helpful output files, including vocabulary lists and flash cards that can be printed out for later use.

Fayin: Mandarin Pronunciation is the first of a three-part Chinese multimedia language resource series on CD-ROM. The series is intended to enhance the teaching and learning of modern Chinese standard language (Putonghua) at beginning and intermediate levels. The program includes an introduction to Mandarin Chinese and lessons in aspects of Mandarin phonetics. Drills reinforce knowledge of Mandarin phonetics, while tests give learners the opportunity to evaluate their understanding of Mandarin pronunciation. Users of this CD-ROM can explore various aspects of the language with the audio dictionary of Mandarin pronunciation, spelling and pronunciation techniques, and tongue twisters. Drills and self-tests are also included.

Chinese Radical automatic slide shows give users exposure to characters and their pronunciation before working with included flash cards. The program teaches and tests using either simplified or traditional characters. Users can select either Pinyin or Practical Tone Spelling input methods. Tests cover meanings only or meanings and pronunciation, at the user’s choice. The program also includes pop quizzes, drag and drop games, mini-tests, etc.

Chinese Primer CD-ROMs is an interactive, multimedia package of texts, video, audio, along with graphics and animations. Package includes vocabulary and grammar treatments, paced-reading (entire text, individual sentence), various video presentations, cultural notes, and exercises. The package also includes dictations, listening comprehension, character writing exercises, on-line instructions, as well as traditional character and Pinyin texts.

Stand-alone with two CD-ROMs (Forthcoming), Princeton University Press. The software is designed to work with Chinese Primer written by Da-Duan Chen et al, Princeton University Press or as a stand-alone. Demo available at web site.


HyperChina covers standard Mandarin pronunciation, grammar, and the reading and writing of 1,000 Chinese characters. Users can hear the recordings of native speaker voices (male and female) and can record their own voices for comparison with the teacher’s. The program also includes culture lessons on topics such as Chinese etiquette, restaurant menus, geography, currencies, and the Chinese opera. There is on-line help, dictionary, and user manual. Designed as an equivalent to one year of college-level Chinese.


Chinese Pronunciation is intended to help learn the basics of Mandarin pronunciation. It teaches both Hanyu Pinyin and Mandarin Phonetic Symbols (Zhuyin Fuhao). It also includes drills from the basic to advanced level. The record and playback function helps reinforce standard pronunciation.

*Practical Everyday Chinese* contains over 200 conversation dialogues to help learners with basic Chinese. The program features modules for Mandarin pronunciation, English, *Pinyin*, as well as traditional Chinese and simplified Chinese characters. The program also includes a Grammar Analysis with dialogues broken down to reveal sentence structure. There are 28 dialogues with topics that include telephone conversations, ordering food, renting an apartment, etc. Conversations are accompanied by live video.


*Chinese Survival Manual* is a basic pronunciation review with lessons on “survival” topics such as requesting information, food and drink, travel, greetings and introductions. The program allows users to record their own voice with the MacRecorder and compare it with a digitally-recorded native speaker.


*Chinese Writing Tutor* is a tutorial with lessons on “Character Basics,” fifty Radicals,” and forty “Common Signs” photographed in China and Taiwan. Uses *Pinyin* for pronunciation lessons.


*Tingli*, a series of multimedia CD-ROMs, helps students develop and practice listening comprehension in a simulated immersion environment. This series guides students in recognizing and practicing speech patterns that are frequently used in China. Chinese idioms, proverbs, songs, poems, geographical terms, and other cross-cultural content are included in fifty lessons, which teach about Chinese culture. Grammatical explanations and examples are provided to help students understand grammar patterns before they start doing the listening drills.

*Chinese Character Tutor* allows users to organize groups of words in meaningful ways. The program allows the users to drag-drop words into user-defined folders. It has a comprehensive testing facility available with 19 different testing methods. Users can extend the testing routine to include their own vocabulary and their own dictionaries with lessons. Users can add, copy, move or edit any word in any dictionary. Includes Audio Pack, Sentences Pack, HSK Proficiency Test, and Vocabulary Pack.

Zhang, Zhengsheng. *Chinese Word and Character Tutor*.

