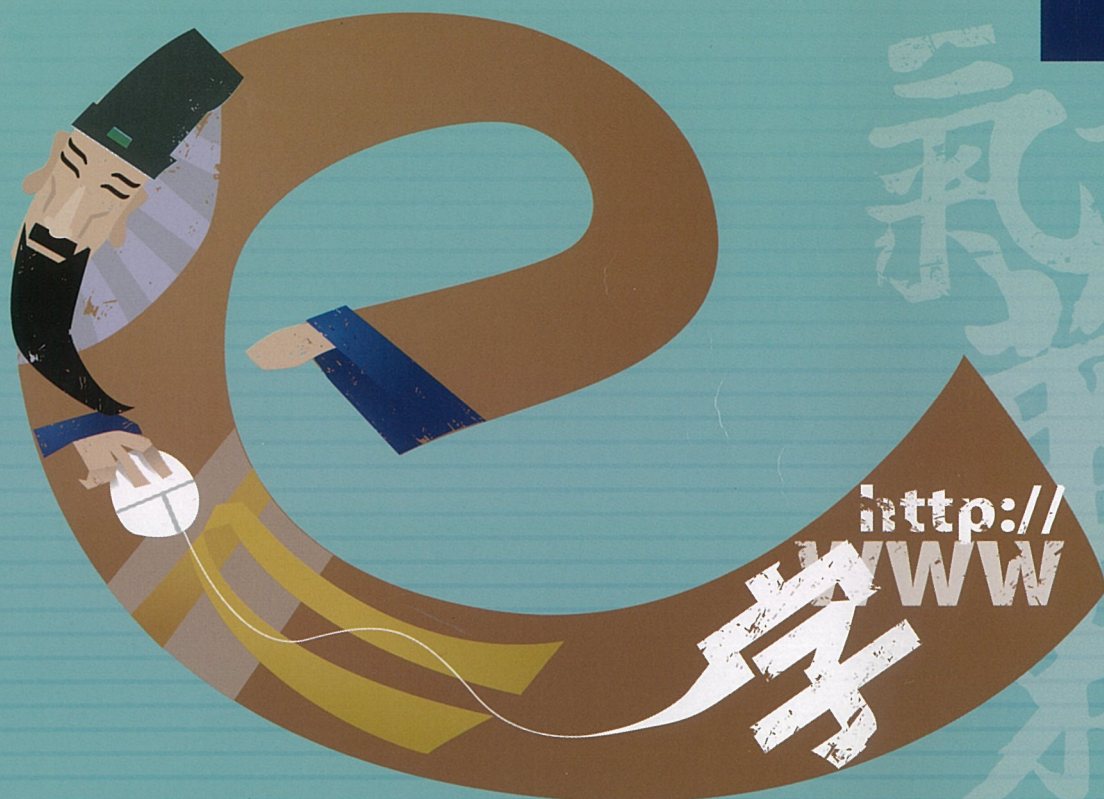陸 第六屆
全球華文網路教育研討會
The 6th International Conference on Internet Chinese Education

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論文集

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「第六屆全球華文網路教育研討會論文集」編者序

電腦多媒體及網路的發展日新月異，如何因應新科技來推動全世界的華文教育是亟待探討的方向。僑務委員會早於1999年5月即結合學術單位及產業界主辦了第一屆的全球華文網路教育研討會，這是全世界首次以電腦網路為主軸的華語文教學國際研討會，接著又於2001年12月、2003年10月、2005年6月、2007年6月分別舉辦了第二、三、四、五屆研討會，皆各有四百餘位來自全球各地的人士參加，共發表了論文數百篇。

目前全球學習華語文已蔚為風潮，更為多國政府納入外語教學政策之重點，華語文師資、教材內容及教學方法等相關議題均備受矚目，並且電腦及網路教學形成了所謂 Web 2.0的趨向，強調使用者的合作、分享、參與，並共同建構知識與資訊的方式。未來華文教育推廣如何結合數位內容產業，並在先進技術科技之支援下，研發出具開創性之解決方案，允為當務之急。因此僑務委員會繼續在2009年6月舉辦第六屆的研討會，以推廣華文教育與中華文化為目標，探討如何整合數位教學理論、實務研究及科技產業，藉科際整合的多元合作模式來開展華語文教育的新方向。

