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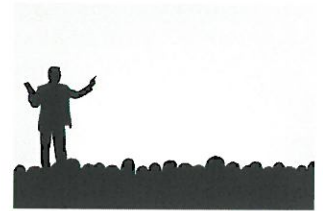
A brief study on learning Chinese idioms through online self-learning package

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Content

1. Introduction and Background
2. Why using e-learning platforms to learn Chinese idioms?
3. Some suggestions and tips about designing e-learning materials



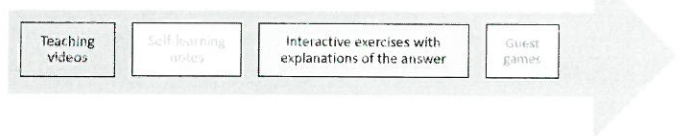
1.1 Introduction and Background

- An interview and a survey were conducted to examine the attitudes of Hong Kong university students learning Chinese idioms last year(2017).
- According the results, they believed that online materials can assist them in learning Chinese idioms outside classroom more effectively than the traditional pen and paper way.
- Thus, The Education University of Hong Kong (EDUHK) has developed the online self-learning package on Chinese idioms for local university students.



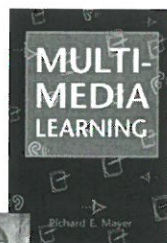
1.2 Design

- After receiving financial support from EDUHK, we have formed a research team (included 6 Chinese teachers and 25 student helpers) to design the e-learning materials and build up a website.
- The package contains four components:



2.1 Literature Review

- To explore the reasons why multimedia can motivate university students to learn, the "multimedia principle" by Mayer (2009) was mainly employed to determine the reasons and impact of making such effects.
- Three important things can attract students:
 1. Words and picture together (Visual)
 2. Animation(video) (Visual)
 3. Narration (Auditory)



Richard E. Mayer (born 1947) is a famous American educational psychologist

2.2 Materials, Methods and Results Highlight

Methodology

- I invited other student volunteers (two classes of "Chinese Language II") to use the package, then conduct the survey and interview for us.
- EDUHK have around 900 year 1 freshmen, and I successfully invited 47 students to give us comments.

Here are some highlights of survey results:

- In comparison with the use of traditional method to learn Chinese idioms, all the students found that the online package is more interesting, and can motivate them to self-learn.
- Also, about 96% liked the teaching videos and thought these were attractive.
- And about 77% thought that the interface design was clear and easy to use.



2.3 Observation and Discussion

- The survey results in this year showed that many students only used around 1 hour on the paper notes about Chinese idioms before. Because they reckoned that it is so boring and they are too lazy to read it.
- However, many students after using the online package, expressed that although they are still lazy, but they are willing to use more than 1 hour to watch the teaching videos and finish the interactive exercise.
- Comparing the time allocation of students, we consider that our project can successfully motivate student to learn Chinese idioms and language outside classroom.



2.4 Interview

• **Student's key feedback in 2018**, on why they like learning Chinese idioms through online self-learning package :

1. **Attractive:** "The use of video stimulated my visual and auditory senses."
2. **Blended Learning:** "Besides sit in the lecture room, I can learn Chinese idioms anytime and anyplace through laptop or mobile phone."
3. **Convenient:** "The package has selected around 100 essential Chinese idioms for university students to learn. And it contains teaching video, self-learning notes, interactive exercise and games."
4. **Domestic:** "The package contains lots of local real-life language examples and the selected idioms are related to our traditional culture."



3.1 Conclusion

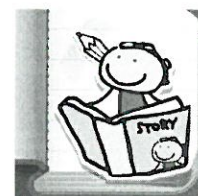
- Learning motivation should be enhanced by e-learning.
- Professional language teacher should try to design and use more online materials to attract student to learn outside the classroom.
- However, e-learning cannot replace the traditional live classroom education. Because learning language needs face-to-face interaction.



3.2 Suggestions

Some tips to use e-learning to motivate student in learning language:

1. Recruit and employ enough student helpers → Young people are creative enough to design e-learning materials for the peers.
2. Use real-life example to demonstrate solecism → Increase your persuasion.
3. Use multimedia storytelling to teach idioms → It's easy to remember the meaning of idioms with story.



Q & A session

**THANKS
FOR
LISTENING**

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