

TECH BETTER, TEACH BETTER: A TPACK MODEL UNIT DESIGNED  
TO IMPLEMENT COMMUNICATION COMPETENCY INSIDE  
CHINESE LANGUAGE CLASSES OFFERED THROUGH  
AMERICAN UNIVERSITIES

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A Project  
Presented  
to the Faculty of  
California State University, Chico

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education

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by  
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Spring 2019

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by

Yan Wang

Spring 2019

APPROVED BY THE INTERIM DEAN OF GRADUATE STUDIES:

---

Sharon Barrios, Ph.D.

APPROVED BY THE GRADUATE ADVISORY COMMITTEE:

---

Ann K. Schulte, Ph.D.  
Graduate Coordinator

---

Charles G. Zartman, Ph.D., Chair

---

Maris Thompson, Ph.D.

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## DEDICATION

This project is dedicated to my mother Du Yufen and myself Wang Yan. As a late 30s years old Chinese single woman, girls like me in China are given an unofficial title as “Sheng Nu”, which in direct translation to English means “The Leftover Woman”! Disrespectful as it sounds, single girls over 30 years old are actually being discriminated and mistreated by the Chinese society. In most people’s eyes, the only living meaning of these girls is to find a male and get married. Thanks to my brave and unconventional mother, I gained the courage to return the United States to finish my master’s degree. I would like to use my work and my experience to call for awareness of the wrongness of this “Sheng Nu” fashion in China. The name of “Sheng Nu” is simply insulting and needs to be banned.

## ACKNOWLEDGMENTS

The process of engaging and creating this project has had a deep effect on me as not only a teacher, but as a person. It has been an educational, emotional, philosophical, and literal journey. It would not have been accomplished without the support of professors from Chico State, my family and friends. I would like to acknowledge the following people for their tremendous support:

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## TABLE OF CONTENTS

	PAGE
Publication Rights.....	iii
Dedication.....	iv
Acknowledgments.....	v
Abstract.....	viii
 CHAPTER	
I. Introduction.....	1
Statement of the Problem.....	3
Questions to be Answered .....	3
Significance of Research.....	4
Limitations of the Project.....	4
Definition of Terms.....	5
II. Review of Related Literature .....	7
Technological Pedagogical Content Knowledge (TPACK) .....	8
Communicative Language Teaching (CLT) .....	12
Current Mainstream CLT Approaches.....	16
The Classroom Activities That Support CLT .....	20
Technology Assisted Chinese Language Teaching .....	21
III. Methodology.....	26
Stage 1: Establish Course Content.....	27
Stage 2: Lesson Plan with Technology For Online Materials .....	28
Stage 3 Recording and Editing Video Lessons.....	29
Stage 4: Develop Offline Materials .....	30
IV. Summary, Conclusions and Recommendations.....	31
Summary .....	31
Conclusions.....	32
Recommendations.....	33
References.....	36

Appendix

Instruction Book : TPACK Model Unit Chinese Mandarin HSK L1 .....	42
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## ABSTRACT

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Technology has always been at the forefront of human education. From the days of carving figures on rock walls to today, when most students are equipped with several portable technological devices at any given time, technology continues to push educational capabilities to new levels (Bush & Terry, 1997). The presented project is a product of embracing the advantages that technology has provided for language education in the age of web 2.0. The TPACK model unit is an innovative teaching approach that proposes to re-allocate classroom teaching between technology and human instructor. The main idea is to deliver direct instruction via technological methods such as video lessons, and allows instructors to utilize classroom time solely for interactive activities. Also, it is a practice of combining the technological knowledge with the knowledge of pedagogy and content to achieve educational efficacy. The preparatory unit for Chinese language learners is a sample to demonstrate the idea of effective technology integration within language education.

## CHAPTER I

### INTRODUCTION

With the growing influence of China's global economy, Chinese as a foreign language (CFL) has become a critical language in the United States. The U.S. Department of Education reported in 2013 that Mandarin was the most popular dual-language education program implemented by individual states after Spanish (Xu, 2009). A U.S. News article claims that “Chinese proficiency will provide American students with more opportunities as they work to enhance our relationship with a powerful economy, which is also the destination for more than \$110 billion in U.S. exports” (Markwell & Herbert, 2016, para 5). From 2006 to 2009, the number of students taking Chinese courses in American universities increased from more than 51,000, to nearly 61,000, and continued to grow rapidly (Furman, Goldberg, & Lusin, 2010).

Today, with the popularity of technology, all kinds of software for learning Chinese are springing up. Although these softwares have practical benefits for individual learners, they are rarely used in classroom teaching. In a case study of “Issues in the Development of Online CFL Learning and Resource,” Chinese researcher Da Jun (2015) claims that “Chinese teaching in North American universities is rather behind; it is still mainly based on face-to-face and paper-based textbooks” (p. 5). Reasons behind this vary, but a major one results from the fact that there are relatively few options for multimedia resources that can be used in conjunction with textbooks to assist Chinese teaching. Although several universities, publishing houses and other institutions in China have provided a considerable amount of online Chinese teaching resources, they are

rarely directly and effectively applied in Chinese teaching in American universities. According to Da (2011), the reasons are mainly because these materials often lack a connection with the communication based teaching approaches in the American college language classrooms. A common problem with these materials is that they have a good coverage of content, but fail to reflect effective pedagogical knowledge.

“Language teachers have been avid users of technology for a very long time” (Bax, 2011, para 3). From the days of listening to and learning from a tape recorder to today, language learners are provided assorted software, platforms and mobile apps to learn almost any language in the world. Meanwhile, linguists and language teachers are sparing no effort to research and experiment with all kinds of popular technological resources such as Second life, Moodle, Youtube, etc. By reviewing the literature and research papers in circulation (although with different emphasis individually), a commonly shared concern revolves around how to effectively integrate technology with classroom teaching. Specifically, a synthetic combination “knowledge of technology, pedagogy and content” (Koehler & Mishra, 2009, p. 3) would start to gain much more attention.

The “TPACK (Technological Pedagogical and Content Knowledge) framework is a ground theory” on technology integration in education (Koehler and Mishra, 2009, p. 3). TPACK’s

simplest idea is that a person who is a famous expert in the field may not be a great teacher as he or she does not have the pedagogical knowledge to make the subject accessible and understandable to the students. . . . To be a great teacher, we need to combine our subject knowledge with our teaching knowledge. With the increasing focus on technology, to create an effective learning environment, we also need to learn how to combine technology with our content and pedagogy. (Koehler & Mishra, 2009, p. 8)

Koehler and Mishra claim (2009) that the TPACK framework allows more learner autonomy that is critical to language learners in terms of independent study in a longer term.

### Statement of the Problem

“Currently, technology is treated as if it is separate from teaching, and learning and this caused most of the problems in the classroom” (Koehler & Mishra, 2009, p. 11). According to Mishra and Koehler (2006), “the lack of awareness of integration of technology, pedagogy and content knowledge keeps technology separated and leads to four problems regarding technology in the classroom” (p. 3). First,

there are such rapid changes in technology that it is extremely difficult to keep up with all the latest advancements and apps. . . . The second problem is that software is designed for business, not for education. . . . This often means that students are learning how to use the program and not learning the content of the class. (Mishra & Koehler, 2006, p. 10).

The third problem with keeping technology separate is the situational nature of the classroom. . . . A teacher can adjust a lesson to make sure it meets the needs of the specific group of students, but the instructional video cannot. It’s the same video every time it is played. (Mishra & Koehler, 2006, p. 11)

Finally, Mishra and Koehler (2016) say that “keeping technology separate places an emphasis on ‘what’ not ‘how’” (p. 11). “From the teacher’s perspective the lesson becomes about what technology are we going to use today, what does it say, what skills does it require, instead of how can I teach my student” (Mishra & Koehler, 2006, p. 12).

### Questions to be Answered

Development of the presented project is an attempt in seeking ideas, answers and solutions to the questions below:

- What is the most appropriate and effective way to place technology in education ?

- What do teachers need to know in order to incorporate technology effectively?
- How do Chinese language teachers promote communicative competence

inside the classrooms with technology assisted resources?

### Significance of Research

Although there are many Chinese language learning software on the market, the resources available for school education are limited. Due to its unique language features, Chinese mandarin requires longer learning time to achieve proficiency. Simply adding technology into teaching once in a while has very little effect on producing proficiency. For Chinese beginning learners, most of the class time heavily relies on lectures on explaining language conventions, grammar rules and answers. An eminent problem of direct instructions is that it takes up most of the classroom time, which can be used for communicative activities that help with language proficiency. The creation of TPACK model unit proposed a new angle to tackle the existing problems. By blending the technological resources, human instruction, re-allocating class time and independent study time, the presented project is designed to move the most lectures online for students to study independently, then leave class time for essential human interactive activities. This structure does not require upgrading one's technology knowledge constantly, neither does it restrict the instructor into specific technological softwares.