本次研討會之主題為「教學的蛻變—Web 2.0時代之華語文教學契機」，依此主題展開全球徵稿，徵稿由學術組及產業組分別進行，自2008年底至次年2月截止，投稿極為踴躍，兩組皆分別籌組評審委員會，共邀請了二十位餘位海內外之專家學者擔任評審人，每篇文稿摘要皆經過兩位評審委員進行匿名評審，而所繳交之論文全文亦由委員會進行複審。由於研討會之場次有限，只得割愛許多很好的論文，最後錄取近百篇論文進行發表，其中亦包括十餘篇由大會產業組負責徵稿及評審的報告，另也一併收錄工作坊的報告。

大會之論文集分為「書面版」及「光碟版」，稿件按類別區分為一般論文、產業應用及工作坊報告三類。有許多論文因延遲寄交，來不及編入書面版論文集，則一併收錄於光碟版論文集。

這些論文的內容含蓋了華語文的產學合作、課程軟體製作、電腦華文教材設計、教學網站評介、技術應用，並包括應用電腦教學於僑教之實例。在教學內容方面包括了漢字教學、詞彙教學、語音教學、聽說讀寫教學、文化教學與文學教學。表現出多元化與務實化之特色。

論文集編訂之工作繁瑣，多賴於各方合作才能順利出版，要感謝僑務委員會的全力支持，及產業組的執行單位「摩奇創意公司」的專業配合，並由大會秘書組「財團法人中華民國電腦技能基金會」負責排版、美工、印製及發送。至於稿件內容的編輯工作，則由學術組的承辦單位「國立台灣師範大學華語文教學研究所」負責執行，由於稿件的收稿、校對及轉碼等工作必須在有限的時間內完成，疏漏難免，尚祈各方不吝指正。

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論文集主編　信世昌　謹識

2009年5月　於國立台灣師範大學華語文教學研究所

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Achieving learner-focused, customized and motivated Chinese learning at all levels with online resources Featuring GoChinese and Blackboard tools

世界各地利用網上資源提供不同程度的以學習者爲中心, 按需要定制和目的明確的中文教學介紹GoChinese (普通話網上通)和 Blackboard兩教學工具

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Computers are in classrooms but are they making learning more effective? How do I motivate my students to go online especially when they are not in the classroom? I have several levels of students in one class – how can I best teach them? I created some lessons for my students, how do I put them online? Our curriculum has a particular focus – how can I best address this with our learning resources? I want to create a comprehensive, distance learning course – what are the keys to success? Can students be 'teachers' too? How can I better involve parents with student learning?

The questions above address challenges with producing effective online materials, customizing the teaching experience so that it's more 'learner-centric' and allowing for interactive and motivational features with online learning.

We will share and analyze case studies on actual implementation of online Chinese learning in a cross spectrum of schools and derive best practice and recommendations from these experiences.

Keywords: online learning, customized courses, online assessment, motivational features, multi-level classrooms, distance learning courses, certification

教室內的電腦能否促進學習？ 我怎樣可以鼓勵我的學生上網，尤其是當他們不在教室的時候？ 我的班裏有不同水平的學生——什麼教授方法是最好的？ 我怎樣能夠把為學生編寫的課文放到網絡上？ 我們的課程有特定的重點——怎樣可以在學習資源中指出這個重點？ 我想編寫一個全面的遠程學習課程——成功的祕訣是什麼？學生也可以當'老師'嗎？ 我怎麼可以讓家長參與學生的學習？

上述問題帶出在製作有效網上教材和定製學習經歷方面的挑戰，讓線上學習更加以"學習者為中心"和具有更大的互動性和誘導性。

我們將會分享和分析一些關於不同類型學校進行網上中文教學的真實個案，並且從這些經驗中獲得的最佳方法和推薦。

關鍵字：網上學習、定製課程、網上評估、誘導功能、不同程度的課室、遠距學習課程，證書

Computers are in classrooms but are they making learning more effective? How do I motivate my students to go online especially when they are not in the classroom? I have

several levels of students in one class – how can I best teach them? I created some lessons for my students, how do I put them online? Our curriculum has a particular focus – how can I best address this with our learning resources? I want to create a comprehensive, distance learning course – what are the keys to success? Can students be 'teachers' too? How can I better involve parents with student learning?

