RESEARCH ON WEB-BASED TEACHING MODEL FOR CHINESE LANGUAGE

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ABSTRACT
With the rapid development of modern information technology, following the E-mail, BBS and MSN, Blog, Wiki, Podcasting and other information exchange methods are constantly emerging. These new modes of communication provide convenience to lives of people. At the same time, they also provide wealth imagination and chances to teaching reform for Chinese language. Based on the theory of constructivism, this paper analysis how network technology effects the teachers, students, teaching content and other factors of teaching system, and the situation of web-based teaching research for Chinese language. Finally, it proposes the idea of modeling the Web-based teaching model for Chinese language, makes the network technology get more effective application in Chinese language teaching.

KEY WORDS
Web-based Education; Network Technology; Internet Tools; Chinese Language; Teaching Model

1. Introduction
We are facing a new education reform issues: the integration of modern information technology and Chinese teaching. As the core of information technology, network makes self-learning become an inevitable choice. Because of the development of network technology, the traditional status of teachers is being challenged, the teacher's main role will focus on the development of teaching materials, teaching research and evaluation, discover the ingenuity of the learners, help learners master the methods of creative thinking, improve learners’ viability. Students from passive recipients to active learners, it is precisely enable students to obtain a more comprehensive development in the Internet age. However, Chinese discipline by using the network technology still exists many problems, not only the narrow-minded understanding, but also simplistic teaching design and operation, such as the forest for the trees, ignore the students’ text education; Blindly illustrate poems to curb the imagination ability of students; Hungry and casual reference to the audio-visual materials and so on. This leads the integration of Chinese discipline and the network technology still at low level, not only the teacher cannot really benefit from this new teaching form, students also cannot really get ability to exercise and improve [1].

In fact, some of new technologies applied into teaching is not simple as people think, it will bring a series of new problems: hardware problems in schools, funding fee for using Internet, technical problems in the process of teaching, review the information content. This paper focuses on the status of web-base teaching model for Chinese language, combined with my own teaching practice, thinking about how to construct an interactive and web-based Chinese teaching model, and apply these model into teaching practice. At last, summarize its basic characteristics, general operating procedures, etc., try to have a relatively comprehensive and systematic research on the modeling of web-based teaching model for Chinese language.

2. Status of Web-based Teaching for Chinese Language

2.1 Chinese Information Resource with Repeated Construction and Low Utilization
The emergence of network bring new opportunities to education, various hardware facilities and teaching software bring forth the new through the old, a lot of new technology enter into classrooms, greatly enrich the learning resources. At present, the school pay more attention to the construction of software and hardware resources, most schools are developing their own school-based curriculum and cyber source library local based district or school, but the phenomenon of information resource low-level repeated construction is very serious. Due to the lack of good organization and correct guidance, teachers look for appropriate teaching resources exhausted, with little success, waste a lot of manpower and material resources in the production of courseware. When in teaching, some teachers over-rely on network, simply put a large number of untreated teaching resources listed together, do not combine them effectively. Once apply to classroom teaching, students are given no hierarchy, not systematic and targeted poor material resources, cannot achieve the optimization of teaching effectiveness [2].
2.2 Ineffective Network Technology for Chinese Teaching

The author did a survey a few years ago, the result shows that 36.3% of the students believe that apply information technology in Chinese teaching is useful for learning, 50.4% of the students think that little helpful, and 12.4% of the students think that does not have necessary relation. Thus, applying information technology in Chinese classroom teaching actual effect is not obvious. Why is there this situation, the author thinks that the purpose of Chinese teaching can be seen. The purpose of Chinese teaching is not only information practice course, its primary task is to complete the learning of word and language, the training of Chinese ability and cultivation of the sense of phrase [3]. This requires we must focus on the text of perceptual materials in teaching, make students more direct contact language materials. Use too much audio-visual reading instead of text reading is extremely harmful: if you ignore the particularity of the discipline of Chinese, visualize Chinese with rich imagination space, roughly replace text reading with visual images, it will weaken the students' language sense ability, reading ability and imagination, even cause the stagnant of students’ thinking level, violate the law in Chinese teaching.