### Limitations of the Project

Under the notion of technologically enhanced education, the presented project is designed on the assumption that both teachers and students have a positive attitude towards using technology to learn Chinese, which could conflict with the reality.

Also, the presented project does not provide solutions to the potential extended offline learning time required from students. It is designed specifically for college beginning level learners, so it will not be beneficial for younger learners or other level learners. Online course instruction is based on HSK L1, therefore a small percentage of the content from online video lessons will show conflicts with content in a different textbook. Last, the online course materials are limited within 1-2 weeks learning, therefore, the relevant learning outcome could be hard to evaluate.

### Definition of Terms

#### CALL

Computer Assisted Language Learning is

briefly defined in a seminal work by Levy (1997, p. 1) as the search for and study of applications of the computer in language teaching and learning. . . . CALL embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the “traditional” drill-and-practice programs that characterized CALL in the 1960s and 1970s to more recent manifestations of CALL, e.g. as used in a virtual learning environment and Web-based distance learning. It also extends to the use of corpora and concordancers, interactive whiteboards [Schmid, 2009, p. 23], Computer-mediated communication (CMC) [Lamy & Hampel, 2007, p. 15], language learning in virtual worlds, and mobile-assisted language learning (MALL) [Shield & Kukulska-Hulme, 2008]. . . . An alternative term, technology-enhanced language learning (TELL), also emerged around the early 1990s [Bush & Terry, 1997, p. 18]. (“Computer Assisted Language Learning,” n.d.)

#### Chinese Mandarin

In October 2000,

the Chinese government made it into law that Standard Chinese, also known as Modern Standard Mandarin, Standard Mandarin, or simply Mandarin also known as Putonghua in Chinese ,is a standardized form of spoken Chinese based on the Beijing dialect of Mandarin. . . . It is the official language of China and Taiwan, as well as one of the four official languages of Singapore. It is one of the six official languages of the United Nations. (“Chinese Mandarin,” n.d.)

## Communicative Language Teaching

“Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language” (Littlewood, 1981, p. 33).

## HSK

HSK is the abbreviation form of Han Yu Shui Pin Kao Shi, which stands for the Chinese Proficiency Test, an international standardized test of Chinese language proficiency, assesses non-native Chinese speakers’ abilities in using the Chinese language in their daily, academic and professional lives ([www.chinesetest.cn](http://www.chinesetest.cn)). The HSK testing system consists of six levels, namely HSK (level I), HSK (level II), HSK (level III), HSK (level IV), HSK (level V), and HSK (level VI). (“HSK,” n.d.)

## TPACK

“TPACK stands for Technological Pedagogical Content Knowledge. It is a theory that was developed to explain the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology” (Koehler & Mishra, 2009, p. 3).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Today, technology is everywhere in Education. With the booming ED-Tech industry, classroom language education has encountered an unprecedented challenge. Searching through the internet, language learning software is thriving. There are so many excellent programs that can teach you a language on your own device, no matter what your needs or your budget. As a language teacher, I could not stop wondering the necessary of delivering a language class inside a classroom, especially to the university level learners who are born with technology as an inseparable part of their lives.

The purpose of this literature review is an attempt to find answers to this question. The content includes the summary and review of literature in the field of integration of education and technology-TPACK (Mishra & Koehler, 2006), current language education pedagogy – “Communicative Language Teaching (CLT)” (Richards, 2006) and Technology Assisted Chinese Language Teaching (TACL). The study and summarization of all these materials slowly unravel the puzzle.

“TPACK stands for Technological Pedagogical Content Knowledge” (Mishra & Koehler, 2006, p. 3). The purpose of reviewing articles in this field is hoping to seek solutions to better understand the relationship between technology and education. Meanwhile, under the current educational climate, what knowledge should teachers acquire to be competent to design, conduct and perform education?

According to Richards (2006), communicative Language Teaching has been the dominant language teaching methodology since the 1980s. This teaching principle has

been highly rated and widely implemented in the field of second language and foreign language teaching. To understand its history and the current situation is to better help develop suitable syllabus and instruction model. The study of this pedagogical knowledge serves the purpose of creation of the present project.

Technology Assisted Chinese Language Teaching is a representative to help understand the bigger genre: Technology Assisted Languages Learning and Teaching. Second language learning and teaching share certain aspects, content and elements in common. However, due to the unique features in Chinese mandarin, its learning methods and teaching approaches are different from Latin system languages such as English. The review of literature in this specific area is to, first, provide a platform to understand the Chinese Language and the basics of learning /teaching this language; second, to present statistical facts on how technology helps making learning Chinese, once considered the most difficult second or foreign language, easier.

### Technological Pedagogical Content Knowledge (TPACK)

#### What is TPACK?

TPACK stands for Technological Pedagogical Content Knowledge. It is a theory that was developed to explain the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology. (Koehler & Mishra, 2009, p. 8).

In 2006, Punya Mishra und Matthew J. Koehler “wrote a part piece of the TPACK model in the title “Technological Pedagogical Content Knowledge: A Teacher Knowledge Framework.” They explained how, “after five years studying teachers at all levels, they have developed experiments to see how their classroom functions” (Koehler & Mishra, 2009, p. 8). In 1986, Lee S. Shulman’s work “Those Who Understand:

Knowledge Growth in Teaching” was their first idea. First, Shulman (1986) talks about the usual idea of teaching knowledge, that teachers are aware of a number of contents, of the subject they teach and know how to teach, including special teaching methods. Shulman rejects this and says that effective teachers overlap these two sets of knowledge and learn how to teach them effectively. He calls this knowledge of educational content or PCK (Shulman, 1986). Twenty years on, Mishra and Koehler (2006) saw that “technology in the classroom is the biggest change occurring in education. They noticed that technological knowledge was treated as a knowledge unrelated to and outside PCK” (p. 3).

Following five years of research, Mishra and Koehler (2009) created a new TPACK framework to add technology to the knowledge of pedagogical content and to stress the links, interactions and constraints of teachers in all three of these areas of knowledge. (“TPACK,” n.d., p. 8)

### The Evolution of the TPACK Model

TPACK has to consider three fields of knowledge: technology, pedagogy, and information on content. The diagrammatic arrangement of these three categories allows us to look at the four areas created in the context of Mishra and Koehler. We got Shulman’s overlap first: knowledge of the pedagogical content. This overlap reminds us that we as teachers design lessons based on how our specific material is best learned by our students. In 1990, another researcher, Rick Marks, said that PCK “represents a class of knowledge which is crucial to teachers work and that is generally not supported by specialist non-teachers or teachers with little knowledge of this subject” ( p. 4).

Technological content knowledge is the second overlap. TCK has influenced the content of technology. Teachers used to teach their students penance and cursive. But cursive handwriting was removed from the curriculum in many school districts. It is clear that

technology without engaging in the discussion about the merits of cursive has an impact on students' knowledge of the content. Technological pedagogical knowledge is the third area of overlap created by Venn diagram. TPK underlines the sphere of mutual influence between technology and pedagogy. The integration of technology in the classroom often leads to changes in the teaching of the material. The teacher may use a teaching video clip for a subject that they model on the board. A simple example. Finally, we gain technological knowledge of pedagogical content in the center of Venn diagram. This field recognizes that all three of these knowledge sets are mutually influenced, that all are important and that all three must be considered to have an efficient learning environment.

TPACK stands for Technological Pedagogical Content Knowledge, and it is a theory that was developed to explain the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology. (Koehler & Mishra, 2009, p. 5)

This knowledge is usually not held by technologically competent experts, technologists that have little knowledge of the subject or pedagogy, or teachers who have little knowledge about the subject or the technology.

In addition, Mishra and Koehler (2006) point out that

all of these knowledge lies within a specific context as well as these new areas of knowledge overlap. As a teacher, you belong to the context as well as your students and the environment. The context changes slightly in each situation and your knowledge collection changes to create a learning environment. (p. 3)

In a qualitative study on the impact of mobile technology among students in private higher education institutions in peninsular Malaysia, Arokiasamy (2017) discovered the positive contribution by allowing mobiles phones on campus and concluded "mobile technology could be exploited to supplement learning as it enables the student to access academic and research materials from credible sources that are either on

free-access or subscribed-for through their home university” (p. 10). The findings also support the TPACK framework by pointing out that “allowing technology under the right guidance is meeting the needs of new age learners and providing them only the necessary learning resources” (Arokiasamy, 2017, p. 8).