*Chinese Word and Character Tutor* features animated writing displays for writing characters. The program allows the testing of sounds, meaning, stroke number and stroke orders of characters and words. It also includes extensive links between related entries and it is an open-ended template that allows easy addition of entries by teachers.

2. Tools for Chinese Learning


*Active Chinese* covers 4,000 Chinese traditional and simplified characters. The user can enter the *Pinyin* and get the pronunciation of the characters shown in the display area along with English translation as well.


An all-format (GB, Big5, Unicode, HZ, ASCII) text reader/editor linked to a large database of words and characters, with information on their collocation, composition, related items, frequency of occurrence and etymology. It has an instant bi-directional lookup along with details word and character information. Multimedia features include digitized audio, pictures of oracle bone and bronze inscription style characters, animated demonstration of character writing, character-recognition for input and testing. Other features include ability
to add entries, user-assembled flashcards with testing facility, local and global file searching, inclusion of advanced level texts (Essays and stories of Lu Xun, Hua Xia Wen Zhai downloaded from the Internet).


*Clavis Sinica* combines a Chinese text reader with a comprehensive and cross-referenced Chinese dictionary. Clavis Sinica is designed to help users make their way through any digitized Chinese document, without the need for a dictionary. The software allows users to click on an unknown character to view its English definition, *Pinyin* pronunciation, and the meaning of the compound in which it is used. One can also access information about the word’s underlying structure and its relationship to other words.


*KEY* software is a suite of Chinese tools with versions for all Mac and Windows operating systems. KEY Pro version functions as a Chinese word processor (with Japanese and Korean) and also an aid to reading and pronouncing any text, including on-line texts. Pointing the mouse at Chinese words makes provides the *Pinyin* with tones along with the English gloss and standard Mandarin publication.

As a word processor, *KEY* works in stand-alone mode, or in conjunction with other Windows applications (WORD 97/2000, Corel WP 8/9, Outlook Express, Access 2000, PowerPoint 2000, etc.).


This is a self-study and self-evaluation program to assist students in their development of intermediate and advanced Chinese language listening and reading comprehension skills. The program is based on audio and video segments of actual Chinese language news broadcasts. The course was originally written for use on SUN workstations; it has since been rewritten into JAVA for use on the Web.


This on-line dictionary allows the user to search in all directions Pinyin/characters (simplified or full)/English. The dictionary allows searching at the beginning, end, or anywhere in the dictionary field.


This program provides an interface to a dictionary, study list builder, flash-cards, translation aid, advanced character lookup and radical breakdowns.


Chinese-English Lookup (CEL) is a Chinese-English dictionary search utility that is designed to help Chinese language learners to read Chinese electronic texts in other applications such as Web browsers and word processors. CEL allows the user to select dictionary entries and save them to a file for later study or reference and displays in Pinyin or Gwoyeu Romatzyh.

3. On-Line Texts


Archive of Chinese Teaching Materials contains drama, essays, novels, and prose. This project is partially sponsored by the Consortium for Language Teaching and Learning and by The Chinese Language Department of East Asian Languages and Civilization.


A serial novel for beginning readers of Chinese. The web site gives you a definition when you click on a specific character.

This web site covers events in Chinese history such as the different dynasties, the Chinese and Japanese War, and the Nanjing Massacre. It also features Chinese literature, classic poems, and classic novels.


Contains beginning and intermediate level readings, along with accompanying audio.


Provides articles on Chinese National Classics.


Provides articles on Chinese National Classics.


Magazine-style format, including topics of current interest, such as literature, political, history, technology, etc.


Magazine-style format, including topics of current interest, such as literature, people, history, arts, etc.


Contains articles on Modern Literature, Foreign Literature, Classic Literature, and more. It also contains news on finance, technology, health, etc.


Contains articles and journals on politics, economics, history, and other current China issues.


This site contains electronic books in categories such as of Literature, Computer Technology, Social Science, etc.