2.3 Imperfect Network Technology for Chinese Classroom Teaching

Over the years, the evaluation of Chinese teaching always regards test scores as the only standard for measuring educational outcomes. Currently, in the condition that educational theory and educational technology rapid development, people are familiar with the standard of school education becoming more diverse, the implementation of effective teaching evaluation is very difficult. When evaluate courses, an important concept closely related to evaluation is the exam. The exam is not equal to evaluation, but exam as a result of measurement, it is an important basis for evaluation. Chinese exam is an important part in the process of Chinese teaching, also is a "bottleneck" restricted the Chinese teaching reform. Because teaching activities oriented to exam. As long as the exam content and methods unchanged, whether teachers or students are difficult to create a big breakthrough in two aspects of teaching and learning, this will lead to utilitarian tendency of applying network technology [4].

Jinhua city, Zhejiang Province, has organized a number of teachers participate in "famous teacher free online Q & A - junior middle school Chinese " activity (see table 1), arranged specific teachers on duty. This desire should be good, but has found many problems in practice, one of the problems is that students and parents reflected indifference, negative interaction between students and teacher. These problems are worth us to think.

<table>
<thead>
<tr>
<th>Duty time</th>
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<th>Contact(QQ No)</th>
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<tr>
<td>Monday</td>
<td>Xunchun Cheng</td>
<td>961148763</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Xiangmei Ye</td>
<td>345721600</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Liyun Pan</td>
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<tr>
<td>Sunday</td>
<td>Ningfeng Jin</td>
<td>836539981</td>
</tr>
</tbody>
</table>

3. Modeling of Interactive Web-based Teaching Model for Chinese

3.1 Interactive Teaching Model for Chinese Reading

The traditional teaching of Chinese reading emphasizes that students can feel the literary image, figure language, understand artistic value of work. In the concrete implementation process, the more teachers rely on their own stock of knowledge [5]. Because each student's personal experience and life experience is different, resulting in classroom communication activity also difference, some students discourse right and self expression is restricted. However, the teaching model combines information technology and teaching of Chinese reading can compensate the defect.

(1) Text comprehension model

Text comprehension model takes textbooks and Chinese reading book as text, uses pictures, music, film and television, etc., based on the situated teaching, combines information technology flexibly, perceive the true love and beauty of literature deeply. Generally speaking, the reading teaching of classical Chinese, poetry, prose can appropriately use pictures and music. However, the reading teaching of drama and novel can make use of related film and television works to deepen our understanding. Practice has proved that these ways are helpful to cultivate thinking in images, enhance interest in learning and develop thinking of students, also welcomed by the teachers and students. But at present the problem of this model is lack of relative resources in applying information technology, it is necessary to stimulate the students' cooperation consciousness, so they have the opportunity to directly participate in background platform of designing works. Formally, it can play the advantages of information technology, teachers and students together to create a background resources sharing library. In terms of this interactive form to reduce the on teachers’ burden in teaching design, at the same time, the active thinking students often can inspire the teacher's teaching inspiration [6].

(2) Hypertext research model

Hypertext research model is the research that on the basis of text perception, make use of the advantage of
information technology with high knowledge capacity and fast information collecting, design issues to guide students do research. With this reading model, the purpose is to cultivate students' independence and autonomy, improve their information literacy, make students have the ability of preliminary analysis and study, lay the foundation for lifelong learning. As an effective complement to traditional classroom, the network teaching of digital classroom can allow students to freely "touch" reading materials, self-screening, construct their own reading frame, enrich their experience of reading. The teaching process is the dynamic construction of the four class element: teacher, student, learning content and media. Students both are investigator and partners in this Web-based learning process, teachers can also focus on the design of teaching content and implementation of teaching process, reduce the useless in technology [7].