In the study of High School Mathematics Teachers’ Levels of Achieving Technology Integration and In-Class Reflections: The case of Mathematica, Ardic and Isleyen (2017) conducted a study to determine the levels of high school mathematics teachers in achieving mathematics instruction via computer algebra systems and the reflections of these practices in the classroom. Three secondary mathematics teachers have been employed in the study at different classes. At the start of this qualitative analysis the researchers gave the teachers a training session entitled Computer-assisted Mathematics Instruction Workshop to integrate Mathematica Software into learning environments, a computer algebra system. Then, through the mathematics software for the graphs of Quadratic Equations (parabolic), the participating teachers conducted a computerized mathematics education in their classroom. As data collection instruments in the study, semi-structured interviews and observation forms were used. The data was analyzed with the descriptive method of analysis. Following an assessment, participants were found to either never implement or implement technology integration at an elementary level, which is a substitute, before the Computer-Assisted Mathematics Workshop. Following the workshop, it was observed that the teachers were able to realize technology integration at the transformation level in the classroom implementations and the top amplification levels. In the observations made after the workshop, teachers generally used a learning approach based on students and encouraged students to

facilitate themselves and to make their own conclusions using computers and worksheet material. It has proved that changes in class routines have resulted and that it has contributed to a deeper understanding by the students themselves. It was further understood that there was no difficulty for students or teachers to use computer-assisted math materials prepared in Mathematica.

Bostancioglu and Handley (2018) introduced a new self-report questionnaire for the assessment of TPACK for English language teaching which does not prescribe a particular approach to language teaching or the use of particular technologies.

The results provided support for approaches to English language teacher education which attempt to integrate TK, PK, and CK, rather than introduce them separately, and which highlight the ways in which emerging and established technologies can be employed to represent language and provide opportunities for communication that are known to promote language acquisition. (Bostancioglu & Handley, 2018, p. 5)

### Communicative Language Teaching (CLT)

According to Littlewood (1981), the dominant approach in any language teaching today is Communicative Language Teaching (CLT). As stated in its name, this strategy emphasizes on the ability of communication. Some scholars view this ability as a teaching technique, others view it as a teaching objective.

Richards (2006) summarized CLT as

a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Let us examine each of these issues in turn. (p. 5)

### Background

Noam Chomsky's theories of the 1960s focusing upon language skill and performance gave birth to communication teaching but linguists Michael Halliday, who learned how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of broader communication skills instead of

Chomsky's in the 1970s, laid the conceptual foundation of CLT. CLT's increase in the 1970s and the beginning of the 1980s was partially due to the lack of success with conventional methods of language learning such as grammar translation as well as because of the increased demand of immigrants in Europe. (Richards, 2006, p. 10)

Richards (2006) grouped trends in language teaching in the last 50 years into three stages: "Stage 1: traditional approaches (up to the late 1960s), Stage 2: classic communicative language teaching (1970s to 1990s), Stage 3: current communicative language teaching (late 1990s to the present)" (p. 10).

First of all, how do the transition happen from the traditional methods towards CLT?

Stage 1: Traditional Approaches (up to the late 1960s). Traditional language teaching approaches view grammar accuracy as the basis of language proficiency.

They were based on the belief that grammar can be learned by direct instruction and a methodology that uses repetitive practice and drilling. Language learning meant building a wide repertoire of phrases and grammatical patterns and learning to produce in the appropriate situation accurately and rapidly. Once a basic command has been established by oral exercises and checked practice, the four skills, usually in the sequence of speaking, listening, reading and writing, are introduced. (Littlewood, 1981, p. 6)

Memorization of dialogs, practice of question-and-answer, substitution drills and various forms of guided speech and writing practice were often techniques used. From the very early stages of language learning, great attention was paid to accurate pronunciation and accurate grammar mastery, since it was assumed that if students made mistakes, they would quickly become a permanent part of the learner's speech.

Methodologies based on these assumptions include audio language (in North America, also known as the Aural-Oral Method) and structural-situational approach in the United Kingdom (also known as situational language teaching). During this period, the syllabuses consisted of word lists and grammar lists. (Brumfit, 1984, p. 9)

A three-step sequence, known as the P-P-P cycle, was often used in a typical situation-based lesson: Presentation, practice, production. Presentation: The new structure of grammar is often presented through a conversation or a short text. The teacher explains and checks students' understanding of the new structure. Practice: Students use the new structure through drills or substitution exercises in a controlled context. Production: To develop fluency with the new pattern, students practice using the new structure in different contexts, often using their own content or information. (Clarke & Silberstein, 1977, p. 6)

### Stage 2: Classic Communicative Language Teaching (1970s to 1990s).

A challenge to traditional language teaching approaches began in the 1970s and soon spread throughout the world as older methods such as audio language and situational language teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, as it was argued that language skills involved far more than grammatical skills. Although grammatical skills were required to produce grammatically correct phrases, attention was paid to the knowledge and skills needed to use grammar and other aspects of language appropriately for various communication purposes, such as requests, advice, suggestions, wishes and needs, and so on. (Richards, 2006, p. 13)

What was needed to communicate language was communication skills. This was a broader concept than grammatical competence. It included

knowing what to say and how to say it properly on the basis of the situation, the participants and their roles and intentions. Traditional syllabuses and teaching methods of grammar and vocabulary did not include such information. This kind of knowledge was assumed to be taken informally. (Widdowson, 1987, p. 3)

The notion of communication skills was developed within the discipline of linguistics and appealed to many in the language teaching profession, who argued that communication skills should be the objective of language teaching, not just grammatical skills. The next question to be resolved was: What would be a syllabus that reflected the concept of communicative competence and what would be its implications for the methodology of language teaching? (Brumfit, 1984, p. 9)

The result was linguistic teaching. Communicative language teaching created a lot of enthusiasm and excitement when it first appeared in the 1970s and 1980s as a new approach to language teaching, and language teachers and teaching institutions around the world soon began to rethink their teaching materials, syllabuses and classroom materials. Grammar was no longer the starting point for planning language courses in a communicative approach. New approaches were needed to language teaching. In the 1970s and 1980s, this led to two important new directions-proposals for a communication syllabus and the ESP movement. (Richards, 2006, p. 15)

### Stage 3 Current Trends in Communicative Language Teaching.

Since the 1990s, the communicative approach has been widely implemented. Because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal, communicative language teaching has continued to evolve as our understanding of the processes of second language learning has developed. . . . Current communicative language teaching theory and practice thus draws on a number of different educational paradigms and traditions, thus there is no single or agreed upon set of practices that characterize current communicative language teaching. Rather, communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. (Richards, 2006, p. 20)

Approaches to language teaching today seek to capture the rich view of language and language learning assumed by a communicative view of language. Jacobs and Farrell (2003) see the shift toward CLT as marking a paradigm shift in our thinking about teachers, learning, and teaching. (Richards, 2006, p. 22)

The shift focuses more attention on the learning process rather than the learning results, emphasize more attention on the social nature of learning rather than individual students, concern helping students understand learning and implement a lifelong learning concept.

Jacobs and Farrell (2003) suggest that the CLT paradigm shift has led to eight major changes in approaches to language teaching. These changes are:

1. Learner autonomy: Giving learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self-assessment.
2. The social nature of learning: Learning is not an individual, private activity, but a social one that depends upon interaction with others. The movement known as cooperative learning reflects this viewpoint.
3. Curricular integration: The connection between different strands of the curriculum is emphasized, so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. Text-based learning (see below) reflects this approach, and seeks to develop fluency in text types that can be used across the curriculum. Project work in language teaching also requires students to explore issues outside of the language classroom.

4. Focus on meaning: Meaning is viewed as the driving force of learning. Content-based teaching reflects this view and seeks to make the exploration of meaning through content the core of language learning activities.
5. Diversity: Learners learn in different ways and have different strengths. Teaching needs to take these differences into account rather than try to force students into a single mold. In language teaching, this has led to an emphasis on developing students' use and awareness of learning strategies.
6. Thinking skills: Language should serve as a means of developing higher-order thinking skills, also known as critical and creative thinking. In language teaching, this means that students do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language classroom.
7. Alternative assessment: New forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment (e.g., observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in a second language.
8. Teachers as co-learners: The teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e., learning through doing. In language teaching, this has led to an interest in action research and other forms of classroom investigation. (Jacob & Farrell, 2003, p. 11)

#### Current Mainstream CLT Approaches

According to Richards (2006), current CLT doesn't have "a single model that can be applied in all settings due to the fact that CLT describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching" (p. 5). Richards (2006) summarized two major sets of teaching methods that are viewed as falling under the framework of CLT. They are "Process-Based CLT Approaches" and "Product-Based CLT Approaches."