The questions above address challenges with producing effective online materials, customizing the teaching experience so that it's more 'learner-centric' and allowing for interactive and motivational features with online learning.

We will share and analyze case studies on actual implementation of online Chinese learning in a cross spectrum of schools and derive best practice and recommendations from these experiences. These schools are utilizing the GoChinese online language learning platform as well this platform incorporated other resources, such as Blackboard.

The GoChinese platform

GoChinese is an award-winning, language learning platform that utilizes linguistic technologies to rapidly and cost effectively produce and deliver online learning materials. This difference is achieved as voice, Hanyu Pinyin, English definitions and both character forms are auto-generated for all text in the platform.

With GoChinese, learning materials can be uniquely created, contributed or modified by all participants in the learning process - publishers, authors, instructors and learners. As a result, this versatile platform easily supports curriculum-based learning and can be used both in and out of the classroom.
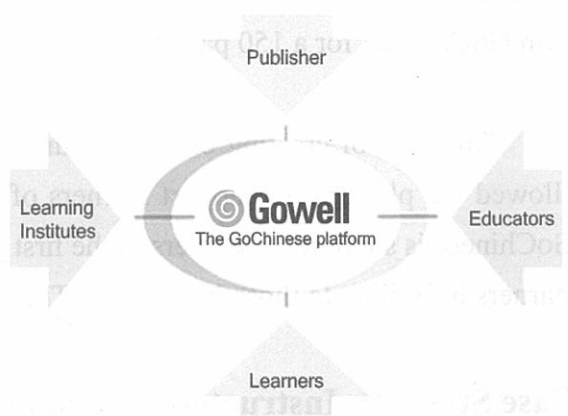
What does GoChinese support?

- Lessons – with voice, graphics, videos, annotations and any other textbook-related features
- Exercises – with voice auto-generated; scorekeeping, exercise pools and other assessment related features
- Authoring tools, for instructors and students
- Feedback reports, for instructors and students

How do students use GoChinese?

- Doubleclick, highlight text or press the 'Play' button to hear words, phrases/sentences or entire passages of lessons read aloud
- Point cursor over a word to view its definition
- Click on the many learning features available, including Podcast downloads
- Input or paste text in the 'Personal Content' section, for which GoChinese auto-generates the voice, Hanyu Pinyin, English definitions and other learning outputs. Students can thus learn from any self-sourced (e.g., Internet news) or self-created (e.g., vocabulary lists) text.

One of GoChinese's core value propositions is that it creates value-added, online learning materials in a more rapid and cost effective manner. The exhibit below compares the production of online materials through typical methods versus with GoChinese, for a 150 page textbook:

Comparison of Online Publishing Processes
Significant Cost and Time Savings with GoChinese

GoChinese (3-4 weeks)	Typical production methods (Approximately 2-5 months)
Minimal production work	**Significant manual production work**
• Text content is submitted or simply paste into the platform	• Project team transforms the materials into a Flash, HTML or other format
• The platform auto-generates voice and other learning outputs	• Voice recording work
• Formatting work with GoChinese's edit tools	• Translation work
	• Any changes require technical and programming knowledge
No technical knowledge needed	Technical knowledge required

This ease of creating online resources (due to GoChinese's unique flexibility) has allowed the platform to support learners of all levels, backgrounds and needs. Currently, GoChinese is supporting learners in the first grade all the way to CEO of corporations, from learners in Beijing to those in the U.S. The following case studies illustrate this versatility.

Case Study 1: Instructor-created learning materials in Scotland, UK

- Merchiston Castle School, a leading independent boy's boarding and day school in Edinburgh, Scotland.
- 13 – 17 years olds
- Non-native, beginner learners

Highlighted points:
- Customized curriculum; revision exercises
- Mandatory online homework assignments, encouraging student use
- Reduces teachers workload

How are students using GoChinese? At Merchiston, students access instructor-created lessons in GoChinese. Customization for their learners is easily achieved, as you can see

references to Scotland and Edinburgh in the sample lesson below.