3.2 Interactive Teaching Model for Chinese Writing

Network is open to students so that they get the way of evaluation is no longer single. The traditional composition teaching is one-way, evaluation is generally confined to teachers, lack of communication between students. Network teaching can make up for this deficiency, make the correcting of composition more intuitive and convenient. Such as: by applying network resources, guide students to establish personal writing material library, use E-MAIL, FTP upload articles; Establish virtual community, teacher and students participate in the discussion, students participate in correcting and commenting; Make use of campus network, establish online writing Forum; Guide students to contribute to related sites and newspapers. In composition teaching, teachers can use network technology to assist teaching, design the program of computer composition, introduce several necessary steps: determine subject, search materials, edit, online sharing, modifications and suggestions [8]. This model is convenient, improves the efficiency of feedback composition, truly realizes the sharing of resources and extensive interaction.

3.3 Interactive Teaching Model for Chinese Speaking

Integration of information technology and spoken Teaching, mainly through multimedia, network to create a vivid, lively, interesting and enjoyable speaking situation, including lively show, physical situation, image situation and sounds situation [9]. It inspires students' interest in speaking, then let the students observe the images and animations, finally discuss the presentations. If the students speak incomplete and non-standard place, teachers should guide the students to correct, cultivate correct attitude and language habits of students. Under the background of multimedia and network, Spoken teaching provide students the opportunity of communicative situation, so that students learn the accurate transmission of information and expression of emotion, following teaching models can be used:

1) Activity experiential teaching model

Activity experiential teaching model generally divided into three steps: firstly, initially perceive teaching content, predetermine teaching target, set problems; secondly, start form problems, prepare activities, guide the students to make full use of network resources to collect data, organize and obtain valuable information; thirdly organize students to participate in activities, get the real experience, comprehend the essence of the problem, put forward some new insights. For example, in spoken communication class, when organize class debate contest, running according to three steps. First of all, encouraging everyone participate actively, determine the responsible person, count the number of applicants, generating the title of debate, such as "whether work part-time is benefit students in higher vocational colleges". Secondly, starting from the title of debate, prepare activities to guide the student make full use of network resources to collect data, settle and obtain relevant information. Finally, organize students to carry out this activity, affirmative and negative debate fiercely. After the debate, then reviews.

2) Situation exploratory teaching model

Situational exploratory teaching model generally divided into three steps: firstly is using multimedia means to provide video, audio or picture and other materials, create problem situations; Secondly is student find and put forward problems; Thirdly is teachers screen the problems, extract the key problems, guided students discuss and inquiry the key problems. For example, in May 12, 2008, Wenchuan county, Sichuan Province, had 8 strong earthquake [10]. In the next few days, author pay attention to the dynamic of event, continuously download related pictures from the website, and made preliminary classification, classified as six parts: "earthquake scene", "grieving parents", "lovely children", "soldiers", "disaster" and "victims". In the following spoken communication class, timely adjust the teaching content: firstly, use multimedia display these classified pictures, and appropriate description, lead students into this particular situation; secondly, students volunteered describe the most moving for themselves, discovery and put forward problems; thirdly, author screen the questions, combined with the recent the behaviour of contributions and donation, guide the students to think "what we can do". Finally, concluded that "life is so fragile, we should not only care for the people of disaster areas, but also to learn how to care for family and friends around us".

4. Conclusion

Network have been deep into every aspects of life, as "equal with epitaxial life", Chinese discipline, cannot be completely indifferent. Applying network technology to
attract students, teachers guide and propose subjects, this is the new model of Chinese teaching. It shows that do a good job in combining Chinese classroom teaching and multimedia technology, teachers walk out from traditional teaching just rely on a mouth, a book and a pen, this is the inevitable trend of future Chinese teaching. Teachers explore new teaching model, aim to improve the students' interest in Chinese learning by means of network technology, make students cultivate the ability of collect, analysis and synthesize information, awareness and ability of self-learning. Under the background of network, create Chinese learning condition for students, cultivate students' innovative spirit and ability of independent learning, improve the quality of Chinese teaching, promote the improvement of teaching optimization and teaching quality.

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References