#### Process-Based CLT Approaches

First, "Process-Based CLT Approaches" which focus on creating classroom processes that are believed to best facilitate language learning. These methodologies include content-based instruction (CBI) and task-based instruction (TBI)" (Richards, 2006, p. 27).

1. Content Based Instruction. Advocates of Content Based Instruction believe that the best way to do so is by using content “as the driving force of classroom activities and to link all the different dimensions of communicative competence, including grammatical competence, to content” (Richards & Charles, 1998, p. 8). Krahnke (1987) defines Content Based Instruction as “the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught” (p. 9).

Content refers to the information or subject matter that we learn or communicate through language rather than the language used to convey it. Content of some sort has to be the vehicle which holds the lesson or the exercise together, but in traditional approaches to language teaching, content is selected after other decisions have been made. In other words grammar, texts, skills, functions, etc., are the starting point in planning the lesson or the course book and after these decisions have been made, content is selected. (Krahnke, 1987, p. 16)

2. Task Based Instruction. In the case of Task Based Instruction, the claim is that “language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks” (Skehan, 1996, p. 8).

Rather than employ a conventional syllabus, particularly a grammar-based one, advocates of Task Based Instruction argue that grammar and other dimensions of communicative competence can be developed as a by-product of engaging learners in interactive tasks. (Richards, 2006, p. 29)

Of course, most teachers make use of different kinds of tasks as part of their regular teaching. “Task-based instruction, however, makes strong claims for the use of tasks and sees them as the primary unit to be used, both in planning teaching (i.e., in developing a syllabus) and also in classroom teaching” (Skehan, 1996, p. 8).

The notion of task is a somewhat “fuzzy” one, though various attempts have been made to define it. Some of the key characteristics of a task are the following:

- It is something that learners do or carry out using their existing language resources.
- It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task.”
- It involves a focus on meaning.
- In the case of tasks involving two or more learners, it calls upon the learners’ use of communication strategies and interactional skills. (Richards, 2006, p. 30)

### Product-Based CLT Approaches (PBCLT)

#### Product-Based CLT Approaches

focus more on the outcomes or products of learning as the starting point in course design than on classroom processes, including Text-Based Instruction and Competency-Based Instruction. They start by identifying the kinds of uses of language the learner is expected to be able to master at the end of a given period of instruction. Teaching strategies are then selected to help achieve these goals. (Richards & Theodore, 2001, p. 6)

##### 1. Text-Based Instruction (TBI).

Text-based instruction, also known as a genre-based approach, sees communicative competence as involving the mastery of different types of texts. Text here is used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways. (Richards & Theodore, 2001, p. 6)

According to Feez and Joyce (1998), Text-Based Instruction is thus based on an approach to teaching language which involves:

- Teaching explicitly about the structures and grammatical features of spoken and written texts
- Linking spoken and written texts to the cultural context of their use
- Designing units of work which focus on developing skills in relation to whole texts
- Providing students with guided practice as they develop language skills for meaningful communication through whole texts. (p. 6)

According to this view,

learners in different contexts have to master the use of the text types occurring most frequently in specific contexts. These contexts might include: studying in an English-medium university, studying in an English-medium primary or secondary school, working in a restaurant, office, or store, socializing with neighbors in a housing complex. (Richards, 2006, p. 28)

## 2. Competency-Based Instruction (CBI). Competency-based instruction is

an approach to the planning and delivery of courses that has been in widespread use since the 1970s. The application of its principles to language teaching is called competency-based language teaching (CBLT) – an approach that has been widely used as the basis for the design of work-related and survival-oriented language teaching programs for adults. It seeks to teach students the basic skills they need in order to prepare them for Competency. (Auerbach, 1986, p. 5)

“What characterizes a competency-based approach is the focus on the outcomes of learning as the driving force of teaching and the curriculum?” (Richards, 2006, p. 30). Auerbach (1986) identifies

eight features involved in the implementation of competency-based language teaching programs in language teaching:

1. A focus on successful functioning in society. The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
2. A focus on life skills. Rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/ skills required by the situations in which they will function. These forms are normally determined by needs analysis.
3. Task- or performance-oriented instruction. What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.
4. Modularized instruction. Language learning is broken down into meaningful chunks. Objectives are broken into narrowly focused sub-objectives so that both teachers and students can get a clear sense of progress.
5. Outcomes are made explicit. Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know what behaviors are expected of them.
6. Continuous and ongoing assessment. Students are pre-tested to determine what skills they lack and post-tested after instruction on that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested.
7. Demonstrated mastery of performance objectives. Rather than the traditional paper-and-pencil tests, assessment is based on the ability to demonstrate prespecified behaviors.
8. Individualized, student-centered instruction. In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students’ progress at their own rates and concentrate on just those areas in which they lack competence. (p. 15)

There are two things to note about competency-based instruction. First, it seeks to build more accountability into education by describing what a course of instruction

seeks to accomplish. Secondly, it shifts attention away from methodology or classroom processes, to learning outcomes. In a sense, one can say that with this approach it doesn't matter what methodology is employed as long as it delivers the learning outcomes. (Richards, 2006, p. 32)

### The Classroom Activities That Support CLT

Since the advent of CLT, “teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. This quest has continued to the present” (Richards, 2006, p. 12). Generally, communicative activities share some common features. First, these activities focus on fluency rather than accuracy.

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. (Littlewood, 1981, p. 8)

Second, communicative activities emphasize on the games that have meaningful content and purpose rather than mechanical language structures. Third, communicative activities often conducted through pair and group work since it requires real life communication such as information exchange.

One of popular communicative language teaching activities is Information Gap.

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task. (Richards & Theodore, 2001, p. 6)

Jigsaw activities is an extension of the information gap strategy.

Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. (Richards & Charles, 1998, p. 8)

Other Activity Types in CLT include

task-completion activities such as puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task; information-gathering activities such as student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information; opinion-sharing activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse; information-transfer activities which require learners to take information that is presented in one form and represent it in a different form; reasoning-gap activities that involve deriving some new information from given information through the process of inference, practical reasoning, etc; role plays - activities in which students are assigned roles and improvise a scene or exchange based on given information or clues. (Richards & Charles, 1998, p. 10)

### Technology Assisted Chinese Language Teaching

Chinese is Hard! It seems universal knowledge that Chinese is difficult to learn! Quote from David Moser (1991) "it is even hard for Chinese people."

A French person can usually learn Italian faster than an American, and an average American could probably master German a lot faster than an average Japanese, and so on. So part of what I'm contending is that Chinese is hard compared to . . . well, compared to almost any other language you might care to tackle. What I mean is that Chinese is not only hard for us (English speakers), but it's also hard in absolute terms. Which means that Chinese is also hard for *them*, for Chinese people. (Moser, 1991, p. 1)

In terms of difficulty, the US State Department has rated Chinese in category 5 which is the highest level. It's estimated to require 88 weeks of dedicated study in order to reach proficiency. This means that even if you work hard and are talented at language acquisition, even if you could study it all four years in college you will still not be

proficient. Reasons to why Chinese is so “damn hard” (Moser, 1991) vary, but the complaint normally fall on two categories: 1) Chinese writing system is different from the Latin alphabet therefore it is rather challenging to the English speakers, and 2) Chinese is a tonal language which requires lots of effort and practice to achieve a satisfactory level of pronunciation.

However, what has troubled Dr. Moser and millions of other Chinese language learners before the advent of web 2.0 don't necessarily apply to the current situation. Thanks to the technology, learning Chinese is becoming a lot easier and possible. As this international world language gains attention all over the world, ample research and tech companies have devoted time into developing effective language learning apps and software to make the learning experience much more amiable as well as feasible. Studies also show positive results on technology assisted Chinese learning.

In the journal article “What Can a Smart Phone Offer to Learners of Chinese,” Chen (2013) discovered some practical benefits from a few phone apps that effectively assist Chinese learning, especially in the field of learning vocabularies. Chen (2013) also highlighted the convenience in terms of alleviating the learning anxiety when students are facing problems on their own. Specifically, a Chinese dictionary Kuai Shuo has an instant explanation feature which received positive feedbacks from students, cited from the Spring 2013 issue of Asian Voice Newsletter, published by Asian Studies Program, Department of Languages, Literatures and Cultures, Seton Hall University:

*Thank goodness for the accessible dictionary. -- Student 1*

*This technological learning method allowed everyone to practice writing and speaking Chinese even when Dr. Chen was not available. There have been many times that I have been confused with the Chinese language and had my questions answered within minutes. The apps available for us to download helped us expand*

*our knowledge of the Chinese language. Looking back now, I realize that I learned words in Chinese that would be helpful in the work field. -- Student 2*

In a study that incorporates SL into the curriculum of university Introductory Chinese course Chen (2013) “shows that inputting Chinese characters using a web-based Chinese-learning program can conveniently but effectively ease the burden of associating the sound of a word with its meaning and look.” In Xu’s (2009) “empirical research,” they found that “students using the “pen-less” computer application performed far better not only in reproducing Chinese characters, but also in speaking, listening and reading.

