



The Application and Effectiveness of an E-Learning Platform MOODLE on Intermediate Chinese Speaking and Listening Course

Tungyue Hon

Yale-China Chinese Language Centre, The Chinese University of Hong Kong (China)
dtyhon@cuhk.edu.hk

Abstract

In the 21st century computer technologies develop at a tremendous pace. With the impact of continual development in technologies, the way of teaching Chinese in the Chinese University of Hong Kong is changing massively during the last decade. Classroom teaching is shifted from blackboard and chalks to overhead projector and computer-aided programs; students attend language laboratories together with meeting teachers face to face, students use electronic devices to search for definitions of new words, take photos of notes and hand outs, record lectures and download sound files for listening and practice.

Teachers teaching Chinese as a second language through smart searching engines and databases on Internet may collect edit and upload contents to automatically generate teaching materials, thus combining methodology and curriculum with computer technologies to manage teaching on line. This study mainly focuses on how an e-learning platform MOODLE is being applied in our Intermediate Chinese Speaking and Listening Course, particularly on how it manages and supervises pace of study of students, and how it coordinates with teachers' classroom teaching, in order to examine its effectiveness. This paper also addresses the feedback from students on their perspectives of comprehensive computer technologies being employed in teaching Chinese as a second language, and the reflections of teachers towards teaching with MOODLE.