An all-format (GB, Big5, Unicode, HZ, ASCII) text reader/editor linked to a large database of words and characters, with information on their collocation, composition, related items, frequency of occurrence and etymology. It has an instant bi-directional lookup along with details word and character information. Multimedia features include digitized audio, pictures of oracle bone and bronze inscription style characters, animated demonstration of character writing, character-recognition for input and testing. Other features include ability to add entries, user-assembled flashcards with testing facility, local and global file searching, inclusion of advanced level texts (Essays and stories of Lu Xun, Hua Xia Wen Zhai downloaded from the Internet).


This is a site for Chinese poetry and folklore related to love. It contains two Chinese love poems with English translations, along with information about the poets. Also featured is a folktale about Chinese Valentine’s Day. The Chinese text is in traditional characters. An audio player such as Windows Media Player is needed to listen to the music and poem recitation in Chinese and English. The site also contains various other Chinese readings such as novels, classics, poems, and etc.

4. On-Line Newspapers, Magazines, and Other News Media


It contains Chinese readings such as novels, classics, poems, and others.


This web site contains news on political, finance, stock market, society, international, Mainland China technology, living, sport, travel, etc.


A list of Chinese magazines.


It contains Chinese News and Media Web sites.


The site contains Chinese News and Media Web sites.


This list is comprised of different sites in Chongqing, Guangzhou, Beijing, and Shanghai. It contains news on the categories of Art Culture, Computer Internet, News Medias, Knowledge Science, Social Organization, and etc.


Links Chinese news sites


Provides national and international current news.


Richard C. Rudolph East Asian Library at UCLA—Chinese Studies Internet Resources. http://www.library.ucla.edu/libraries/eastasian/china.htm#COM.

Chinese Studies Internet Resources contains Business, Economy, Electronic Journals, History, Medicine, News and others web sites.


The “latest news” tab in the “United News” site contains latest news on local, Taiwan and Mainland, Finance, Stock Market, Information Technology, and etc. Other news is stored in their categories respectively.


Daily Categorized news stories in Chinese.


This is a self-study and self-evaluation program to assist students in their development of intermediate and advanced Chinese language listening and
reading comprehension skills. The program is based on audio and video segments of actual Chinese language news broadcasts. The course was originally written for use on SUN workstations; it has since been rewritten into JAVA for use on the Web.

5. Links for Teaching and Learning Chinese


This site includes various resources and links for Chinese pronunciation, calligraphy sheets, online tools, idioms, humor stories, myths, progressive readings, and more.


It contains news on Political, Society, International, Culture, Stock Market, Sports, Mainland, etc. in the category of Immediate News. Links for other categories are located in “site index.”


Features three levels of Chinese courses. Learners can hear the dialogue when clicking on the dialogue button. Vocabulary, grammar notes, and speech patterns are also provided.


*Video clips of survival Chinese.* http://www2.keyon.edu/people/bai/vcsc.htm.

These clips are intended for students of low intermediate level who want to improve their listening skills and to learn to function in various real-life situations in China. The materials make use of video clips, Chinese texts with pop up annotations, various types of listening comprehension exercises and suggestions for how the video clips be integrated with the training of other skills such as speaking and writing.

This site, the Chinese Language Program at Kenyon College in Gambier, Ohio, includes resources for on-line characters learning, materials for beginners, intermediate, and advanced Chinese. There is also a “Teachers Corner” and an “Other Chinese Resource” section. The exercises show strokes, pronunciations, and definitions.


This site includes various resources and links for Chinese pronunciation, calligraphy sheets, on-line tools, and more.


This web site contains other links that have Chinese audio and video, vocabulary, characters, grammar and reading, study guides, exercises and homework for student to practice.


A Chinese instruction web site that contains an extensive list of links related to Chinese pronunciation, conversation, characters, grammar, reading, listening, dictionaries, translation, testing, learning material, programs, search database, bookstores, learners’ experiences, CD title review, study abroad, and other resources.


This is a sub-section of Marjorie Chan’s ChinaLinks, a web site created in spring 1996 that remains one of most extensive links for Chinese available on-line.

Zhang, Zhengsheng. *Chinese Word and Character Tutor.*

*Chinese Word and Character Tutor* features animated writing displays for writing characters. The program allows the testing of sounds, meaning, stroke number and stroke orders of characters and words. It also includes extensive links between related entries and it is an open-ended template that allows easy addition of entries by teachers.