In the study, SL provides students with an opportunity to interact easily. This type of interaction could help students identify their partners by developing a workable strategy for learning as a co-constructive and enjoyable social experience. The SL Platform offers today’s students who work and study a convenient and comfortable location for language learning and practice if the tasks conceived can help them to learning. Exploring cultural aspects in the virtual world such as objects, constructions, landscapes, places of interest, etc., makes it possible to visit the country without any cost. Again, tasks are critical in that they must be sufficiently interesting that students can explore their authentic contexts and be sufficiently motivated to repeated exploration. Thirdly, SL provides creative ways of learning the language in a meaningful context for students. Language learning is no longer simply repetition and recitation, which are usually boring, but not so effective, with contextualized interactions and meaningful communication (i.e., Lee and VanPatten, 2003). SL certainly plays an important role in connecting social and experiential learning students.

In the article about Moodle as a learning support, Chen (2013) gave an example of using Moodle in non-Chinese speaking communities with limited hours of

instruction for Chinese language courses. The Moodle-based extracurricular activity includes second-speech theory and technology in facilitating language learning by involving American college students in text-based computer-mediated communication at different Chinese levels.

“It enhances the learning of languages from a classroom to the daily life of the students, gives a chance to use what they have learned in class and enhances the ability of students to use Chinese in authentic interactive communication” (Chen, 2013, p. 3). The nature of the forum also enables the teacher to comment on the linguistic outputs of the students. In order to prove language acquisition, student outputs are provided and analyzed.

Da (2015) reports the findings of a language lab session where speech-recognition technologies are used to offer practices in Pinyin, the Chinese Pinyin pronunciation to students. The use of speech recognition technologies in Chinese language learning. Our limited observations suggest that existing Chinese ASR technologies can offer students opportunities for meaningful pronunciation, as evidenced by Google’s Web Speech API. “This is shown by more readiness for use and less reactions both to anticipated feedback from the Google voice machine and unexpected feedback” (Da, 2015, p. 5).

In a study about Chinese Character Learning (CCL) by Lu, Hallman, and Black (2013), Chinese character education has taken an interdisciplinary experimental design for examining the efficiency of three groups: Traditional Learning (TL), Animation Learning (AL), and Electronic Assisted Learning (EAL). One group was assigned randomly to thirty-six adults. Flash was used to develop the CALL programs. In

the total recall number and after-test scores, the researchers found the EAL group outperformed the other two classes. The AL group was also higher than the TL.

Statistical significance and large effects between AL and EAL groups were discovered. The study also determined that practical effect is an important predictor of CCL result. This empirical study recommends the use of EA in CCL for CFL students, given the positive results.

## CHAPTER III

### METHODOLOGY

The intention of the TPACK (Mishra & Koehler, 2006) model unit is to propose a new structure for course design for Chinese Mandarin teaching in American universities. Chinese language is difficult due to its unique features. With the assistance of technology, the process of learning and teaching this language becomes more efficient. Simply adding technology into the classrooms doesn't always make things better. This project aims to organically integrate technology with instruction. It is an experiment of knowledge of technology, content and pedagogy which requires synchronization (Mishra & Koehler, 2006).

In regards to the literature review, the researcher looked closely at various peer reviewed articles, websites, books, and read journals to enrich and support the project. The information read was high quality and focused on, but was not limited to: TPACK (Mishra & Koehler, 2016), Second Language Acquisition (VanPatten & Benati, 2010), Communicative Language Teaching (Richards, 2006), Technology Assisted Chinese Language Teaching and Chinese Mandarin.

To develop the model unit, I started with examining students' learning needs and competency. According to Richards (2006),

current communicative language teaching (CLT) does not have a single model that can be applied in all settings due to the fact that CLT describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching. (p. 10)

Richards (2006) summarized two major sets of teaching methods that are viewed as falling under the framework of CLT. Process-Based CLT Approaches focus on "creating

classroom processes that are believed to best facilitate language learning. These methodologies include content-based instruction (CBI) and task-based instruction (TBI)” (Richards, 2006, p. 28). The other one is

Product-Based CLT Approaches which focus more on the outcomes or products of learning as the starting point in course design than on classroom processes, including Text-Based Instruction and Competency-Based Instruction. They start by identifying the kinds of uses of language the learner is expected to be able to master at the end of a given period of instruction. Teaching strategies are then selected to help achieve these goals. (Richards, 2006, p. 28)

The present project is a development based on the text-based instruction which is a product based CLT methodology.

The purpose of the presented project is to help university students obtain language proficiency and pass the national standard test-HSK level one by the end of learning. The selected textbook is authorized by the Confucius institute Headquarters (Hanban) which is the only authority from the Chinese government to conduct Chinese language education internationally. The production of the entire project involved four major stages.

#### Stage 1: Establish Course Content

With the idea of providing proficiency, literacy as well as verification, the sample unit was designed based on the national standard textbook-HSK 1. It is a combination of language ability and test competency which provides learners with a global recognition certificate after learning the materials. Compared to other teaching materials that emphasizes speaking and listening skills only, HSK requires learners to master listening, speaking, reading and writing (basic literacy) at the beginning of the program. This directly addresses the unique feature of the Chinese writing system and

enhances this specific area of learning. With the success of completing the course, L2 learners will be equipped with necessary communication skills as well as test skills to pass HSK level 1 test. This certification proves worldwide recognition on mastering the beginning level of Chinese mandarin and command of using this language in a professional setting such as universities and workplace environments.

### Stage 2: Lesson Plan with Technology For Online Materials

In order to prepare the suitable technology with the target content, I first did some research on the relevant online Chinese courses. There are two main types of information that were considered: one is the official information from Confucius Institute's Coursera HSK Level 1. This course series is developed by Beijing University and the instructor is one of the well-known Chinese language teacher - Yu Bin. The strength of this online course is that its content is very complete and professional. Instructor has a sufficient teaching experience and the course syllabus is well made. However, an obvious shortcoming of its video lessons is that they lack of visual attraction due to the conservative shooting technique and teacher's monologue lectures.

The other kind is from the language training organizations including Chinesepod ([www.Chinesepod.com](http://www.Chinesepod.com)), and YOYO Chinese ([www.yoyochinese.com](http://www.yoyochinese.com)) and FluentU ([www.fluentu.com](http://www.fluentu.com)). All three have been rated as top 10 best online Chinese learning resources. With each has its distinctive characteristic, they all have very appealing video lessons and the presentation of the target language knowledge is diverse, such as talk show style conversation learning on Chinesepod and music videos and documentaries on FluentU. One downside of these engaging video lessons is that they all

require certain amount of subscription fee. Also, their content focus on different area of the Chinese learning respectfully so that learners need to refer to different website for different learning needs.

After observing the relative technology assisted Chinese course materials, I have decided on making video lessons as the main strategy to deliver the instruction. Because the target unit content requires mostly explanation and elaboration, I chose to film the Reporting style.

### Stage 3: Recording and Editing Video Lessons

In order to transfer traditional instruction to online instruction, I first wrote the scripts. This kind of design is quite different from the in-person instruction. In addition to the design of the course content, it also needs to consider the potential reaction of the viewers, camera and special effects. Therefore, this kind of lesson preparation is more time consuming, and could be challenging for teachers who don't have relevant experience. However, all of the lesson planning still relies on and reflects traditional classroom strategies such as a clear explanation of key content, emphasis on the key points, elaboration on difficult concepts, active communication with audience, addressing potential questions, informative assessments, etc.

The shooting site is made up of a green screen background, two lighting stands, a regular tripod and a Sony camcorder. The green screen is essential for this project because it allows the author to add the professional effect when editing. Then, working with enough lighting is another key factor to produce quality videos.

Then, while filming the video lessons, basic acting techniques were adapted. For instance, appropriate make up and dressing were applied to ensure a clear and

professional appearance. Also, I intentionally incorporates culture immersion elements throughout the video lessons. For instance, the instructor was dressed in Qipao – a traditional Chinese clothing for females. Also, I intentionally used Chinese mandarin greetings at the beginning of each episode. It is under the concern of creating an authentic culture immersion on the camera.