Students access their exercise sets on GoChinese and these homework assignments are mandatory. Students can re-submit their replies a certain number of times, as determined by the instructor. The instructor monitors each student's work through her teacher-profile account. See a sample exercise set (below) and score report (next page).
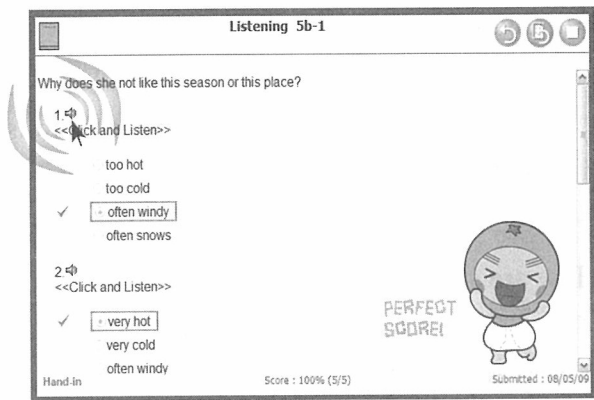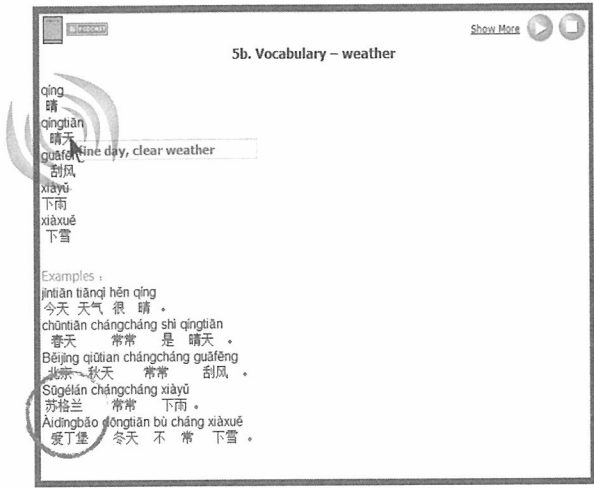
Student Experience. The instructor noticed that boys, in particular, enjoyed incorporating I.T. in their language studies.

"The students are enjoying it and it's amazing to see how I.T. motivates them. Most of all, it is very effective. Your scoring system works well – a lot of them feel confident and happy about the results."

We also saw that many students took the liberty to customize their interface, adding avatars. This added another level of personalization for the students.

Teacher Experience. This school is on their second year of using GoChinese. This platform has not only increased the effectiveness of the learning experience but also saved instructor time and resources in managing and distributing learning materials and in correcting student work. In the second year, the instructor used some of the same materials from the previous year but she was able to easily modify as well as add to these online resources.

"For me, I like GoChinese's flexibility and it saves me a lot of admin work. I don't

need to worry about the paper work, and they can be re-used over and over again, with some modifications."

Case Study 2: Curriculum-based learning, certifications and extra-curricular projects in London, UK

- Our Lady's Convent High School, a government-supported, language focused secondary school in London, England.
- 13 – 17 years olds
- Non-native, beginner and intermediate learners; vocational and academic track

Highlighted points:
- Online assessment for UK QCA-recognized certifications
- Reading materials and revision exercises for UK GCSE exams
- Winning reading competitions

How are students using GoChinese?
- This school started using GoChinese as it delivers a "Business Chinese" course that is structured on the UK Curriculum Framework and for which the completion of the course and its online assessment exercises lead to UK Qualifications and Curriculum Authority's recognized certifications. Schools receive statutory "QCA performance points" for students receiving this qualification.
- Students "copied & pasted" their reading passages into GoChinese which helped them win the UK National Mandarin Reading Contest in 2008.
- Students preparing for the GCSE exams are using GoChinese for UK curriculum-based studies and exam preparation.