The Complete Reference to China/Chinese-Related Web Sites.


This site is a collection of links to Chinese language and culture topics, including pronunciation, grammar, reading/writing, distance education, mail lists, and more.

UCLA Language Teaching Materials Database. The Language Materials Project-UCLA. http://www.lmp.ucla.edu/.

This web site provides information about teaching materials for the less commonly taught languages, institutions where instruction in these languages can be obtained, and profiles which provide socio-linguistic and geographical information.


Chinese Language Information Page includes extensive links to news media sources. The site is a part of a larger web site that links to other subjects of interest to learners and teachers of Chinese.

This link will download an extensive, but un-annotated list of web sites for teaching and learning Chinese. First created in 1997, it continues to be updated but some links are inactive. Contents include learning pronunciation, discussion and chat, learning characters, learning grammar, listening, on-line dictionaries, CD-ROM titles, and much more.


The University of Melbourne’s East Asian Collection Virtual Chinese Library. The site has links to scores of resources on Chinese language and culture including geography, maps, history, language & linguistics, literature, news/newspapers, etc.
6. Testing Software


*Chinese Pronunciation and Romanization Diagnostics* is a six-part diagnostic based on a paper and audiotape US Inter-agency Roundtable diagnostics and accompanying tutorial. The diagnostics begin with tone perception and progress to multi-syllabic words. Currently under revision to include cross platforms (Mac/Windows/HTML) and tutorials.


*CCALCT* is a standardized Chinese Listening Test based on ACTFL type proficiency principles.


*CATRC* is a proficiency exam for reading Chinese based on ACTFL principles.
A Primer for Advanced Beginners of Chinese
Duanduan Li, Irene Liu, Lening Liu, Hailong Wang, Zhirong Wang, and Yanping Xie

This first-of-its-kind, two-volume primer meets the needs of the rapidly growing number of Chinese language students who were raised in the United States in Chinese-speaking homes and can speak the language but who cannot read or write it.

“In their attention to helping Chinese heritage students acquire strategies for the development of reading and writing skills, as well as enabling them to build on the significant oral-aural competencies that they bring to the college classroom, the authors have created . . . a significant contribution to the Chinese language teaching profession.” —Scott McGinnis, executive director, National Council of Organizations of Less Commonly Taught Languages

208 pages  •  2 volumes, $30.00 each in paper

Learn Chinese from Modern Writers
An Interactive Multimedia Language Program
Compiled by C.W. Shih

This cutting-edge interactive program teaches intermediate and advanced Chinese language skills through exposure to Chinese literature and culture. The CD introduces students to five leading modern Chinese writers—Ba Jin, Mao Dun, Ding Ling, Cao Yu, and Ai Qing—through video interview footage. The companion workbook, sold separately, is a guide to the CD that provides additional writing practice for each activity, along with Chinese-Pinyin-English vocabulary lists and glossary, and transcripts of CD text in both English and Chinese.

SYSTEM REQUIREMENTS: PENTIUM-BASED PC OR COMPATIBLE; WINDOWS 95, 98, NT 4.0, 2000, OR XP; QUICK TIME 3.0 OR HIGHER; 32 MB RAM; 640 X 480 256 COLOR-DISPLAY; CD-ROM DRIVE; SOUND CARD AND SPEAKERS; MICROPHONE; (NO NEED TO INSTALL A CHINESE LANGUAGE SYSTEM).

208 pages  •  $25.00 paper  •  CD-ROM $100.00

NEW FROM THE CHINESE UNIVERSITY PRESS
Chinese Language and Culture
An Intermediate Reader
Weijia Huang and Qun Ao

Written especially for learners of intermediate level Chinese and above, this reader contains forty articles on topics such as Chinese language, culture, history, society, folklore, holidays, geography.

500 pages  •  $28.00 paper  •  4-disc CD-ROM: $28.00 for individual / $150.00 for institution

Concise Chinese-English Dictionary

Revised with over 20,000 new entries/interpretations among the 4,500 single characters and over 70,000 linguistic entries.

1200 pages  •  $39.00 paper