The video lessons were mainly edited via iMovie 2018 version 10. The highlight of V10 is convenience of editing via iPhone, iPad and a Mac. It allows me to search and add images through the public search engine much faster. Of course, the key technique is the green screen and the picture in picture function.

#### Stage 4: Develop Offline Materials

The other main part of this model unit is to demonstrate how to balance the classroom time and independent study time. Therefore, the second half of the project is to create supplemental materials for the classroom activities. These include: 1) A brief guide of TPACK model unit structure, 2) A template of lesson planning for the four types of activities, 3) Proposal of HSK L1 course structure, 4) Script of video lessons, 5) Independent reading materials, and 6) quiz and answer keys.

## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

Whenever speaking of technology in education, too often we are fighting the wrong battles. On the micro-level, discussions around topics such as increasing computer exposure inside classrooms or deciding which software best serves what activities primarily treat technology separately rather than synchronizing it with teaching and learning (Mishra & Koehler, 2006). After researching and reviewing current literature in the field of technology assisted language learning, the author proposed a new angle to tackle the issue.

The TPACK Model Unit demonstrates an intersection between online and offline resources inside Chinese language classrooms by sharing the teaching role between the warmth of a human instructor and the pedagogical strengths of digital resources. This structure utilizes technology as a deputy facilitator with course materials designed to magnify both the advantages of technology and human instructors. The presented project shifts the focus from what or how to use technology to how to balance human and technology instruction inside the classrooms. By applying their strengths and avoiding their shortcomings, the shared teaching structure creates a win-win situation that breaks the restriction of the time and space and extends learning beyond the four classroom walls.

## Conclusions

Over the time spent developing the project, the author started to understand that the discussion around technology and education has never been the problem whether human instruction will be replaced by technology. Language education in the digital era is neither a battle between human or machine instruction. Mankind is going through a historical change, and so is education.

Today, many instructors and administrators recognize the positive impact of technology on teaching and the tremendous advances that technology can bring to the classrooms. However, simply adding technical tools to the classroom does not enhance the learning or teaching. On the contrary, blindly increasing the exposure of technology sometimes becomes a stumbling block to the regular teaching activities. The internal law of TPACK framework has a good guiding significance for generating an effective learning outcome from combining technological tools and educational purposes. Especially the intersection between technological knowledge and pedagogical knowledge (TPK) has paved an innovative approach to tackle the practical problems technology might have raised while making decisions on choosing the right technique for targeted teaching content. Furthermore, the emphasis of the technological, pedagogical, content knowledge in TPACK framework is also a great angle to increase the awareness of the new generation teacher training. In the digital era like now, it is reasonable to say that technology plays a rather primary role within the educational activities, if not as primal as textbooks and blackboards, and teachers both in practice and in services should be aware of this trend in a timely manner.

As technology has pulled the communicative capabilities and opportunities to the tip of our fingers, the demand of promoting communication competence in the field of language education seems never being more urgent. Communicative language teaching (CLT) with the technological assistance makes this overarching objective becomes achievable. Features of this methodology, including the use of authentic materials, engaging students in real communication, flexibility interaction within real life scenarios and developing fluency and autonomous learners, are great matches with the current trend of digital globalization.

The ultimate goal of learning a second language is to seek, gain, exchange information with people from a different culture. Human interaction is the fundamental motivation of learning a second language. It is, also, the human interaction during and after the learning journey makes the learning process meaningful and enjoyable. Therefore, the author believes that human interaction can never be excluded or replaced. So, in search of how to enlarge the human interaction within the language classrooms should be placed with more attention. The blended teaching strategy that TPACK Model Unit promotes has spared the classroom time for interactive activities to its largest possibility. With the extra granted time in physical, teachers can now spend more time on developing critical abilities such as creativity, critical thinking and problem solving, etc.

### Recommendations

The presented project is a sample unit of practicing technology integration within Chinese language teaching for college level students. To better facilitate real life teaching, these recommendations should be considered when implementing the activities in classrooms:

1. Apply the Model Unit content with flexibility. In this project, the author recorded her own online instructions by making video lessons. Teachers with limited time and technology support can refer to relevant public resources such as video lessons from Confucius Institute digital library. Meanwhile, video lesson is one way to present the instructions, other alternatives such as text reading materials and audio files can also be selected to fulfill the purpose of input. The video lessons can be applied independently as course instruction for online education as well as supplemental materials to classroom teaching. It also can be used as review materials for after class study. The suggested four types of classroom activities (Review and Reteach, Q&A, Interactive Activities, Guided Exercise) can be altered according to different situations. For example, teachers can combine the R&R and Q&A section if possible. The suggested classroom activity teaching hours is based on one specific college situation. The actual teaching hours can be modified accordingly by adhering to the key content. The number of reading materials and exercises can be modified according to the specific teaching content.

2. Community competence as both means and goal of language education. As popular as it sounds, CLT is not prominently implemented within the language classrooms as it supposed to be. However, the practical benefits this strategy can bring to the language education is promising. As the advent of web 2.0, the globalization has been pushed up to a new level and the meaning of globalwise communication among different cultures has been redefined. How to upgrade the teaching approaches to match up with this trend is going to directly affect the quality of learning and teaching a second language. In order to instill communication competent language learners, it is time for language teachers to set the communicative competence as their teaching objectives and

meanwhile implement communicative activities and strategies into their curriculum development, lesson planning and daily teaching.

Furthermore, for researchers in the field of technology and education integration, the value and impact of TPACK framework worth more attention :

3. Application of TPACK framework in field of teacher training, and professional development. As Koehler and Mishra (2009) state, “teaching is a complicated practice that requires an interweaving of many kinds of specialized knowledge.” Teaching with technologies has definitely made the teaching even more challenging. How to effectively prepare teachers with the right perspectives, and guidance to tackle the potential issues that technologies might cause in the classroom are a rather crucial aspect to consider about in the current teacher training programs. Not only the new teachers but also the teachers in service, TPACK provides profound knowledge in combining all three bodies of knowledge in content, pedagogy and technology that worth researchers to discover ,analyze and evaluate.

4. Combination of pedagogical and technological knowledge in developing technological and educational applications and software. Many educational technology in use are very tech advanced but educationally insufficient. A direct reason behind is that the developers of these softwares have adequate knowledge in techniques yet lack of understanding of education or teaching. Having teachers and administrators in service to join the development could likely improve the efficiency of these education purposed learning facilities.

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## APPENDIX

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Instruction Book

**TPACK Model Unit**  
**Chinese Mandarin**  
**HSK Level 1**

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Yan Wang  
03/21/2019

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## Table of content

1. Introduction
2. Part I Online Resource
3. Video lessons
4. Part II Offline Resource
5. Four Types of Interactive Activities
6. Appendix: Video Lesson Transcripts



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## Introduction

### What is TPACK Model Unit ?

This TPACK model unit is a proposal that reimagines the college level L2 classroom instruction. It is inspired by the combination of knowledge of technology and pedagogy, the knowledge of technology and content. It is a framework for college level Chinese language teachers to reexamine their course design and lesson planning. Language learning can be a lifelong subject. The learning results of classroom language education is often criticised because of the obvious restriction from time and space. Chinese Mandarin is difficult, and education of Chinese Mandarin inside American universities is often castigated. Compared to other foreign languages such as Spanish and French, Chinese requires two to three times learning hours to achieve proficiency level. Teachers often complain there is barely enough time to cover the lesson plan content. This project is created in an attempt to solve this practical problem. The fundamental idea is to re-allocate classroom teaching between technology and human instructors (professors, lecturers, teacher, etc.). The idea is to move the process of input activities online , including background information, language convention explanation, main concept elaboration, because these technology obviously does a much more efficient job on providing accuracy, efficiency and convenience. Then , the second key factor is to leave the classroom time for interactive and output activities that demands human interaction, evaluation and supervision. In this project, these two are treated equally that play a equipotent role as grammar instruction are important as classroom activities for L2 learning.

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## Part I Online Resource

**Overview :** First part is the folder of the technological resources. The folder includes 7 video online course made by the author , (can be replaced with other credible online courses as well ), 5 readings regarding the unit objective, 3 quizzes that test on understanding. The video lessons are 5 minute long each, including lectures over key content such as Chinese pinyin system, Chinese writing system, useful classroom expressions, etc. total learning time is less than 2 hours, suggest students learn before first class first week.