Student Experience. The vocational-focused students who enrolled in the "Business Chinese" course have gained a sense of satisfaction of being able to receive official certification for their work. Moreover, the multimedia support and seamless integration of the assessment work facilitated the learning process. Feedback questionnaires have also been conducted, with 100% satisfaction rate among students.

Football match

zuótiān zài xuéxiào yùndòngchǎng jǔxíng de zúqiúsài fēicháng hǎokàn　liǎng duì de
昨天　在　学校　运动场　举行　的　足球赛　非常　好看　。　两　队　的
qiúyuán dōu tī dé hěn nǔ lì　shàngbànchǎng zuǒ jiāzhǎng hé tóngxué yìqǐlái kàn bǐsài
球 athletic field, playground 　　　　　　　家长　和　同学　一起来　看　比赛　。

shàngbànchǎng　méiyǒu rén défēn　dào le xiàbànchǎng　Yīng Zhōng Zhōngxué duì
上半场 ＊　，　没有人　得分　，　到　了　下半场 ＊　，　英中　　中学　队
tījìn le yí qiú　cháng shàng bǐfēn biànchéng le　bǐ　zuìhòu Yīng Zhōng Zhōngxué
踢进　了一　球　，　场　上　比分　变成　了 1 比 0 。　最后　英中　　中学
dédào le guànjūn　wǒmen dōu fēicháng kāixīn
得到　了　冠军　。　我们　都　非常　开心　。

"The Voice, MP3/Podcast function, and being able to access work on the internet is very useful when I am at home trying to work"

"It helps me a lot to increase my vocabulary and be able to recognise new words."

"The podcast function also allows me to listen 'on the go'."

"It's good that I'm able to access GoChinese online as it makes it more interesting and less tiring to be on the computer doing interactive activities than reading from the textbook. ... Being able to check your scores makes coming onto the site and doing well more like a competition and makes it more exciting as it's a thrill to be at the top of the score board."

Teacher Experience. Word-of-mouth and positive student experience have led to direct student requests for Chinese classes with GoChinese. With the certification course, instructor work is reduced as instructors do not need to conduct the assessment – the pre-approved assessment exercises are auto-graded by GoChinese.

The instructors often use GoChinese during class – displaying the lesson materials via the projector as well as with individual students as they undertake exercise sets in the computer labs. Class time becomes more interesting and interactive.

## Case Study 3: Seamless classroom-based and independent learning in Hong Kong

- German Swiss International School, is a leading international school in Hong Kong
- 10 – 17 years old
- Non-native and native learners at all levels

Highlighted points:
- Instructor-created resources blended with standardized resources
- Primary and secondary school support
- Mixed-level classes

How are students using GoChinese? Students of all levels are accessing a range of online exercises, reading modules and flashcard vocabulary words. The sample lesson on the next page illustrates flashcard-based learning materials for younger students. Resources are either created by the instructor or are standardized resources that correspond to the textbook being used.
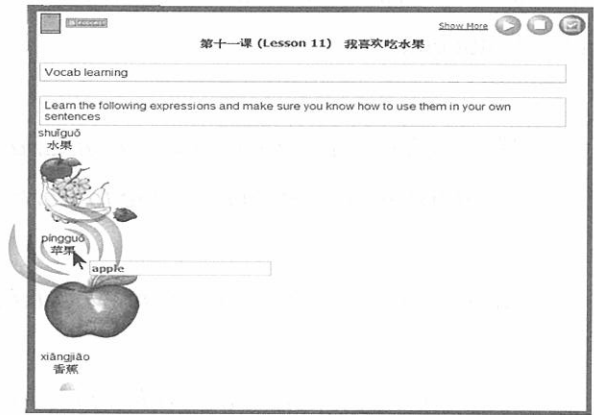
The instructors are using GoChinese with their interactive whiteboards. With mixed-level classes, the instructor can focus on specific groups of students while other students work independently with GoChinese. Students are also engaging in online competitions and creating their own learning resources.

Student Experience. Students value the opportunity to access curriculum-based resources online, both at school and at home. For younger learners, parents can also work with or guide their children at home.

Teacher Experience. Instructors value the opportunity to easily incorporate multimedia and self-designed resources for their students, with each class accessing different learning materials.