Table 1 Video lesson list

Unit 1 Getting Ready to Start!			
Video 1	5 minute	Chinese Pin Yin	Initials , finals, tones
Video 2	5 minute	Introduction of Chinese Characters	What are Chinese Characters ? Strokes and radicals Learning tips
Video 3	3 minute	Basic conversations 1 : Greetings	Hello ; Goodbye 你好, 您好, 你们好, 再见
Video 4	3 minute	Basic conversations 2 : Manners	-Thank you 谢谢 - You are welcome 不谢 -Sorry/ I'm Sorry 对不起 -That's ok. 没关系
Video 5	4 minute	Numbers	0 , 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

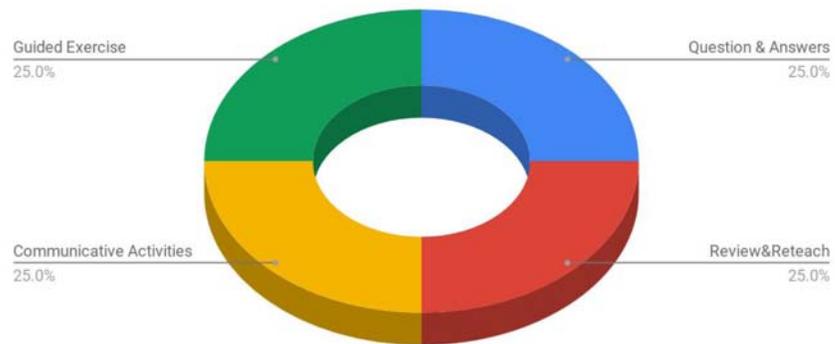
Video 6	5 minute	Classroom Expressions 1	Hello Teacher, Hello Class, I, me, us, You, Class begins, Class is over , take a break 老师好, 同学们好, 我, 我们, 你, 你们, 上课, 下课, 休息
Video 7	5 minute	Classroom Expressions 2	Listen, look, read, speak, write , please, have , questions/a question, pen , book. 听, 看, 读, 说, 写, 请, 有, 问题/一个问题, 笔, 书

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## Part II Offline Resource

**Overview :** The second key factor in the TPACK model is to spare classroom time solely for interactive activities which require much more human flexibility and physical appearance. In order to help students understand the online instruction as well develop necessary communication competency, the author created the QRCG classroom activity framework, in which Q represents questions and answers, R represents review and reteach, C represents communicative activities, G represents guided exercise.

### Four Steps of Classroom Activities



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## Step 1 Question & Answer

**Overview:** This activity is suggested to conduct as the first step after online learning. The purpose is to answer students' questions regarding the online learning materials. The main role of instruction here is to evaluate and summarize the questions and make notes. Questions in common can be viewed as an indicator that should be retaught during the next section. Suggesting time is approximately half hour to one hour class time.

## Step 2 Review & Reteach

**Overview:** In this section, instructors review key components of video lessons as well as potential difficult area of content, specifically, in this model unit, such as tones in pinyin and radicals in characters. During review, informal assessments should be applied to check on students' understanding. Then, regards the areas that have the most questions, a reteach should be considered. This section is a key section of the offline learning, therefore it should take up a good portion of the classroom time. Suggesting time is one hour.

## Step 3 Communicative Activities

**Overview:** This section is designed to practise on communication skills, including listening and speaking mainly . It is developed to practise on conversations and classroom expressions. Common communicative activities such as role plays, information gap and so on can be applied accordingly. Suggesting time is one hour.

## Step 4 Guided Exercise

**Overview:** This section is designed to help students solve problems encountered in homework or any type of informal quiz. In L2 learning, students often face situations that requires a direct help such as a demonstration of the sound of the target language, a practise partner over the sample dialogue. Suggesting time is one hour.

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## Video Lesson Transcripts

### Lesson 1 Chinese Pinyin

Hello class, 同学们好。 In today's lesson we are going to learn Chinese Pinyin. First of all, what is pinyin? Pinyin is the Romanization of the Chinese language based on their pronunciation. In Mandarin Chinese, the phrase "Pinyin" literally translates into "spell sound." In other words, we can refer pinyin as spelling out Chinese words with letters from the English alphabet. The Chinese pin yin has 3 elements :initials , finals and tones. Simply speaking , in order to pronounce a Chinese word, all you need to do is an initial plus one final and a tone . All of these three makes one syllable that corresponds to one Chinese character . For example, in the word Ni Hao , the first sound "ni", letter n is an initial, letter i is a final and the curvy little mark on top of letter i is the third tone , sounds like i. All three makes the sound of "ni".A Chinese syllable doesn't necessarily have an initial, but it must have a final and a tone. For example, 啊, 哦, 安。

The initials and finals are like the consonants and vowels in English, many of them even share a similar pronunciation. For example, b sounds like be, p sounds like pe, g sounds like ge. There are 21 initials and 38 finals, and a combination of all these sounds make the pinyin chart ! A bit over 400 sounds in total. And in theory, after knowing every single sound of the chart, in theory, you are capable of speaking out all the Chinese words that exist!.

Now tones. There are four tones in Chinese, someone has compared Chinese tones to driving a car. First is driving on flat roads, second is going uphill, third is going up and then down the hill, fourth is going down the hill. Different tone with different syllable means a different word. for example, ma ma ma ma .

Many people say that Chinese tones are too difficult, which I agree . As a beginning learner, these guys could seem rather challenging, however, just like any other new things you learn, it will only get easier as you make progress.

Just like the 1.3 billion Chinese native speakers, learning pinyin is the first step to learn the Chinese language. In the digital age, Pinyin has become exceedingly useful, as it is the most popular and common way to type out Chinese characters on a typical keyboard. Some of my American friends can even have a chat with me in Chinese after learning pinyin for just one month. That is all for today's lesson. Thank you for watching , I will see you in the classroom.

## Lesson 2 Introduction of Chinese Characters

Hello class. 同学们好。 In today's lesson, I'd like to introduce you to Chinese writing system- Chinese characters.

As you may already know, Chinese characters are the real representation of the language, because in order to be consider to literate, one needs to read and write characters. There are nearly 100,000 characters, the exact number is hard to track. good news is that you only need master 3000 to be literate. Some may say even 3000 seem a lot of work to do . not to mention the Chinese characters look so different from anything else, they basically look like drawing to most of the western learner. This could be true when there is not an effective learning strategy.

In order to learn Chinese characters efficiently, we need to know strokes and radicals.

A stroke is a basic component of a Chinese characters, and then strokes make radicals which becomes parts of the characters. There are over than a dozen of strokes and the most frequently used are the basic five: Then with these five strokes, you can already write many Chinese characters, for example:

Radicals are building blocks of the Chinese characters and often reflecting some common semantic or phonetic characteristic. Knowing common radicals can greatly help you learn new Chinese characters. For example, 木 林 森

There are 241 radicals according to the Kangxi dictionary. HSK LEVEL 1 covers about 30 basic radicals that will help you master 150 Chinese characters in the end of the class.

Ok, that's all for today's lesson. Thank you for watching.

### Lesson 3 Conversations 1 Greetings

Hello class. Tong xue men hao ! In today's lesson , we are going to teach you how to say "Hello" and " Goodbye" in Chinese. All of these greetings will focus on the formal occasions. Now, how to say hello. The first one is Ni Hao. Ni Hao.

This is the most popular and peer to peer interaction in Chinese, which I believe you must have heard about it somewhere else before. It is the most appropriate greeting if you are meeting someone for the first time. For example, a new neighbor, a classmate or a client.

The next is an example of first time meeting with an elder or an individual of higher social standing, like for example your boss, your professor, or an older person who lives in the neighborhood. In Chinese , instead of Ni Hao, we use Nin Hao. Nin Hao.

That's right. You may say those two sound so similar, how do I discern? Well, here is a tip for you. When you say Nin Hao, you feel like you are trying to pronounce the word out of your throat instead of your mouth. Now, let's review these two phrases, first one , a peer to peer interaction Ni Hao , Ni Hao. Next one, a more polite and respectful way to greet an older individual, Nin Hao, Nin Hao.

Ok, next example is the way to greet more than one person. Ni Men HAO. Ni Men Hao. In this phrase, nimen means you , two of you or three of you. So , when you are meeting a group of classmates, or a group of audience. Instead of saying NI HAO , we say NI MEN HAO. Now, let's look at a sample dialogue. " NIN HAO" " NI MEN HAO"

Ok, how to say goodbye. In Chinese, we say "ZAI JIAN". These two characters literally means again , see you. Of course, this is the most formal and serious way to say goodbye. Once again, it should be used when you are aparting with a classmate, a teacher , a client or a new neighbor. Ok, let's review today's conversations. We have learnt three ways to

say hello in a formal situation. First one, peer to peer, NI HAO ; second one, to an elder citizen, NIN HAO; the third, to more than one person, NI MEN HAO. And then, we have learnt how to say goodbye in Chinese, ZAI JIAN. ZAI JIAN.

Ok, that is all for today. Thank you for watching the video. ZAI JIAN.

## Lesson 4 Conversations 2 Manners

Hello Class. TONG XUE MEN HAO. Welcome back to conversation time. In today's lesson, we are going to learn how to say Thank you and I'm sorry in Chinese. Once again, our focus is in the formal situations. Now how to say Thank you. In Chinese, we say XIE XIE. XIE XIE. This is how to say each word separately, when you put it together in a conversation, it sounds like XIEXIE. In reply to Thank you = XIEXIE , you can say BU XIE, BU XIE. Now , let's take a look at each of the character. The first one, BU means no, not. Xie means thank. So in Chinese, when you put it together, it basically means no need to thank me, no need to thank. Let's put these words in a conversation .Thank you XIE XIE, You are welcome BU XIE. Now, let's look at a sample dialogue .

How to say Sorry?

In Chinese, we say DUI BU QI. And to reply to SORRY, we say MEI GUAN XI. MEI GUAN XI. Now slow down. What does each of these words mean? In Chinese , these three words mean no matter, does not matter. As you can see, it is a bit similar to English , isn't it ? Now, let's look at a sample dialogue. Now, lets review. We have learnt how to say thank you, which is XIE XIE . In reply to that, we say BU XIE. We also learnt how to say sorry and that's ok, which is DUI BU QI, MEI GUAN XI. Thank you for watching. I will see you in the classroom.

## Lesson 5 Conversations 3 Numbers

Hello class. TONG XUE MEN HAO. In today's lesson, we are going to learn numbers. We all know that numbers are useful and they are everywhere. Once you have known the first ten numbers in Chinese, you can introduce yourself information, such as your birth date, your age or your phone number and many other things. Now , the first four numbers. Zero is LING, LING. Number one is YI, YI. Number two is ER , ER. Number three is SAN, SAN. OK . Have you got it ? In this first four numbers, number one and three are the first tones, so when you say YI which is number one, SAN which is number three , make sure your tones are flat. And then, LING is a second tone, it feels like you are raising your head up a little . Er is a fourth tone, it feels like you are lowering your head a little bit. Now, let's put these four numbers together, from the beginning, LING, YI , ER , SAN.

Now, number four to number seven. SI which is number four. WU, number five; LIU , number six; QI, number seven. Ok, in these four numbers, number four and number six are the fourth tone, so your pronunciation feels like lowering your head, then number five is a third tone , it feels like you head is going down and up, number seven is a first tone, make sure you sound flat.

Ok, have you got it. Let's put them together. SI, WU, LIU , QI.

Ok, number eight to number ten. Number eight , BA; number nine, JIU, number ten , SHI. In these three numbers, number eight is a first tone, so you sound flat. Number nine is a third tone, so you sound like going up and down. Number ten is a second tone, you sound like going up .

Now , let's put them together. BA, BA,JIU, JIU,SHI,SHI.

OK, WELL DONE. Now, you have learnt your first eleven numbers in Chinese, and lets practise in a real life scenario. For example, how do you say this telephone number ? One three seven YI SAN QI ER WU ER WU LIU LIU LING LING.

That is a typical Chinese cell phone number which you might hear or see when you are traveling in China. Let's review all eleven numbers, LING, YI, ER, SAN, SI, WU, LIU, QI, BA, JIU, SHI.

YES!

That's all for today's lesson, numbers are fun. The more you practise, the better you will be. Thank you for watching. I will see you in the classroom.

## Lesson 6 Class Expressions 1

Hello class. How are you doing today. In today's lesson, we are going to learn a few classroom expressions. You will hear use these phrases in Chinese only later in the classroom, I hope this short video can help you get ready for that. The first one is Hello, in Chinese we say NI HAO , NIHAO. Well, I believe you must have seen or heard this phrase somewhere else before. However, have you ever wondered what exactly those characters mean? Actually, it is a very useful sentence structure, let's break it down . First character NI , which means you. The other character is HAO which means be good, be well. As you can see, hello in Chinese means you are being good or well, either as a statement or as a question . As I have just mentioned that it is a very useful sentence structure. When you replace you “NI” with somebody's name or a job title, this phrase becomes daily small talk starter. For example, if you have a classmate whose name is Mary or Micheal, instead of saying NI HAO, you can say Mary Hao, or Micheal Hao. As soon as a Chinese person hear this phrase, they know that they must know you and you want to have a small talk with them. Same, if you want to say hello to your teacher, the person who you see very often, you can say LAO SHI hao. Here, LAOSHI means teacher. HAOSHI HAO means hello teacher. Right, that is a very casual daily greeting phrase you have just learnt. In return, I can reply and say, TONG XUE MEN HAO. Here, TONGXUE is class or classmate. MEN is the plural form for pronounce. Together, TONG XUE MEN HAO means hello class. You will hear this phrase during the class as well as in the video lessons very often.

Now, let's talk about how to say I or me. In Chinese, we say WO, WO . For example, later on you will learn to say my name is . In Chinese, it starts with WO DE , WO DE MINGZI , here WODE which means my . Or you might need to say, I have a question. It starts with WO , WO YOU WENTI. Here, WO means I , YOU means have , to have, WENTI means question , questions. Also, there is WOMEN which means us, we. Here, WO becomes plural when it follows with the word-MEN. Same, NI MEN is the plural

form for you, two of you. For example, if I need to ask two students to answer my questions, I would say NI MEN . Next is a popular character especially for schools , which is KE. It means class, lessons, lectures. We want to learn this character because we want to know how to say, “let’s begin our class, or class ends.”

All you need to do is just to put “up”and “down” in front of KE. For example, if I want to say let’s begin our class, I will say SHANG KE. Here, SHANG means go up , so in Chinese when you say class starts it sounds like let’s go up to the class. Next , when you say class ends, you need the Chinese for down which is XIA. So , when you say class is over, you will hear the teacher say XIA KE which sounds like let’s go down the class. Very interesting , isn’t it ?

The last one, how to say let’s take a break. In Chinese it is XIU XI, XIU XI. Ok, that is all for this lesson. I hope you had a good time learning some basic classroom expressions in Chinese, I am looking forward to seeing you in the class.

## Lesson 7 Classroom Expressions 2

Hello class. TONG XUE MEN HAO .

In today's lesson, we are going to learn a few action phrases which can help you understand the instruction better. Also, it will help you ask questions in Chinese. First one, KAN KAN. It means to look at. For example, KAN HEI BAN, which means look at the blackboard ,please. However, in reality, nowadays we use a whiteboard. Next word, TING TING. It means to listen , hear. For example, TING WO SHUO, which means listen to me speak please, listen to me. Next word, DU, DU , which means to read. For example, GEN WO DU , follow me read , please. Next word, XIE XIE , which means to write, to write down some information please. For example, XIE YI XIE, XIE YI XIE. It means to write and to write. Last but not least, SHUO SHUO. It means to speak, to say it please. For example, SHUO YI SHUO . It means please say it. Now, you have just learnt how to say to look, to listen, to read, to write and to speak in Chinese. However, if we say these phrases to someone directly, it might sound a little bit too harsh. In real life, we do need another character in front of each of these phrases to sound more politely, which is QING. QING means please. For example, if you want to say “please listen to me” in Chinese, you should say QING TING WO SHUO . In direct translation, it means please hear me to speak.

Also, you might hear me say this very often, QING GEN WO DU ,which means please follow me read. Ok, the next action word we are going to learn is a very useful one. It is YOU, which means to have, have in Chinese . For example, if you want to say, I have a question. You need to say WO YOU , remember WO means I , YOU means have. Now, we just need to know how to say question, WEN TI , WENTI .Now let's put everything

together, WE YOU WENTI. You may ask, how to say I have a question. A is a measure word which is YI GE. So, now we have one question in Chinese is WE YOU YIGE WENTI. Very good, now you know how to raise a question in Chinese.

Ok, the next words we are going to learn , I call them study buddies. The first one is a book. In Chinese, SHU SHU. Next one, a pen. BI , BI. How do we use these two words. Well, you might hear me say QING DAKIA SHU. This sentence means , please open the book. QING means please, SHU means book. The phrase in the middle DAKAI means to open.

Next one, pen. We can use it in a sentence structure we have just learnt. If you want to say, I have a pen. WO YOU BI. You might find yourself in a situation that you need to borrow for a pen. Do you have a pen ? In Chinese, we say NI YOU BI MA? Or just go with NI YOU BI and raise up your tone to indicate it is a question. Ok, that will be all for today's classroom expressions. Thank you for watching. I hope they are useful. I look forward to seeing you in the class.