Case Study 4: University-based online course, integrated with the Blackboard Learning Management System™, in Singapore

- Nanyang Technological University, one of the largest universities in Singapore.
- University students
- Non-native or Chinese heritage beginner learners

Highlighted points:
- Customized, easily updated online courses
- GoChinese platform accessed through the university's learning management system
- Easy and seamless way to provide online support for students

How are students using GoChinese? NTU has adopted the university-wide Blackboard Learning SystemTM, a leading online course management system. The GoChinese platform is integrated with Blackboard, allowing registered students to seamlessly access GoChinese, without an additional login. Scores achieved in GoChinese can also be imported into the Blackboard database.

GoChinese has been supporting NTU's Chinese courses for over six terms now. Students are provided with printed learning materials as well as a GoChinese version of their course. The learning materials – vocabulary lists, dialogues and reading passages – are accompanied by online exercises sets. Scores from the online exercises form 15% of the student's final grade. As you can see with the example below, learning materials and the glossary database (the definition) can be customized for an institution.
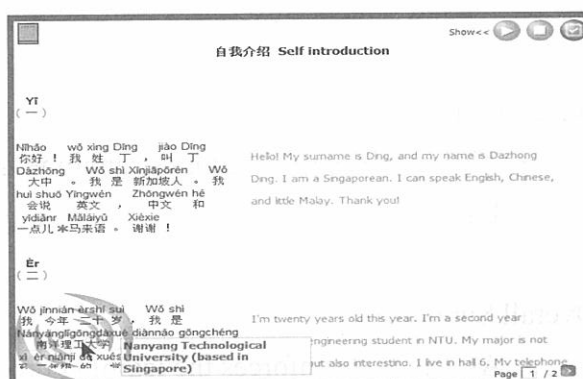
Student Experience. Feedback questionnaires have been conducted for almost every term of use. The feedback has been overwhelming positive, with just about 100% of the students stating that GoChinese has been helpful. With the two replies in which the student did not find GoChinese helpful, we either rectified (the student could not use GoChinese on Macs; now students can use GoChinese on Macs, with Firefox browser) or not relevant to us (the student did not clearly understand the course instructions, which is attributed to the course creator and not the platform).

Also, between 80%-90% of the students found that they were able to use their school-wide learning management system, Blackboard, more often due to GoChinese. Also, 100% of the students were satisfied with their course using GoChinese.

The students cited the following as the most helpful features in GoChinese:

Functionalities:
- Voice, Hanyu Pinyin and English definitions support
- MP3 downloads
- Ability to learn from their own text

"multimedia aspect particularly helpful for learning Chinese"

Assessment:
- Exercises with voice, auto-grading and guidance commentary

"rebuild sentence exercises were helpful as they test both grammar and vocabulary"

Accessibility:
- Ability to access GoChinese anytime, anywhere
- Easy to use

Overall Support:
- Assists and reinforces the learning process

"helped me study for this course"

Teacher Experience. GoChinese has been relatively-hassle free for the teaching staff. After the first semester of use, the course author (instructor) was able to easily modify the course material based on feedback from actual usage. Thereafter, using GoChinese did not involve meaningful incremental work on behalf of the teaching staff.

Guidance information on GoChinese was posted in the 'Announcement' forum for this course and the instructors did spend some time showing students how to input Chinese.

Conclusions and Recommendations. Repeat and frequent use is one main goal of

successful online learning resources. With all of these case studies and with other users of GoChinese, high login has been experienced. This achievement is attributed to the platform's ability to serve as curriculum-based work (providing closer continuity for student use), to be used both inside and outside the classroom, to serve as homework or quizzes in which instructors can monitor the outcomes and to support students' any on-the-fly language learning needs. Customization also allow for the provision of more engaging learning materials (e.g., reading passages on Chinese celebrities and other aspects of popular culture).

Educators need to be aware that students do need to learn how to use Chinese input methods (if the exercise sets require students to type Chinese) as well as understand what revision materials work best in an online capacity (closed-ended questions or questions with a finite range of correct replies). With a focus on the keys to success and an awareness of these challenges, educators will be able to provide students with a learning experience in a format that they enjoy – multimedia, entertaining, value-added and online.

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